ANNUAL REPORT
of the
EDUCATION DEPARTMENT
For the
Year ended 31st December, 1946
Bechuanaland Protectorate

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CONTENTS

Chapter                                    Page
PREFACE                                   1
I GENERAL                                  2
    (i) Victory Parades                    2
    (ii) Change of Personnel               2
    (iii) Census                           3
    (iv) Opening of Kanye Middle School Buildings 4
    (v) African Advisory Council           4
    (vi) European Advisory Council         4
    (vii) Directors’ Conference            5
        (a) Mass Education                 5
        (b) Translation and Publications Committee 5
        (c) Financial Problems              5
        (d) European Education              5
    (viii) Conference of Supervisors of Schools 6
    (ix) African Teachers’ Association     6
    (x) Cinema Work                        6
II EDUCATIONAL LEGISLATION, ADMINISTRATION AND CONTROL 7
III FINANCE                                7
IV BUILDINGS AND EQUIPMENT                9
V PRIMARY EDUCATION                       9
    (i) African                            9
    (ii) European                          10
VI SECONDARY EDUCATION                    11
VII TEACHERS EMPLOYED AND TEACHERS IN TRAINING 12
    (i) Teachers Employed                 12
    (ii) Teachers in Training              12
    (iii) Vacation Courses                 13
VIII PHYSICAL AND MORAL                   14
    (i) Hygiene and Medical Examinations   14
    (ii) Guiding                           14
    (iii) Scouting                         14
    (iv) Boys’ Brigade                     15
    (v) Girls’ Life Brigade                15
    (vi) Moral Welfare                     15
ANNEXURE I: PROGRESS REPORT 1946: AGRICULTURAL EDUCATION — By W. H. Turnbull, Esq., Agricultural Education Officer 15
ANNEXURE II: PROGRESS REPORT 1946: HOMECRAFTS EDUCATION — By Miss C. F. Posthumus, Homecrafts Education Officer 18
ANNEXURE III: AFRICAN BURSARIES            19
ANNEXURE IV: DISTRIBUTION OF STUDENTS IN EXTRA-TERRITORIAL INSTITUTIONS 20
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 our 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 Bushman nomad.

In the reserves there is a number of very large villages at considerable distances apart, one of which, Kane, 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 the 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 we have to depend for higher and technical education, differ educationally and in political control.

Two other important factors have influenced the development of our 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 the tribes.

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) Victory Parades

1. During the period June 13th to 26th, His Honour the Resident Commissioner, Lieutenant-Colonel Forsyth Thompson, C.M.G., C.B.E., toured the Protectorate, holding Victory Parades at Good Hope, Lobatsi, Ramotsa, Gaberones, Molepolole, Mochudi, Mahalapye, Seihare, Palapye, Bobonong, Seruli, Francistown, Donata and elsewhere. He was accompanied by Mrs. Forsyth Thompson who assisted him in the inspection of Youth Movements, the members of which, almost entirely composed of school children, took pride in following the returned soldiers in their march past, in leading the singing, and generally in sharing in the celebrations which the patriotic efforts of their elders had made possible.

2. In many of these celebrations both European and non-European children took part, much of the success being due to local initiative.

Of Francistown it was reported that a well-attended sunset parade was organised by the M.O.T.H.S.; that a Victory Fancy Dress Dance was arranged for children as well as for adults, and that as a result of supplementing the Government grant with local subscriptions, every European child in the District received a small present in addition to the bronze medal issued in Southern Rhodesia. Similar voluntary assistance enabled the Francistown African children to be transported to Donata, where a special attraction of the parade was the W.N.L.A. band. Moreover in the township itself an excellent sports meeting, in which over 300 African children participated, was held, cash prizes being generously donated by the Manager of the Tati Company.

3. At Kanye one read of the effective part played by the Scouts, Cubs, Guides and Sunbeams, together with older women from the Torchbearers. So many were present that it was not possible to select more than a small group to represent each section. At this centre the teachers constituted the majority of the officers present, as well as the choir for the service.

4. At Maun, 150 members of the Girls' and Boys' Life Brigades, with their colour parties and officers, took their place with the African Pioneer Corps in the march past, and from Mahalapye, Molepolole, and other stations also came similarly encouraging reports. Unfortunately the holidays prevented many schools from making a corporate demonstration, but undoubtedly a large percentage of the total school enrolment was actively associated with the celebrations on what was a national, rather than a tribal occasion.

(ii) Change of Personnel:

5. Midway through the year Mr. H. G. Clarke, Inspector of Schools, proceeded on leave to England, having applied for a transfer. Although his transfer was not made effective until early in 1947, when he accepted an appointment in Hong Kong, it seems fitting to record it here, for it was during 1946 that he severed his connection with the Department he had served so loyally for upwards of eight years.
Posted to Serowe shortly after his arrival, he was given special responsibilities in connection with schools in the Bamangwato, Batawana, Tati, Chobe and Ghanzi Districts. During the war he was recalled to headquarters and will be remembered gratefully by many for the quality of his work in maintaining the news service, for his interest in the films as an educational agency, and above all, for his sympathy with teachers in the more remote and difficult schools. Our cordial good wishes go with him.

6. On May 1st, Miss C. F. Posthumus assumed duty as Homecrafts Education Officer, but devoted some weeks to a tour of representative girls' schools in Natal and the Cape, before coming to the Protectorate. Of her activities during the year later sections will deal. In a territory where girls still form approximately two-thirds of the enrolment, and where the inseparable needs of school and home in housewifery, nutrition, infant and maternal welfare, health and cognate subjects, are so urgent, there could be no doubt regarding the importance of such an appointment; an appointment which has been widely welcomed and already justified.

7. Four months later Mr. W. H. Turnbull, N.D.A., who had completed nearly six years of service with the Division of Agriculture, after earlier experience in Southern Rhodesia, was appointed on transfer as Agricultural Education Officer. The nature of his preliminary survey supplies clear evidence concerning the need of this parallel appointment, which, as in the case of the post of the homecrafts specialist, is subsidised from Colonial Development and Welfare Funds.

8. To obtain maximum benefits from these two additions to the establishment, carefully selected African assistants of suitable training and experience will be necessary, but in all probability will prove difficult to obtain.

9. Towards the end of the year Miss T. J. Bede-Martin of the clerical staff, resigned on the eve of her marriage. During her period of ten years with the Department her work had been characterised by efficiency, a very high sense of duty, unfailing loyalty, and a marked sense of responsibility, qualities for which we remain grateful.

10. On April 1st, Mr. L. Mounakwa was appointed Clerk-Translator, the first appointment of its kind in the Protectorate. Having taught for 25 years, and been a Supervisor of Schools for 10, and having been drawn upon for many years for important translations and interpreting, it was fitting that he should be able to devote all his time to his major interest, the promotion of Tswana. More detailed references to his activities appear later. Here it seems fitting to refer to this additional appointment, which may well serve as the basis for the development of the vernacular studies of the future.

11. The year was notable for the taking of a new census, since it was 10 years since the last was taken, and apart from the admitted general importance of these demographic surveys, the data have a vital bearing upon educational policy.

One example of this is that according to traditional procedure, it is customary for educationists to estimate for the potential school population 20% of the aggregate population. That this has little uniform validity may be judged from the fact that, vital statistics apart, and they are all-important, in one territory school population may be assessed as the number required for a 6 year course, in another for a 8 year course, and in a third for a 10 year course. It was all the more unfortunate that neither the time factor, nor the necessity to conform to Union procedure, which so largely controls our own, permitted the analysis, nor the training of our enumerators to determine such decisive details as age distribution, sex distribution, or degree of literacy in association with years of schooling. Nevertheless the new data available, when once the revised Ngamiland figures have been incorporated, will be of great value.

