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Annual Report

ON

Education

IN THE

BECHUANALAND PROTECTORATE

FOR

the Year 1936.

ESTABLISHMENT.

Appointment.	Name.	First Appointment.
Director of Education	Mr H. J. E. Dumbrell, O.B.E., B.A.	December 1st, 1928.
Clerical Secretary	Miss M. D. Martin	December 21st, 1926.
Shorthand-Typist	Miss T. J. B. Martin.	April 1st 1936.

NATIVE STAFF.

Supervisors of Schools.

J. Moyahi	Tati District.
H. Keaikitse	Bangwaketsi Reserve.
M. Mpotokwane	Bokalaka District.
B. Mothusi	Bagatla and Batlokwa Reserves.
L. Moumakwa	Kgalagadi District.
G. G. Sebeso	Bamangwato Southern Reserve.

Sub-Inspectors.

Reverend M. T. Mogwe	Molepolole District.
Reverend A. Kgasa	Kanye District

ANNUAL REPORT
OF THE DIRECTOR OF EDUCATION
FOR THE YEAR 1936

PART 1

P R E F A C E

1. About the year 1840 the London Mission Society established a few outstations and schools North of the Molopo River which is now the Southern boundary of the Bechuanaland Protectorate.

2. Later the Hermannsburg Mission commenced educational work in what is now known as the Bamalete Reserve and still later the Dutch Reformed Church, the Church of the Province of South Africa, the Wesleyan Church, the Roman Catholic Church and the Seventh Day Adventist Mission entered the educational field.

3. Reports dated June 10th. and November 11th. 1901 state that at that time there were in the Southern Protectorate twenty schools for Africans with an approximate average attendance of 1,000 pupils and two small schools near Palapye Road with an enrolment of thirty six children.

4. During the year 1905 Mr. E. B. Sargent, C.M.G., then Director of Education for the Transvaal and Orange River Colony visited the Territory and in his report recommended that in order to maintain a sufficiently high standard of work the Protectorate schools should be inspected at least once a year by some competent person.

This recommendation was adopted and Mr. F. H. Dutton, C.B.E., M.A., was appointed as inspector of Education for Bechuanaland, Basutoland and Swaziland—the three High Commission Territories in Southern Africa.

5. Until December 1928, Mr. Dutton remained in charge of the work but at that date and due to the fact that work in Basutoland had developed and increased to such an extent as to require the full-time attention of a Director and inspectorial staff, it was decided to appoint Mr. H. J. E. Dumbrell, B.A., as Inspector of Education for Bechuanaland and Swaziland whilst Mr. Dutton confined his attention to Basutoland.

6. As happened in Basutoland so in Bechuanaland the work had increased to such an extent as to make it necessary that a full-time officer be appointed, and in April, 1935, Mr. Dumbrell was appointed as whole-time Director of Education for the Territory.

GENERAL SYSTEM OF CONTROL

1. At first government assistance towards African education was limited to making small grants to such Mission Societies as had established schools in the Protectorate.

2. Later, and as the work developed, there were formed in the Bangwaketse, Batawana (N'Gamiland) and Bakgatla Reserves District School Committees for the management of educational work in those areas and the personnel included representatives of the Administration, Missions and the Tribe.

3. This system of District School Committees—which Committees are analogous to the District Boards of the Uganda Protectorate—gave such general satisfaction that in 1931 District School Committees were established throughout the Territory except for the Kgalagadi, Ghanzi and Chobe Districts where the African schools are under the direct care of the District Commissioners.

In Appendix A is given information as to the personnel of the Committees and also are stated the rules and regulations governing their work.

4. Also in the year 1931 was established a Board of Advice on African Education the personnel of which is set out in Chapter II of this report.

5. All schools throughout the Territory follow the Departmental Syllabus and teachers are appointed and paid by the Secretaries of the District Committees, the appointments being subject to the approval of the Director of Education and salaries being in accordance with a uniform salary scale approved by the Board of Advice.

6. The small schools for European children are also managed by Committees and they receive grants-in-aid from the Administration. (See Annexure "B").

GENERAL POLICY AND AIMS

1. POLICY.—The general policy of the Administration is:

1. By means of co-operation with Missions, Tribal Authorities and Inter-Departmental relationships and co-operation to develop the moral, physical and economic well-being of those living in the Territory.

2. To develop in Africans and Europeans, by means of District school Committees and other agencies, a sense of personal responsibility in dealing with the educational situation and to afford them a direct share in the management of the education of their children.