12. Because of this, the effective co-operation of African teachers was most encouraging.

Thus the District Commissioner, Gaberones, wrote:—

"All the teachers at the Batlokwa National School, and at the Ootsi and Mogobane Schools, assisted in the taking of the recent census. Their help was invaluable, and without their recent co-operation it would not have been possible to complete the enumeration so quickly and so efficiently. The head-teachers also assisted in training the enumerators prior to census."

13. The District Commissioner, Mochudi, reported that:—

"In the Bakgatla Reserve, 17 teachers assisted with the census, nine in Mochudi itself, and the remaining eight in the outside villages where they were most useful. They all understood what was required of them, and kept the more uneducated enumerators along the correct lines. Without the assistance of these men the taking of the census would have been seriously hampered."
14. The District Commissioner, Molepolole, stated that he had obtained the fullest co-operation from the teachers of his District, adding that "their work, as perhaps was to be expected, was, generally, much more correctly done than that of the other enumerators."

15. The District Commissioner, Tsabong, affirmed that the teachers in the Southern Kgalagadi co-operated willingly in the taking of the census, whilst the Chief Census Officer bore evidence to the fact that "The teachers at Thareselele, Good Hope, Papatlo, Borobalilepe, Ditharapeng and Sedibeng, were all appointed enumerators and have done their work exceptionally well."

16. Relevant to the above was the first statement of the District Commissioner, Maun, to the effect that in Ngamiland the teachers had not been employed, since it was thought that this would take them away from their work too long, and his later statement that: — "The Census in this District was a complete failure, and I have been instructed to organize a recount." He then proposed that selected Batawana teachers should be made responsible.

17. Although in certain districts individuals may have occasioned disappointments, there would appear to be a fairly close correlation between educational attainment, and the efficiency of enumerators. This is not a matter for surprise, but may reasonably justify some measure of satisfaction.

18. In the Ngwato country the teachers were not called upon to assist.

19. On April 16th the Deputy Resident Commissioner, G. E. Nettleton, Esq., C.B.E., formally opened the new buildings at the Kanye Middle School in the presence of Mrs. Nettleton; Chief Bathoen II; Dr. E. H. Ashton (District Commissioner); Mrs. Ashton; Mr. D. E. Clark (Government Architect); Mrs. Clark; the Reverend J. Shaw; Mrs. Shaw; Dr. Bringle; the Director of Education, and others. In his speech Mr. Nettleton referred appreciatively to Mr. Dumbrell's endeavours to secure funds for the establishment of Middle Schools, and to the support also given to the movement by Dr. Ashton. He also commended the practical co-operation of the tribe, the students at the school, and the Public Works Department. These were the first Middle School buildings to be erected from Colonial Development and Welfare Funds: it was, however, hoped that the others would soon reach completion.

20. After this opening ceremony, the members of the local Teachers' Association, in making a farewell presentation to the retiring District Commissioner, paid warm tribute to his enduring support, his unswerving interest in education, and his notable achievement.

21. During the 27th Session of the above Council, which met between April 25th and May 4th, expression was given to appreciation regarding the erection of the Middle Schools, but to dissatisfaction concerning their planning; to interest in connection with the appointment of the Homecrafts Education Officer, but to concern lest her work should be rendered ineffective by reason of the absence of qualified staff; to the need for amending the teachers' appointment forms, and to the increasing difficulties confronting tribal treasuries as they attempted ineffectively to cope with the financial demands of primary education.

22. Encouraging to the Department always is the keen interest maintained in matters educational by the European Advisory Council, and by the strong moral support unfailingly given. Particularly significant was the fact that the promotion of African education has become an issue of common concern, for the welfare of one race impinges constantly upon that of another.

Notes on progress arising from discussions at earlier sessions reflect the degree of co-operation in these respects between Government and Council.

23. The Chairman, Mr. L. S. Glover, O.B.E., with the support of his Council, presented a case for the improvement of service conditions, and cognate matters such as salaries of teachers in aided schools, and sick-leave benefits, were usefully ventilated.

The growth of the African school population was welcomed, but consequential needs were not overlooked.
(vii) Directors' Conference:

24. The Directors of Education of the High Commission Territories met in Conference at Johannesburg in June, the following being among the more important of the resolutions adopted:—

(a) Mass Education:
The conference, while endosing the views in regard to Mass Education recorded in the minutes of the 1914 meeting, considered that the present financial position does not permit serious consideration of a detailed and extensive programme of Mass Education for the success of which ample and continued support would be essential. It was realised that the present time is not opportune for further assistance under the Colonial Development and Welfare Act but it was nevertheless felt that acceptance by the Home Government of the principle of subsidising areas which are depressed, or which, by reason of their peculiar economic position, are unable to be self-supporting, leaves room for hope that at a later stage during the present ten year period the needs of the three High Commission Territories will be provided for on a scale adequate to ensure a fuller and more balanced programme of advance­ment in which due provision is included for Mass Education. In the meantime the conference considered that every encouragement and support should be given to the publication in the vernaculars of the three Territories of newspapers, as well as other types of informative literature, and to the establishment of libraries at selected centres, including institutions for more advanced courses of training, as these would provide valuable means both at present and in the future for the promotion of adult education.

(b) Translation and Publications Committees:
"The conference considered that there was a need for the setting up of a Translation and Publications Committee for each Territory, to sponsor and encourage the production of adult and school literature for Africans. Such Committees should keep in the closest touch with one another in order to avoid unnecessary duplication in the production of literature . . . . In association with these committees each Education Department should maintain its own translation staff."

(c) Financial Problems:
(i) Discussion revealed that all three Territories are confronted with serious problems in regard to the financing of education since it is clear that in each case local resources are inadequate to meet full scale recurrent expenditure. Two alternatives present themselves: either to utilize allocations under the Colonial Development and Welfare Act for recurrent expenditure or so to restrict recurrent expenditure that it might be permanently met out of revenue. Both courses have obvious demerits. The first posits a measure of dependence on external aid which a territory with any prospect of financial independence would naturally endeavour to escape, the second threatens a condition of permanent internal depression detrimental to progress. It is apparent therefore that in the conditions peculiar to the three High Commission Territories no hard and fast rule can be laid down and whatever guiding principles are ultimately accepted must be based on an authoritative survey of the actual and potential wealth of each individual territory.

(ii) The conference was not in agreement in general, with the principle of an education levy. The Directors also considered that the imposition of school fees, as a source of raising educational revenue, would be a retrograde step. They agreed, however, that the Director of Education, Basutoland, may be unable to avoid this step in the absence of any alternative method of raising the funds so badly needed for education in Basutoland.

(iii) Finally it was suggested that apart from drawing upon internal revenue, surplus balances and external grants, the possibility of long term loans, free of interest, should receive sympathetic consideration to help in overcoming the present impasse so detrimental to reform, development and service.

(d) European Education:
In the case of European schools, the conference considered it to be of the utmost importance to staff these with teachers of the highest character and qualifications, particularly in view of the important influence the products of such schools are likely to have on the African population of the territory. The Directors recommended that the whole European Education system of each territory should be carefully examined, bearing in mind that
reorganisation of such schools, including the raising of teachers' salaries to a standard comparable with that of the Union, will be necessary. The conference considered that the assumption by Government of the full salaries of such teachers in a reorganised system is likely to be found necessary; members were also of the opinion that whatever scales are introduced should be uniform throughout the three territories.

25. Also discussed were the establishment of libraries, examination standards, curricula, policy regarding common nomenclature, staff needs, salary scales, mobile cinema units, and devolution to African authorities.

In view of the clear importance of inter-territorial discussions of this kind, it was advised that meetings should be held at least once a year, but more frequently if the Directors found this necessary.

(viii) Conference of Supervisors of Schools:

26. On November 18th the Acting Resident Commissioner, G. E. Nettleton, Esq., C.B.E., opened the Headquarters conference, which has now become an annual feature, when the African itinerant officers upon whom the bulk of school supervision still depends, met together from different parts of the Protectorate to pool their experience and to receive further guidance from their European colleagues.

27. The Agenda included their progress reports, a review of recently introduced examination procedure, school gardening and manual training for boys, homecrafts and manual training for girls, school organisation, and the writing of inspection reports and correspondence.

Discussion on these topics, and on others not covered in the sessions set aside for subjects formally dealt with, proved informative and stimulating, and helped these African Officers to realise more clearly that they were not to think merely in terms of individual schools, but also of regional responsibilities and of their share in the development of the Protectorate system as a whole.

28. Reference was made to the regrettable loss sustained by the death of Mr. M. Mabote, who was in charge of the Gaberones circuit, and who, after 16 years as a successful teacher, had shown marked competence and given loyal service for 6 years as a Supervisor.

(ix) African Teachers' Association:

29. In June a conference of the Bechuanaland Protectorate African Teachers' Association was held at Ramoutsa, in consequence of which some 16 resolutions were forwarded to the Department, this being followed by a deputation to explain and discuss them.

The topics, which covered a very wide range, bore witness to the professional growth of the teachers concerned during the last few years. In order that others at remote schools might be kept in touch with such representations, copies of the resolutions and of the official comments upon them, were issued to all head-teachers. This organisation, which in theory covers the whole Territory, is revising its constitution, and when it has developed a better technique in handling its business should prove not only a valuable sounding-board for the Protectorate, but an important agency by means of which the teachers can convey corporate opinion on matters of educational importance, wider than that of individual grievances.

(z) Cinema Work:

30. The limitation of financial resources again prevented the appointment of special staff for this work, the buying of apparatus, and the building up of a film library.

31. Nevertheless, apart from the receipt of many useful films from the United Kingdom Information Office, Johannesburg, two happenings of interest may be reported.

With the full approval and support of His Excellency the High Commissioner, Mr. Ronald Olivier of the Tea Bureau travelled extensively in the Protectorate with a film van, the purpose being to do exploratory work in connection with post-war propaganda for the development departments, whose directors supplemented his own films for this purpose.

He travelled extensively, although his light truck was not suitable for desert conditions, and at many centres was given a warm welcome by teachers, scholars and adult audiences. Accompanying the van was an African ex-soldier from the Protectorate, who endeavoured to promote interest in the vernacular paper "Naledi ya Batswana."

32. Of more lasting importance was the arrival at the end of the year of a completely equipped mobile cinema unit, one of three presented to the High Commission Territories by His Majesty's Government. This generous gift will be put to good account in 1947, when staff and funds should enable it to function.
CHAPTER II.

EDUCATIONAL LEGISLATION, ADMINISTRATION AND CONTROL

33. No amending or supplementary legislation was promulgated during the year. To have attempted this would have been inopportune until a fuller survey of conditions and needs had been made, an augmented itinerant staff had been appointed, and adequate consultation, local and inter-territorial, had been held.

34. The administrative circulars issued but not consolidated will assist in the gaining of relevant experience, and should thus prepare the way for later codification, concurrently with growing decentralization on the one hand, and on the other of the introduction by the Department of safeguards to ensure the more common acceptance of approved policies, and of the higher standards so essential thereto.

35. The distribution of educational responsibilities and the nature of the work of tribal committees showed little difference, if any, from that described fully in the last Report. The records of the Department reveal more conclusively than do the minutes, that the major share in initiating and co-ordinating the educational work of the committees still devolves upon their chairman.

36. It was hoped that the Board of Advice would meet, but this was precluded for the same reasons as those cited in the opening paragraph of this chapter. Nevertheless the early re-establishment of the Board under a constitution more in keeping with the times, and with a standing committee for the preparation of business, cannot be long delayed.

37. Reference has already been made to the appointment of two technical specialists for hom ecrafts and agriculture, in consequence of which, and in spite of the fact that they did not join the establishment until late in the school year, more inspections were made than had ever previously been possible.

The single Inspector of Schools was absent on overseas leave for six months, no locum tenens being appointed. With the growth of the inspectorate, already made effective before this Report goes to press, competent directive supervision should steadily become co-extensive with the enormous area of the Protectorate, which previously could not be at all adequately served.

38. The African Supervisors, whose qualifications are gradually being improved, responded encouragingly to the increased responsibilities purposely allotted to them. As more devolution to tribal committees takes place, it is logical that a corresponding growth in status should be given to the Africans who will participate increasingly in the supervision of the system so devolved.

39. The Conference of the Directors of the High Commission Territories is gaining in importance and will continue to do so, for there educational experience and aspirations are pooled, policies are examined in detachment, and consequential proposals within a wider horizon than that of any local committee, are carefully drafted.

40. Basic to any sound formulation of policy must be, not only a re-examination of principles, but the collation of data to which they apply. In this connection it is hoped that in the near future the statistical side of the Department's work will be established, and that in consequence, administration and control may benefit.

CHAPTER III.

FINANCE.

41. The total amount expended on educational services from funds controlled by Government and by Native Administrations for the financial year which ended on March 31st, 1946, was £51,550, an increase of £1,503, or of 3% over the amount for the previous year.

42. The revenue from all sources for the financial year under review was £577,360, which continues the upward trend manifest for more than a decade. This aggregate was made up as follows:
From the above it emerges that the expenditure on education represented 8.9% of the total revenue from all sources, a proportion considerably better than that in previous years, but less than half that of Basutoland.

Expressed as percentile increases over the figures for 1945, the following are the results:

1945/46 increase over 1944/45

<table>
<thead>
<tr>
<th>Description</th>
<th>1945/46 Increase</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expenditure from Government Revenue</td>
<td>£2,493</td>
<td>17%</td>
</tr>
<tr>
<td>Expenditure from Colonial Development and Welfare Fund Grant</td>
<td>£13,142</td>
<td>404%</td>
</tr>
<tr>
<td>Expenditure from Native Treasuries</td>
<td>£531</td>
<td>3%</td>
</tr>
</tbody>
</table>

From the Education Vote the sum of £2,014 was devoted to European Bursaries, and the sum of £642 to African Bursaries, the latter sum being augmented by £843 (thus raising the total to £1,485) from Colonial Development and Welfare Funds.

In a country where conditions are such that it has been considered necessary up to the present to subsidise extra-territorial secondary education, rather than to provide facilities within the Protectorate, and where similar considerations preclude the establishment of post-primary vocational training here, few are likely to question the wisdom of a generous bursary scheme; and that upon such a scheme for both races no less than £3,499 should have been spent, will be regarded as a matter for congratulation.

In the financial year 1945/46 the expenditure on European education was £6,279 if one includes 5% of the cost of administration. (Having regard to the respective numbers enrolled in European and African schools, this percentage has been taken as against 10% last year and 25% in previous years.)

The recurrent expenditure from all sources on African education during the financial year under reference was calculated at £33,464. Including schools of all types, there were enrolled in 1946, 21,315 African pupils, so that the per caput expenditure approximated to £1/11/5 as against £1/3/4 the previous year, and £3/13/5 for the Cape Province with which we are so closely associated.

The amount of £1/11/5 has been very slightly increased because of the changed procedure described in parenthesis in paragraph 46.

Expenditure on Coloured education, being but a little over £302, has been merged with that on African education in the above calculations.

From Imperial Funds £9,889 was spent on capital works, chiefly upon the completion of middle school buildings, and upon the equipment, not only of these schools, but of others, tribal and non-tribal, which stood in urgent need of help.

Illustrative of our limited resources and continuing need, is the fact that the Native Treasuries could afford but £1,917, or less than 20% of this amount, for school buildings and equipment for which nothing was voted from Protectorate funds.