3. The majority of African children attend school for but two or three years so we aim at enabling them to read and write at least their own language; improving their health and nutrition; giving them some knowledge of number; awakening their intelligence and commencing the formation of socially desirable habits.

4. To afford opportunities for special training to those who will occupy positions as Chiefs or Headmen, Teachers, Leaders, Technicians, Agriculturists, Healthworkers, etc., amongst their people.

2. AIMS.—The aims of Education in the Bechuanaland Protectorate are based on the guidance given in the "Memorandum on Educational Policy in Africa" which was approved by the Secretary of State and issued as a Command Paper in 1925 (No. 2374) and in the "Memorandum on the Education of African Communities" (Colonial No. 103).

The following is quoted from the first Memorandum mentioned:

"The first task of education is to raise the standard alike of character and efficiency of the bulk of the people, but provision must also be made for the training of those who are required to fill posts in the Administrative and Technical Services as well as of those who, as Chiefs, will occupy positions of exceptional trust and responsibility. As resources permit, the door of advancement, through higher education in Africa, must be increasingly opened for those who by character, ability and temperament show themselves permitted to profit by such education."

In the summary of the second Memorandum referred to, the following statement is made:

"The true educational aim is the education, not only of the young, but of the whole community, through the co-ordination of the activities of all the agencies aiming at social improvement. This involves a clear recognition of the intimate connexion between educational policy and economic policy, and demands a close collaboration between the different agencies responsible for public health, agriculture and schools."

PART II

CHAPTER I

EDUCATION

1. The following tables of figures indicate the amounts voted for educational work from both General Fund Account and Native Fund Account as from the financial period 1927 to 1928 to the financial period 1936-1937.

Votes From	General Funds.	Votes From Native Fund
1927-1928	£ 4,780	£ 5,397.
1928-1929	6,011	5,556.
1929-1930	6,371	6,020.
1930-1931	6,598	5,817.
1931-1932	5,283	8,320.
1932-1933	4,800	6,168.
1933-1934	9,719	1,192.
1934-1935	9,272	1,961
1935-1936	11,421	9,430.
1936-1937	11,270	11,717.

2. The Native Fund is made up by the contribution of 5/- a year which is paid by each taxpayer in addition to his present general tax of 10/- a year.

ENROLMENT OF PUPILS

3. The following tables show the numbers of pupils in attendance at all schools within the Protectorate—European, Eurafrican and African—as at the end of the calendar years 1935 and 1936.

Attendances at the end of the year 1935.

Kind.	No. of Schools.	Boys	Girls.	Total.
European	11	110	105	215
Eurafrican	2	25	24	49
African	91	2,457	6,794	9,251
Total	104	2,592	6,923	9,515

Attendance at the end of the year 1936.

Kind.	No. of Schools.	Boys	Girls.	Total.
European	11	89	87	176
Eurafrican	2	25	27	52
African	103	3,651	8,334	11,985
Total	116	3,765	8,448	12,213

It will be observed that, as compared with the figures for the year 1935, there is an increase of 2,734 pupils attending the African schools and as compared with the year 1932—in which data was first secured—there is a total increase of 3,252 pupils.

Once again attention is drawn to the large number of girls attending school as compared with boys, the actual percentage of girl attendance being 69.9.

OUTSTANDING EVENTS

1. The event of most outstanding importance was the provision of increased financial assistance which permitted of the following:—

- (a) Restoring to teachers their full rates of salary according to scales.
- (b) The appointment of extra staff to schools where more teachers were needed.
- (c) The issue of a Quarterly Journal "Lobone loa Batsoana" for Africans.
- (d) The opening of twelve new schools.
- (e) The opening of schools for adults, the training of African apprentices and the provision of increased Agricultural training.
- (f) The establishment of cattle post schools.
- (g) Extra assistance in the office of the Director of Education and the appointment of two African School Supervisors.

2. Other events of importance have been:—

- (a) The fusion of the two schools at Serowe which previously were known as the Serowe Central School and the Khama Memorial School. Hitherto these schools had been under the controls of the Bamangwato District Committee and of the Acting Chief respectively and had done parallel work. As from February all children below Standard III have been taught at what is now known as the Serowe Junior School, and those above Standard II have been taught at the Khama Memorial School, where Post-Standard VI work has been commenced.

The equipment and staffing at both schools has been improved and the average attendances at the end of the year were:

Serowe Junior School	—	1,002.
Khama Memorial School	—	211.