It is of interest that the Chief of the Bangwaketsi requested on behalf of the tribe that their levy should be raised from 3/- to 5/-, "primarily to provide the means to meet the acute shortage of teachers." This was authorised as was a parallel request from the Batlokwa who sought to raise their levy from 5/- to 8/-.

Though doubts may be entertained regarding this piecemeal method of subsidising social services, the motive is most commendable.

Authorised provision for education within the vote of the Department showed an increase of £1,175, or of 6.8% by rising from £17,728 to £18,901.

In the same year the increase in ordinary Protectorate Revenue over that of the preceding year, was £31,432, or 8.17%.
CHAPTER IV.
BUILDINGS AND EQUIPMENT.

52. Based upon the results of a questionnaire issued in 1945, the last Report dealt fairly extensively with the acute needs revealed. To this little can usefully be added, for the situation is largely as then described, except that in consequence of invaluable assistance from His Majesty's Government, it became possible to augment sums already provided from the Colonial Development and Welfare Fund, by the deflection of savings, and thus to devote approximately £4,000 to the purchase of equipment for tribal and non-tribal schools.

It cannot be claimed that this made much impact upon the system as a whole, but it made a very real difference to every school assisted.

53. From the same source came money for the erection of the middle schools, to which reference was made in the last chapter. With the single and outstanding exception, therefore, of St. Joseph's Institution, Khale, the middle school buildings have been built and equipped from money provided by the British taxpayer. Because of the grave difficulties attending the United Kingdom's recovery effort, one cannot urge the same measure of support which might otherwise have been hoped for, and one remains profoundly grateful for the assistance already given.

The need for augmented local assistance, to a greater degree than as yet seems possible, can hardly be exaggerated, and may well depend upon the results of a socio-economic survey, arrangements for which in other dependencies have already been made.

CHAPTER V.
PRIMARY EDUCATION.

(i) African:

54. Enrolled in 144 primary and 5 middle schools were 21,174 pupils, distributed throughout an eight year course. Of these 62% were girls, the disparity in number between boys and girls, largely due to the absence of boys at the cattle posts, the lands, and the labour market, reflecting a slight improvement over the previous year.

55. The following figures compare enrolments in the various classes during the last two years:

<table>
<thead>
<tr>
<th>Year</th>
<th>Sub. A</th>
<th>Sub. B</th>
<th>Std. I</th>
<th>Std. II</th>
<th>Std. III</th>
<th>Std. IV</th>
<th>Std. V</th>
<th>Std. VI</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1946</td>
<td>7,478</td>
<td>4,596</td>
<td>3,272</td>
<td>2,136</td>
<td>1,429</td>
<td>1,270</td>
<td>565</td>
<td>428</td>
<td>21,174</td>
</tr>
<tr>
<td>1945</td>
<td>8,698</td>
<td>4,016</td>
<td>2,890</td>
<td>1,849</td>
<td>1,680</td>
<td>1,113</td>
<td>538</td>
<td>355</td>
<td>21,139</td>
</tr>
</tbody>
</table>

Increase: Sub. A + 1,220; Sub. B + 580; Std. I + 382; Std. II + 287; Std. III + 251; Std. IV + 157; Std. V + 27; Std. VI + 73; Total + 35

Decrease: 1220

NOTE.—In addition, 47 pupils were enrolled in the Mochudi Adolescent Girls' Training School.

56. Although inferences may be misleading, the following observations bear upon the above table:

(a) The apparently decreased enrolment in the first year may be due to the fact that head-teachers were made responsible for their own promotions, so that retardation at this stage may have been reduced.

(b) With a few exceptions, after the pupils have survived the first two years, there is an appreciable increase in the higher classes. This may be evidential of the value (bread and butter or other) accorded to education when the sub-standards have been left behind.

(c) There is practically no increase in the two aggregates, which may in part be due to the heavy falling off in attendance after the end-of-year tests have been held. In brief, until monthly statistics can be obtained, and an average struck, the returns made may not reflect normality.

(d) In the last two years of the course, namely in Standards V and VI, there were 100 pupils more than in 1945, but only one child in twenty was enrolled in this upper section.
57. The number of schools increased by 15 and the number of teachers rose from 378 to 417.

58. For a variety of reasons the standards achieved by most of our schools still fall very short of requirements, and are considerably below the attainment of parallel schools elsewhere. In a circular issued by the Department occurred the following paragraph:

"Contributing to these results are undoubtedly the poor foundation work at the hands of unqualified teachers, the inadequacy of buildings and equipment, the establishment of higher classes at unsuitable centres which lack nearly all essentials for effective work, overcrowding, reluctance to release children from prolonged absences at the cattle posts or the lands, and limited financial resources. If the required standards are to be produced, also essential must be much closer direction and control by the growing staff of the Department."

A further cause of unsatisfactory work may be attributed to the lack of stability among our teachers, and to the disquieting frequency with which staff changes take place.

59. The reports of the different examiners which bore a distressing similarity were collated and circulated for the guidance of those concerned. There is reason to believe that the criticisms offered have been constructively received and will bear fruit.

(ii) European:

60. During 1946 the number of small primary day schools maintained for the children of European residents of the Protectorate was ten. Of these, seven were one-teacher schools. At Lobatsi, Francistown and Mahalapye schools two teachers were employed, but, during the last quarter of the year, because of increased enrolment and the wide range of work covered at the Francistown school, authority was obtained for the appointment of a third teacher.

61. The number of children enrolled at these schools at the end of 1946 was 181, of whom 98 were boys and 83 girls, which represents a decrease of one pupil when compared with the enrolment for the previous year. Of this number 107 children (i.e. 59%) had Afrikaans as their home language.

62. At the end of 1946 the teaching staff consisted of 11 qualified and 3 unqualified teachers. With the exception of the teachers at Lobatsi and Molepolole, these were all women.

63. It was not found possible to re-open Ghanzi and Pitsani Schools during 1946. At the former, the intention is to assist the parents by means of educational grants to place their children at schools outside the Territory until a more satisfactory arrangement can be made.

64. In view of local difficulties at Hildavale and Pitsani, a recommendation was made that these two schools be closed for an experimental period during which the children would be taught at Lobatsi. Given the amalgamation of these three schools at Lobatsi, if suitable transport arrangements can be made, this should lead to economy of effort and to the raising of standards.

65. Preparations had been made for the opening of a school at Serondela, on the Chobe River, for the children of the European staff employed by the Chobe Timber Concessions, but as it was found that owing to changes in staff there were no longer any children of school-going age there, the proposal was abandoned for the time being. The funds provided for this school have been used to supplement bursary provision, the claims on which have greatly increased in recent years.

66. 56 European children received grants of £16 per annum for primary education. In addition a bursary of £16 per annum and three of £12 per annum were made to enable children whose homes are far from the nearest school to attend primary schools within the Protectorate.

67. 37 educational allowances of £30 per annum were paid to officials in respect of children over the age of 10 years who are being educated at approved schools outside the Territory.

68. Returns show that 35 Protectorate children (of whom 5 were bursars) attended the Convent School at Mafeking, 31 (18 of whom were bursars) attended the Government Primary and High Schools in the same town, while 38 children (including 16 bursars) were enrolled at the Government Primary and High Schools at Zeerust.

69. Entries from Protectorate schools for the Standard VI Examination held in December, 1946, numbered 12. 8 candidates passed, of whom five were awarded bursaries. 3 Protectorate children attending Primary schools outside the Territory entered for the External Bursary Examination at the end of the year, on the results of which 3 bursaries were awarded.
With the appointment of an Agricultural Education Officer and a Homecrafts Education Officer in 1946 the foundations have been laid for development, not previously possible, of the gardening and homecrafts activities in our European schools.

Owing to the absence on long leave of Mr. H. G. Clarke and to delay in the appointment of a second Inspector of Schools, it was possible for the writer to visit only a few schools in the Southern Protectorate. However, with the exception of Molepolole, all schools were visited by either the Agricultural Education Officer or the Homecrafts Education Officer.

Serious difficulties were again experienced by committees in recruiting and retaining suitably qualified teachers, owing to their inability to make conditions of service attractive enough. In spite of this, many worked with commendable zeal and efficiency. To them the Department and the community concerned are deeply indebted, as also to the local committees and their secretaries for the valuable services they again rendered.

CHAPTER VI.

SECONDARY EDUCATION.

In the post-primary African classes, the number of students enrolled was very small, 20 male and 29 female students being recorded in Standard VII, and 8 male students in Standard VIII, or 57 in all.

In common with other Territories doubt still remains regarding the place of Standard VII. As middle schools have developed in the Protectorate, it would seem to define the end of their course, rather than the first year of a three year junior secondary course, as would seem preferable. Granted this, it may imply in the near future that the middle schools of to-day may, under more favourable conditions than the average primary school offer the upper two-year segment of a full primary course, whilst at a few carefully selected junior secondary schools, admission to Standard VII may imply that the students enrolled have embarked upon a three year course of training leading to the Junior Certificate or comparable Examination.

That 57 students only from the Protectorate should be enrolled in post-primary work in the Territory, is a negligible proportion, though this number be supplemented by those who obtain bursaries to enable them to follow approved secondary courses in the Union.

The only institution which has already developed a full junior secondary course, is the St. Joseph's Institution, Khale. In the report written upon the work of this school, the following excerpts occur:

"If the pupil distribution be compared with that of two or three years ago, it will be seen that great development has taken place, in that the upper section has expanded and can now be regarded as firmly established as a Junior Secondary School, preparing its candidates for the Junior Certificate Examination of the University of South Africa.

In itself this is most encouraging, since it represents the only Junior Secondary work in the Protectorate, and will undoubtedly be the forerunner of parallel development elsewhere, in addition to making possible when staff and finance permit, still higher development at St. Joseph's. In commending the enterprise shown, therefore, one would express the hope that the foundations already laid, in spite of many and acute difficulties, may support a full secondary school structure in the years to come."

"The enterprise referred to has not been confined merely to the inauguration of such work, but also to the erection of very creditable buildings, the improvement of staff and equipment, the adoption of a regular service of educational films, the inauguration of a four year carpentry course, and the installation of a more powerful electric light plant."

The later sections of the report dealt with the didactic apparatus made the residential block built for the girls, the recreational activities encouraged, the new prospectus issued and other evidence of encouraging vigour.

The Secretary of State approved the proposal of Chief Tšekekedi Khama to impose a cattle levy to make possible the establishment of a tribal secondary school for the Bamangwato, the target aimed at being £100,000.

This project, which is making excellent headway, and which is of Protectorate-wide significance, is a tribute to the Chief's initiative.

An initial grant of £100 was paid to the South African Native College, Fort Hare, in token recognition of our indebtedness for the university training, of which increasing numbers of our young men and women are taking advantage.
79. In paragraph 45 reference was made to the expenditure of £1,185 on African bursaries, all of which are post-primary. Relevant details of their distribution will be found in Annexure III, whilst in Annexure IV are supplied particulars of the distribution of Protecorate students in extra-territorial institutions.

80. As a result of such provision, Miss Chiepe has graduated in Science, being the first African woman from the Protectorate to do so. She thus joins the ranks of other Bechuana graduates who convincingly demonstrate that in spite of the educational, social, and natural limitations of the country, they can rise to academic distinction.

81. The vocational training within the Territory of nurses and orderlies, of artisans, of agricultural learners, and of the police, remains as described in the last report.

The various forms of vocational training in the Union and Rhodesia, received by our bursars and others, may be seen by reference to Annexures III and IV.

82. The European system of the Protectorate is entirely primary, but the bursaries and educational grants mentioned earlier, assist the majority of promising pupils to proceed to secondary schools elsewhere.

Enrolled at the High School, Mafeking, were 4 students, at the Zeerust High School 14, and at the Mafeking Convent 12. These figures exclude pupils in the primary sections as well as those, a large number, for whom the Department had had no responsibility.

CHAPTER VII.

TEACHERS EMPLOYED AND TEACHERS IN TRAINING.

(i) Teachers Employed:

83. The number of African teachers rose from 378 to 417, and the percentage of those who were qualified from 41% to 45%. Of the men 47% were qualified, the same percentage as in the previous year; of the women 40% as against less than 33% in 1945.

The improvement in numbers and qualifications reflected by these figures, represents a real gain, although it should be regarded as evidence of an upward movement which must be maintained, rather than of achievement which is complete.

84. On the average each teacher taught 51 pupils, the corresponding figure for 1945 being 56. This advance also is significant, although individual teachers still remain responsible for classes or single-teacher schools of unmanageable size.

85. Moreover, although one qualified male teacher was employed for every 70 boys enrolled, for each qualified female teacher 130 girls were enrolled, and since the girls comprise 62% of the total enrolment, approximately 90 additional women teachers would be required to replace the same number of men, if correct proportion were to be observed. In view of the improvement in the staffing generally, the importance of this tends to be obscured, and if the situation be examined at such strategic middle schools as those at Serowe and Kanye, its gravity is readily apparent. Admittedly it is difficult to recruit qualified women teachers, which lends added force to the cogency of the case for training our own.

86. So far as the European schools are concerned, it is evident that we cannot train our own, and correspondingly necessary that the conditions of service offered, should enable us to recruit and retain men and women, not only of competent technique, but in other major respects worthy of their calling. If it be unnecessary to stress this, it follows that however great may be the financial difficulties the only challenge they present is that they should be overcome.

(ii) Teachers in Training:

87. 37 students were enrolled in the two centres at Serowe and Kanye, which offer a two year course of training leading to the Elementary Teachers' Certificate of the Protectorate.

As pointed out in the last Report, this course was inaugurated in 1940 under a single African teacher at each centre, a qualified assistant being added in 1944.

88. Of the 11 candidates presented for the final examination at Serowe, 7, of whom 3 were re-examinees, passed in the 3rd Class. At Kanye of the 8 candidates presented, 2 passed in the 2nd Class, and 5 in the 3rd Class.

89. Of the Practical Teaching tests at Kanye it was reported that:

"The average mark earned in this all-important subject was 68%, the lowest mark being 60%. This reflects a most encouraging standard which has been attained by conscientious attention to the comments which followed the last examination, as well as by hard work on the part of all concerned."
It was clear that sound method had been taught and that the outlook reflected in the lessons taught during the term was liberal. Thus there had been simple dramatic work in the teaching of Scripture, the use of specimens in Nature Study, the drawing of coloured illustrations to assist oral teaching, number work with related apparatus made by the students themselves. These features were repeated in the lessons set during the examination, and it was evident from the technique used, as well as from the confidence shown, that they did not merely form part of special preparation for the tests concerned, but that the students were habituated to them. In the Recitation lesson given, the children, under the guidance of the teacher, dramatised the story very well, made it spring to life and give it light and shade. The Drill lesson given by the female students was satisfactory in that the children were led to show their initiative by informal exercises and by imitating willow trees, horses, bouncing balls, etc. Obviously they enjoyed their lesson very much, and throughout there was a happy balance between informality and control.

90. At the same centre the blackboard work, although still mediocre, gave evidence of definite improvement; in oral English the students had gained in confidence but were obviously handicapped by the weakness of their earlier training, and in general a marked advance had been made, which paved the way for the new chapter which 1947 would usher in when heavier demands would be made upon staff and students alike.