- (b) During the month of June the Principal Medical Officer and the Director of Education visited all African schools in the Southern portion of the Kalahari Desert.

Transport used on the journey was the Southern Kalahari Medical Unit which consists of two lorries one of which is fitted as a dispensary.

School children were medically examined and advice and help where needed were given.

The Principal Medical Officer, who expressed himself as being most favourably impressed by the school gardens and by the teachers as community leaders, was able to give them many suggestions for the improvement of village health and hygiene.

- (c) A successful Subsidiary Training Course for Teachers was held at the Roman Catholic Institution, Khale, in July. Amongst the lecturers were Mr. Arthur Lismer, A.R.C.A., who gave invaluable advice as to the teaching of art and craft work. The teaching of hygiene was stressed at the Course and inclusive of the Principal Medical Officer four doctors gave lectures.

During the month of November a similar Course was held at Molepolole for teachers working in the Bakwena Reserve.

- (d) A most important report, the work of the Inter-Provincial Commission on Native Education, appointed by the Union Government, was issued during the year. It contains carefully-considered recommendations as to the future administration of Native Education in the Union of South Africa; the financing of Native Education; salary scales; curricula; media of instruction, etc., which must affect African education in this Protectorate.

The most significant recommendations made in the report are set out in Appendix "C," which is a precis of the report drafted by the Principal of the Tiger Kloof Institution, the Reverend A. J. Haile, M.A., who is a valued member of our Board of advice.

- (e) On October 8th. the fourth meeting of the Board of Advice on African Education was held at Mafeking and attached as Appendix "D" to this report are the minutes of the meeting and also the opening address given by His Honour the Resident Commissioner Lieutenant Colonel C. F. Rey, C.M.G.
- (f) Approval by His Excellency the High Commissioner of the appointment of an Organizing Secretary for

the Girl Guide, Boy Scout, Wayfarer-Guide and Pathfinder-Scout Movements was given effect to at the beginning of November when Mr. C. H. Preston, who formerly held the position as Secretary for Scout work in the Cape Midlands District was given this non-service appointment. His salary is paid partly from the Native Fund and partly from General Revenue.

- (g) Distinguished visitors to the Protectorate during the year were Lord and Lady Baden-Powell, Professor Eric Walker, Mr. Arthur Lismer and Miss Margaret Wrong.

These visits were opportune as Lord and Lady Baden-Powell were able to give us advice and counsel in connection with our Scout and Guide work and the other world-authorities were able to give great assistance with the arrangement of the new primary school syllabus that was being tried out during the year.

Miss Margaret Wrong attended a meeting of the Board of Advice on African Education and also a meeting of our Text Book Committee.

CHAPTER II

EDUCATIONAL ADMINISTRATION AND CONTROL

1. Education is under the control of a Director, whose office and office staff comprising a clerical secretary and a shorthand typist, is at the Imperial Reserve, Mafeking, which is fifteen miles to the South of the Southern boundary of the Protectorate. At Mafeking, are the headquarters of the Bechuanaland Protectorate Administration.

2. Each European School has a committee of management and except in the Kgalagadi, Ghanzi and Chobe areas District School Committees manage African education.

3. A Board of Advice does what its name connotes. It includes in its personnel His Honour the Resident Commissioner, as Chairman, the Assistant Resident Commissioner or Government Secretary as Deputy Chairman, the Principal Medical Officer, the Chief Veterinary Officer, a European representing the interests of the Tati Area, the Principal of the Tiger Kloof Institution and Mrs. C. F. Rey, wife of the Resident Commissioner representing the interests of African women and Professor I. Schapera, the well-known anthropologist who has done much work in Bechuanaland.

4. Later it is hoped to strengthen the District Committees dealing with African Education by adding to their personnel Medical Officers and Agricultural Officers should they be available in the areas concerned.

5. Assisting in the supervision of school work are six African Supervisors of Schools who work under the immediate control of the Director of Education. In the Bakwena and Bangwaketsi Reserves are employed two ordained African Missionaries, known as Sub-Inspectors. These men are paid small salaries by the local tribal Committees, and are subject to the control of those Committees.

Minutes of all meetings held at regular intervals by the various Committees are sent for confirmation to the Office of the Director of Education, in which office are centralised all records of staff appointments, salary payments, statistical and financial data, etc. The office is also responsible for supervising the expenditure of the various Tribal Committees, for the payment of educational allowances, and the control of bursaries to Europeans and Natives, for the organisation of examination work, and for all general clerical work such as falls within the scope of a Department of Education.