91. At Serowe, staff fluctuations led somewhat naturally to disappointing results. Little good purpose would be served by leading evidence of this. Similarly it would not be helpful to quote from examiners' comments concerning the written examination at both centres, for by the end of the year the conviction had been formed that the two centres should be amalgamated, and that a three year course of higher standard should replace the existing one, a promising development with which the 1947 Report will deal.

(iii) Vacation Courses:

92. Administrative staff shortage led to the making of a fruitful experiment, whereby the responsibility for organizing local vacation courses for teachers was vested in the Supervisors of Schools. Policy and economy were largely responsible for the decision that such courses should cater for the unqualified, or for the lesser qualified staff, the idea being that the Supervisors should be assisted by some of the qualified teachers of his circuit.

93. Of the course at Kanye, Mr. Shaw wrote:

"There was about an 80% attendance of unqualified teachers and of those with the Elementary Teachers' Certificate. What impressed me most was that what was said was so admirably suited to the requirements of people not teaching beyond Standard II., and also that a group of qualified teachers gate-crashed the lectures and were there throughout. The course was so popular that it was made an eight-day one. I felt that such parts as I heard were excellently done. The star was Miss McLean, the Method Teacher of the Wesley (Coloured) Training College in Cape Town. Miss Dugmore, a High School Science teacher, gave one interesting talk on Nature Study. Chief Bathoen gave three stimulating lectures, and five qualified teachers from the Training Centre, and the Middle School also helped."

94. The Headmaster of the Training Centre spoke on "My Ideal Primary School," which, according to the account, "inevitably led to a talk on the importance of collecting Tswana songs and poems, the recording of tribal history, and the need of securing the co-operation of the local potter, iron-smith and other craftsmen . . . the use of native games was also demonstrated."

95. Reports were submitted by all the Supervisors, all eloquent of the appreciation and response of the teachers for whom the courses were planned. In an eight-page typed report, single-spaced and admirably drafted, Mr. R. L. Molefe, the Supervisor at Maun, described the opening of the Batawana course by the Chief and the District Commissioner, the lectures and demonstrations on school organization and teaching methods, his own contribution on "The Relationship between the School and the Community," and the valuable co-operation given by the local clergyman who lectured on "Religious Instruction," the District Medical Officer, who spoke on "Malaria," the local Lady Missionary who gave an address on "Discipline," and the African Dispenser who demonstrated "First Aid."

96. Space precludes more than one other excerpt:—

"The enthusiastic unqualified teachers requested that such vacation courses should become an established practice, so that teachers who are unable to enter upon a full course of teacher-training may at least be enabled to increase their efficiency."

It seems evident that the experiment was justified, and that the Supervisors
showed that they could be trusted with the organization of such courses, and of such related matters as transport and commissariat. This is all the more encouraging in that whatever may be the future growth of the inspectorate, the growth in numbers, in responsibility and in stature of its African members, will be of the decisive importance.

CHAPTER VIII.

PHYSICAL AND MORAL WELFARE.

(i) Hygiene and Medical Examinations:

97. The following excerpt is taken from the parallel report of the Director of Medical Services:

“A considerable amount of basic work has been done on this aspect in cooperation with the Education and Public Works Departments.

A number of new school premises have been erected during the year, incorporating high standards of lighting and ventilation. One serious lack at practically all the schools in the Territory is the absence of a readily available supply of pure drinking water for scholars. Latrine provision exists at a few schools, but sanitation, in the main, is non-existent.

A draft detailed hygiene syllabus has been prepared during the year and a few health propaganda lectures delivered at the schools. Lack of staff has, however, militated against any real development in this direction.

Regular medical examination of scholars has not been possible during the war years. Once an adequate establishment of Medical Officers has been achieved, then this most important work will be resumed.”

In general, epidemics interfered but little with the work of the schools, although outbreaks of plague occurred at Sehitwa, Nokaneng and Tsau, resulting at the last centre in the closure of the school for six weeks, and in the death of a pupil.

(ii) Guiding:

98. From the progress report written by Mrs. Forsyth Thompson, late Territorial Commissioner, and amplified by Mrs. Nettleton, who acted as Territorial Commissioner when the former proceeded to Basutoland, the following facts were obtained.

99. In the year under review there were 60 companies, 1 pack, 37 circles, 12 commissioners, 4 European guiders, 101 African guides, 5 brownies, 1,078 sunbeams, and 173 torch-bearers. This census is somewhat misleading since, owing to the non-receipt of returns from two districts, the numbers appear smaller in some respects than for the previous year, whereas the movement made steady progress.

Six captains' and four vice-captains' warrants were issued.

100. In June, Mrs. Forsyth Thompson accompanied the Resident Commissioner to 18 Victory Parades, and in every district where there were guides there was an excellent turn out.

At Gaberones, owing to the keen interest taken in this work by the Commissioner there, guiding has advanced appreciably, and with the help of the Chief a recreation hut was built by the girls themselves.

Tsessebe and Francistown combined in a very successful handcraft competition and sale of work in aid of their funds, some of the exhibits being of very high standard.

Hospital comforts also were made.

101. During the year the Guides and Pathfinder-Scouts suffered a severe loss, when much of the camping equipment bought as a result of their own efforts, was destroyed by fire. Mrs. Forsyth Thompson's departure was much regretted for she had served the movement with quiet zeal and marked efficiency. To Mrs. Nettleton, too, all are indebted for the manner in which she assumed the burden of office, and to the various commissioners and other officers for the steady work which, although it receives no publicity, supports the whole organization.

(iii) Scouting:

102. It was reported by the Rev. J. Shaw, the Divisional Commissioner, that in general the Pathfinder-Scouts had done well, except in the Lobatsi and South District. For Francistown and the Tati, the District Commissioner, Mr. J. W. Joyce, had been Scout Commissioner; for Mochudi, the Rev. P. Murray; for Gaberones and Ramoutsa, the District Commissioner, Mr. S. V. Lawrenson, and for Molepolole, Dr. Merriweather.

103. Assistant Commissioners were Father Vollmer at Khale and Mr. T. W. Moeti at Kanye. The declared total of Pathfinders was 706, and of Cubs 540, but as in the case of the Guides, the absence of census forms from certain areas clearly suggests these figures to be an under-estimate.

104. Credit was given to Molepolole for having probably the best troop of the year, and excellent work was seen in the Gaberones-Ramoutsa District.
105. Five men were sent to the Gilwell Training Camp in Johannesburg, three passing in the practical side satisfactorily, but of all it is claimed that their influence is making for better scouting.

106. Mr. Shaw adds: "The most hopeful thing I report is that we have been able to nominate a Camp Chief from England as Welfare Officer and Youth Movement Organizer. If he is appointed there is very great hope for the future, and we shall be able to take up the work again far more fully."

(This appointment has now been made.)

107. From his interesting and encouraging report Mr. Shaw omitted to mention his own admirable work, the chief factor in keeping the movement going through the war and the immediate post-war period. Also overlooked were his excellent articles regularly contributed to "Naledi." He deserves our warmest gratitude, as also do the officers who, at no small sacrifice, have kept alive faith in this most important youth organization, by practice rather than precept.

(iv) Boys' Brigade:

108. From the account submitted by the Rev. A. E. Seager, it is clear that the Brigade suffered not a little from Mr. Main's absence on furlough, and Mr. Griffith's absence in Southern Rhodesia.

The Maun Company met regularly under the command of the Rev. K. Petso, parades generally being followed by Physical Training and games.

The Donota Company was in the charge of Mr. M. Sebiua who is not yet commissioned.

(i) Girls' Life Brigade:

109. No report appears to have been received, but it continued under the active direction of Miss Taylor at Maun.

(ii) Moral Welfare:

110. Since it is most difficult to appraise this fundamental factor of all education, African or other, one may be permitted to quote an excerpt from the relevant section of the last Report:

"Missionary endeavour in the Protectorate cannot be assessed, for it deals with imponderables. In relation to the size of the Territory, and to transport and other difficulties in remote areas, the number of ordained clergy would appear inadequate to the demands made upon them, and the indebtedness of the communities concerned is correspondingly greater."

This may be a good note on which to end, for there can be no true educational well-being where there is no spiritual well-being — a fact which, with its implications, is easily obscured in the Kalahari by the shifting sands of economic need.

H. JOWITT.
Director of Education.
Imperial Reserve,
Maifeing.


PROGRESS REPORT, 1946.

AGRICULTURAL EDUCATION.

I. APPOINTMENT OF AGRICULTURAL EDUCATION OFFICER.

The transfer of Mr. W. H. Turnbull from the Agricultural Division to the post of Agricultural Education Officer in the Education Department took effect in September, 1946.

II. THE BACKGROUND.

(a) African Agricultural Practice.

2. It is generally accepted that African agricultural practice throughout the Territory still follows very largely the primitive methods of ancient tradition, except that in most areas the plough and the use of oxen for draught purposes have superseded the use of the hoe. The labour of the women has been lightened proportionately. Otherwise, however, cultural methods remain very primitive. A few instances of present practices will suffice to show how much remains to be done to raise the standard of agriculture.

3. The preparation of the land frequently consists of lopping down the trees and ploughing round the stumps. Seed is usually scattered on the stubble of the previous crop or on to virgin land and is then ploughed in, without any attempt to prepare a seedbed. Harrows are rarely seen. There are traditional times for weeding and cultivating and an extra cultivation, contrary to tradition, is difficult to inaugurate should it be necessary. Manure is seldom
used, and when it is, it is usually applied on the instigation of an Agricultural Demonstrator. With few exceptions a system of monoculture is practised, the crop being kaffir corn or maize, until the land becomes exhausted. Attempts at erosion control are rarely seen in African lands. Crop rotation and any attempt to maintain soil fertility are practically never seen. Charms are still used “to make the corn grow well.”

4. This list of divergencies from the Agricultural Code of the farmer in England or other European countries is formidable. In crowded Europe the soil is all-important and the maintenance of its fertility is the first requirement of any system of farming. In sparsely populated Bechuanaland a bare sufficiency for eating and drinking appears to be all that is required and even this minimum is obtained at the expense of soil fertility. The crops of some European farmers in the Territory and those obtained by the Agricultural Division indicate what increase in crop yields might be expected if more care were devoted to the basic principles of sound agricultural practice. The records indicate that the average yield of kaffir corn on African lands is about half a bag (100 lbs.) of grain per acre. Under proper cultural treatment the yield can be 800—1,000 lbs per acre.

5. Progress in other directions, the building of permanent churches and schools, the erection of brick houses, the sinking of boreholes and the installation of pumping plants are all tending to stabilise the centres of population. Agricultural practice is, however, still largely based on the principles of a shifting cultivation. Any changes to a permanent type of agriculture, with the maintenance of soil fertility at its centre, are lagging behind development in other directions.

(b) Educational Media.

6. Outside of the Education Department there is a woefully small staff of Agricultural Demonstrators and Veterinary Demonstrators who are touching the fringes of educational progress with the adult population, but whose efforts through sheer inability to be in more than one place at once, are reaching only a small fraction of the rural population. The need is appreciated by the Department concerned, but lack of money and of suitably trained men are drags on rapid development.

7. The school system itself is endeavouring to play its part in agricultural education. The syllabus for primary and middle schools makes provision that each school should have a garden or agricultural plot. Five hours per week are normally devoted to agricultural instruction. The teacher training centres also make provision for instruction in the teaching of agriculture. The use of the cinema has so far received little practical attention owing to lack of funds and trained operators. It is hoped to develop this aspect of agricultural education as resources improve. The value of the press has not been neglected and further reference is made to this in paragraph 11 below.

III. AGRICULTURE IN THE SCHOOLS.

8. The Agricultural Education Officer was able to visit forty-three schools between September and the end of the year and many of the difficulties with which teachers of agriculture have to contend were observed. The schools visited comprised all types, from the remote one-teacher village school to the recently created middle schools. Some of the difficulties met with are indicated below as they assist in filling out the picture of the agricultural activities in the school.

9. (a) The great need of the Territory is an adequate water supply and a shortage of water is one of the major difficulties to be encountered. In three of the forty-three schools visited, the nearest water was over a mile from the school garden. In many others water is a quarter to half a mile distant. At a few schools there is no water available for the greater part of the year.

(b) Mention has been made of the educational limitations of the teacher himself and few have had any training in agriculture or in the teaching of it. In only eleven of the forty-three schools visited had the teacher any handbook from which to draw lesson-material for the teaching of agriculture and gardening. Occasionally an agricultural demonstrator was able to lend assistance, but, from the nature of his duties, any such help can only be desultory and must be considered as supplementary to the instruction given by the teacher himself.

(c) The scarcity of gardening tools is little short of desperate. At only three of the schools visited could the supply of gardening tools be said to be adequate and of these three schools one was a teacher training centre and the other two were mission schools. In the remainder of the schools the average
was one tool to every nine pupils.

(d) Harsh climatic conditions, such as prolonged drought and scorching sun, add to the difficulties and are often a source of disappointment and discouragement to the young gardener.

(e) The planting season for field crops and the period of maximum growth is from November to January, a period coinciding with the long school vacation. This has been planned so that the bigger children may help their parents in the lands, but it leaves the agricultural plots in the school gardens unattended at a time when attention is most needed.

IV. PROGRESS AND ACHIEVEMENT.

10. The facts and observations recorded above are formidable barriers to easy progress and emphasise the task that lies ahead. It is, therefore, all the more encouraging that the Agricultural Education Officer is able to report that out of the forty-three schools visited only five had no school garden. In one of these five schools there was no water available. Three schools were housed in temporary buildings and were planning to have gardens on the new sites. The fifth school was being discontinued in order to join up with a larger school nearby. The remainder of the schools had gardens and most of them were able to show vegetable crops, although the period of the visits was before the rains had commenced. A fine spirit of determination was shown at one school where, in order to keep the garden going, the children carried little tins or pots of water to the school from their village two miles away. It was part of the day’s routine that they carry water to the school, as in other schools and kinder climes the children carry books.

11. The need for textbooks and books of reference for teachers is most urgent. As has already been stated most teachers have had no special agricultural training and many admit that they are teaching “out of their heads.” An attempt to remedy this has already been made. A few handbooks on agriculture have been distributed to the bigger schools. The Agricultural Education Officer is, in addition, writing a series of articles on vegetable gardening for publication in the newspaper “Naledi.” By arrangement with the proprietors of the paper sufficient pulls of each article have been supplied to enable every headteacher in the Territory to receive a reprint. Distribution of these articles, which have been designed as the basis for a series of lessons on vegetable gardening, has already begun. It is hoped that by this means some improvement in the teaching standard and the matter taught will be achieved.

12. The supply of tools for gardening is largely restricted by the amount of money which Tribal Treasuries are able to allocate for school equipment. Improvements in the tool position have been considered by the Department and special requisition forms for gardening and handwork tools have been issued to schools. The Agricultural Education Officer is making arrangements to collect orders from individual schools and will then order in bulk for subsequent distribution. This should result in a lower purchasing price and a correspondingly greater supply of gardening tools being made available.