6. Towards the end of the year the Board of Advice was consulted so to draft proposals for legislation to regulate the establishment of private schools. The Board gave its general approval of the suggested legislation and a draft Proclamation embodying the proposals will be submitted to His Excellency the High Commissioner during the coming year for his consideration.

CHAPTER III

F I N A N C E

1. Under section two of Proclamation No. 47 of 1919 was established a fund known as the Bechuanaland Protectorate Native Fund.

It is built up of payments of five shillings additional to the amount of hut tax paid by each African male.

The Native Fund may at the discretion of the High Commissioner be used for any one or more of the following purposes:

“The education of natives residing in the Bechuanaland Protectorate; the abatement of contagious

diseases; the eradication of cattle diseases (including the payment of compensation for animals destroyed by order of the Government) the improvement of stock belonging to natives and the fencing of native areas and for such other purposes as are in the opinion of the High Commissioner for the benefit of the native inhabitants of the Bechuanaland Protectorate."

2. From the institution of this fund until April 1st., 1933, almost the whole cost of African Education was made a charge against it. From April 1st., 1933, however, and due to financial depression the Native Fund shrank to so low an amount that grants-in-aid had to be provided so as to enable a curtailed educational service to function.

3. At April 1st., 1935 an amount of £4,750 was approved in the General Estimates as a contribution towards the costs of African Education. This amount, however, was not used as the improved financial position of the Territory during the financial period 1935-1936 had its effects on the Native Fund Account from which it was possible to meet most of the costs of Native Education.

A sum of £4,000 was again approved for the financial period 1936-1937 and for the same purpose, but, although there has been increased expense in financing native education (the increased cost being due to very necessary expansion and development) there will be used only approximately £2,000 of this amount and the balance of the £4,000 contribution will revert to revenue.

4. From year to year efforts are made to improve the admittedly poor staffing of the African Schools by the appointment of more teachers both qualified and unqualified and financial provision for the employment of extra teachers is made when estimates are prepared in September each year.

In the Bechuanaland Protectorate and in most of the adjoining countries the school year conforms to the calendar year and in December of each year teachers are available for employment during the month of January and before the new school year commences.

As is customary, the financial year commences on April 1st each year and it may be that not until after that date is it made known what estimates for new or increased expenditure have been approved.

No contracts of service can be entered upon until the District Committees know what money is available and it becomes impossible to secure the services of qualified teachers when they are available.

Any action that could be taken which would permit of new or increased expenditure being sanctioned at the beginning of the calendar year would be of great assistance.

5. Reference has already been made in Part II, Chapter I of this report to that of the Inter-departmental Committee on Native Education (Union of South Africa). The following figures taken from that report show the estimated cost to each of the Provinces of the Union per pupil in attendance at all Native Schools during the year 1935.

Cape Colony	£3 : 0 : 0	per pupil
Natal	£2 : 7 : 7	„ „
Transvaal	£1:19 : 6	„ „
Orange Free State	£2 : 1:11	„ „

Working with approximately the same data and using a similar method of calculation the cost per unit in the Bechuanaland Protectorate for the same period is 19s.5d. per pupil.

6. This last figure cannot, however, be compared justly with those given for the four Provinces of the Union as in those Provinces there are a large number of schools and institutions doing secondary work and at which are employed to a very considerable extent qualified European teachers who are paid what are comparatively high salaries. Further, considerable grants are given to assist with boarding accomodation..

In the same section of the report it is stated that if certain improvements recommended by the Committee—one of which is an increased scale of pay for teachers—arranged on an incremental basis—are adopted the per capita costs in the Union of South Africa will be increased by £1 : 11 : 3.

7. The amounts mentioned in paragraph 5 are significant so far as this Protectorate is concerned on account of:

1. Our juxtaposition to two of the Union Provinces.
2. The fact that at present our qualified teachers are either obtained from the Union Provinces or are trained at institutions situated within these Provinces. These, if they take up work in the Protectorate, will expect the same scales of pay as are in force in the Union of South Africa.
3. The most recent census returns show that there are in the Protectorate approximately 60,000 African children between the ages of six years and sixteen years and if the present rate of annual increase in school attendance is maintained there will be approximately 20,000 children attending schools in the year 1946.

4. Post-Standard VI education—long delayed—has commenced and will increase.

8. The staffing of our schools and their equipment are below a level that can be termed satisfactory and demand improvement. The position set out in the preceding paragraph makes it clear that an increase in the per capita

amount of 19s. 5d. must be envisaged and it is estimated that in the year 1946 it will reach an amount of £1 : 10 : 0 per unit. Thus with a school attendance of 20,000 children a sum of £30,000 will be needed.