13. A tendency has been noticed in some schools for agricultural instruction to suffer by reason of apathy or lack of interest on the part of the teachers concerned. A conference of school supervisors was held at the end of the year and an opportunity was made on that occasion for a full discussion on the problems and difficulties affecting the school gardens and the teaching of agriculture. The discussion revealed the interest of the Supervisors themselves in the subject and it appeared, from their remarks, that new interest had been created in many schools by the appointment of an officer whose special concern was agricultural education. The Agricultural Education Officer has reported on several occasions the appreciation expressed by teachers of such help as he has been able to render and there is little doubt that the new appointment has afforded a stimulus to renewed efforts in many quarters. This will be followed up by a series of visits during 1947 and the acquisition of a motor caboose by the Department should make it possible to visit more of the outlying schools than has been possible in the past.

14. Most of the European schools cater for quite small children and adequate courses in Nature Study are being followed. In most of these schools gardens are being maintained, but they also have their water problems, often being dependent on what can be spared by the railway authorities.

15. Progress in agricultural education is slow and can only be made after overcoming the difficulties of traditional agricultural practice, a harsh climate, inadequate tools and equipment, inexperienced teachers and a lack of suitable
literature. That so much has already been done in face of such formidable odds is but indicative of what might be achieved as our resources improve. The present problems, however, cannot be attacked with any complacency in respect of past achievements. Generally speaking, the standard of agricultural education throughout the schools is low and it will need the united efforts of all concerned to raise that standard to one comparable with those in neighbouring territories. There is much to be done and real progress will doubtless be slow. The Territory is still largely rural and instruction in nature study, gardening and agriculture must continue to play a prominent part in any educational programme that seeks to lead the child to a life of full individual and social efficiency. The reward of such service is the knowledge that one has served in wider and fuller measure the child who is the beginning, the centre and the end of our educational system.

W. H. TURNBULL.

Mafeking,
17th February, 1947.

PROGRESS REPORT, 1946.

HOMECRAFTS EDUCATION.

I. APPOINTMENT OF HOMECRAFTS EDUCATION OFFICER.

Miss C. F. Posthumus was appointed to the post of Homecrafts Education Officer as from 1st May, 1946. In preparation for her work, a tour of various centres in the Cape Province and Natal was arranged, so that she might observe conditions where training in Homecrafts for African women and girls has been established for some time, and in consequence is more fully developed than that in the Protectorate.

II. INTRODUCTION.

In the primary and middle school curriculum provision is made for the teaching of the various branches of homecrafts: the instruction is undertaken by the women members of the staff, or, occasionally, where possible, by women from the village. Very few of these teachers have had any suitable training but to the best of their ability they pass on their knowledge of things domestic. For guidance in this connection they turn to the wives of officials, missionaries or traders and a debt of thanks is due to these voluntary workers for all the encouragement they so willingly gave.

III. HOMECRAFT IN SCHOOLS.

It was possible to visit only about 20 schools during the latter part of the year, but these were representative of the different schools in the territory. Of particular interest was the attitude of headteachers and parents who were fully aware of the importance of the subjects.

1. The problem common to all districts is that of obtaining sufficient and suitably trained staff: as the number of teachers trained in Domestic Science is very limited, any marked improvement must of necessity be gradual: in the meantime, however, the revised scheme for teacher training in the Protectorate will do much towards improving conditions for the future.

2. The present high prices of available materials and equipment have greatly hindered progress, particularly in Domestic Science, as only one or two schools possess any equipment for the important practical work. Since funds are not available for establishing a homecrafts unit at each school proceeding to Standard VI, it has been found necessary to replace the full domestic science course by one in housewifery. Such conditions will exist only until facilities for the teaching of Domestic Science become available. In Standard VII the work will continue under a syllabus shortly to be revised.

IV. PROGRESS AND ACHIEVEMENT.

1. Of encouragement is the way in which the work has continued, despite the lack of suitable guidance and the numerous handicaps confronting the staff.

2. The scheme for needlework in the primary and middle schools will, in the near future, be altered to suit the needs of the Territory, and as from this year, the requisitioning and distributing of materials will be systematised. Where possible, schools will also be supplied with much needed reference books to guide the teachers in the teaching of needlework.

3. At Mochudi the Dutch Reformed Church has carried out a valuable experiment in the education of adolescent girls who were not likely to remain in ordinary classes for any length of time; the aim of the course is to provide these girls with practical training in Homecrafts.
4. The course has now been more firmly established and, as from the beginning of 1947, will be of three years' duration with a minimum entrance qualification of Standard II. In addition to the above, courses of shorter duration will be arranged for the women of the village; these will include all branches of homecrafts and be devised to meet the needs of the people.

5. In the European schools the number of girls attending school is very small indeed; of the total enrolment at least a third of these still in the grades are too young to do needlework. However, where the work is undertaken the results are most encouraging. At other centres the staff are concentrating on pleasing forms of handwork.

V. CONCLUSION.

This report may appear to reveal little real progress in the work done during the past year, but such progress must inevitably be slow. There is the hope that with the cooperation of all concerned, this year will see more obvious evidence of improved standards of work extending beyond the limits of the classroom, for the teacher must realise that her work will be much more fruitful if it assists the parents, as well as their children, in their outlook and mode of life.

Mafeking.
February, 1947.

C. F. POSTHUMUS.
Homecrafts Education Officer.

AFRICAN — POST PRIMARY BURSARIES.

(i) 42 New bursaries were awarded in 1946.

TEACHER TRAINING.

Native Primary Higher ............................................. 1
Native Primary Lower ............................................. 1
Infant Teachers' Course ........................................ 2
Teacher Training, Kanye ......................................... 7

SECONDARY SCHOOL COURSES

Academic ............................................................ 17
Commercial ......................................................... 4

VOCATIONAL COURSES (Other than Teacher Training).

Agriculture ........................................................ 2
Carpentry .......................................................... 1
Forest Rangers ...................................................... 4

UNIVERSITY COURSES.

B.A. ................................................................. 4

(ii) The following distribution shows the bursaries awarded previously and still in force:

TEACHER TRAINING.

Native Primary Higher ............................................. 1
Native Primary Lower ............................................. 3
Elementary Teachers' Certificate ................................ 1

SECONDARY SCHOOL COURSES.

Academic ............................................................ 27
Commercial ......................................................... 4

VOCATIONAL COURSES (Other than Teacher Training).

Domestic Science .................................................. 1
Carpentry .......................................................... 3
Nursing .............................................................. 5
Forest Rangers ...................................................... 2
Medical .............................................................. 1
B. Sc. Agriculture ................................................ 2
Diploma in Agriculture .......................................... 1
B. Sc., U.E.D. ....................................................... 1

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Annexure III.
**SECONDARY COURSES:**

- Tiger Kloof: 66
- Adams: 14
- Lovedale: 8
- Healdtown: 5
- Butterworth: 3
- Roma: 2
- Kilnerton: 1
- Mariannhill: 1
- Bethel: 1

**TOTAL:** 101

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**VOCATIONAL COURSES:**

- **(a) Commercial:**
  - Othlene: 9
- **(b) Carpentry:**
  - Tiger Kloof: 9
- **(c) Teacher Training:**
  - Tiger Kloof: 19
- **(d) Agriculture:**
  - Fort Cox: 6
- **(e) Domestic Science:** (Post-matriculation)
  - Tiger Kloof: 5
- **(f) Forestry:**
  - Domboshawa: 3
- **(g) Masons:**
  - Tiger Kloof: 7
- **(h) Tanners:**
  - Tiger Kloof: 2
- **(i) Nursing:**
  - Lovedale: 2
- **(j) Bible Study:**
  - Tiger Kloof: 2
- **(k) Printing:**
  - Lovedale: 1
- **(l) Social Work:**
  - Hofmeyr: 1

**POST GRADUATE COURSES:**

- **EDUCATION DIPLOMA:**
  - Fort Hare: 1
- **AGRICULTURAL DIPLOMA:**
  - Fort Hare: 2
- **MEDICAL DEGREE:**
  - Witwatersrand: 1

**TOTAL:** 196