9. Every effort has been made to arrive at a conservative figure of what the position is likely to be and only by the adoption of some such scheme as is set out in the chapter dealing with the training of teachers will it be possible not to exceed the amount mentioned in paragraph 8.

10. An amount of £30,000 represents approximately one-fifth of the total revenue of the country and there is but little prospect that such an amount could be devoted to African Education alone and what can be done to solve the problem is a matter that should receive full attention.

The writer believes that the solution may be found in the direction of Tribal Treasuries already mentioned and is of the opinion that the African will pay for what he himself desires to purchase and what he considers to be a real need.

That he has done so within recent times is evidenced by the fact that the Bangwaketsi, Batlokwa, Bamalete and Bakwena Tribes have in force levies agreed to by His Excellency the High Commissioner, which levies had as their origin a desire to supplement for educational development the amounts granted from Native Fund for the education of their children.

CHAPTER IV.

PRIMARY EDUCATION

E U R O P E A N

There are in the Territory eleven small European schools which receive grants-in-aid from the Administration and attached as Annexure "B" are the conditions under which these grants are paid.

Due to the difficulty of obtaining suitable teachers at the low salaries which can be offered by the Committees controlling these grant-aided schools the year closed with several of them in a very disturbed state. At the European School at Maun there has been no teacher for six months; at the Pitsani School an unqualified youth has been employed for several months as it has proved impossible to secure a satisfactory teacher; at Serowe the wife of one of the Serowe residents has, as a temporary expedient,

taken the place of the teacher who had to be dismissed, and the teachers in charge of the Molepolole, Ghanzi and Gaberones Schools have resigned as they have accepted in two instances more lucrative positions.

The improved status and salaries of teachers in the adjoining Territories, and also the fact that as teachers in aided-schools our teachers do not enjoy the privileges attached to employment in Government Service—combined with the comparative isolation of our schools—make it impossible to obtain the services of competent men or women. As a consequence the teachers that can be obtained are generally either married women who before marriage were teachers and who are willing during times of financial need to supplement income until better times arrive or qualified teachers who for various reasons have not proved themselves to be satisfactory in other teaching services. Seldom it is that the services of a competent and qualified teacher can be obtained at the salaries made possible by the grants given.

In previous reports this matter has been mentioned and suggestions have been made as to centralisation and the establishment of hostels. Due, however, to various disabilities it has been impossible to achieve anything in these directions.

As the present position is a most critical one the recommendation is made that the grants-in-aid as set out in the annexure already mentioned be revised so as to permit of more adequate salaries being paid.

In Swaziland, where the European schools are Government schools, a somewhat similar difficulty occurred and efforts are now being made to establish a scale for satisfactory European teachers which will commence at £180 per annum and by increments reach a maximum of £360 per annum. In Basutoland a grant-in-aid of £175 is given to each school provided there is a minimum enrolment of five children.

The schools are so few and have, comparatively speaking, so low an average attendance that it would not in the writer's opinion be justifiable to make them Government schools and the recommendation now made is that a grant of £240 per annum be made towards the salary of any qualified teacher employed at a school provided there is an enrolment of eight children and that at any school which has had for the previous year an average attendance of more than twenty children an assistant teacher be permitted towards whose salary a grant of £180 per annum will be given for the following year.

The grants recommended are higher than those given in Basutoland, but the remoteness of our schools justifies the extra amounts suggested.

The following table shows the number of pupils in each class or standard as at the end of the year.

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

The code of Instruction used in the schools is that adopted for the Primary Schools of Southern Rhodesia, and each year pupils who have completed Standard V enter for the examination controlled by the Department of Education, Southern Rhodesia. This examination is known as the "Qualifying Examination" and success in it permits pupils to enter High Schools.

Such pupils as do not enter High Schools or Secondary Schools at the end of the Standard V year may take Standard VI work at the Protectorate Schools and on completion of the course enter for the Protectorate School Leaving Certificate. The papers for this examination are set by educationists in the Union of South Africa and so satisfactory standards of achievement are maintained and the certificate is of recognised value.

Each year bursaries of £24 per annum are given to a pupil in Standard V and to a pupil in Standard VI to help parents in necessitous circumstances to place a child who has done well in the tests at a secondary or vocational school outside the Protectorate. The Standard V Bursary continues for three years or until the child attains the age of eighteen years whichever is the earlier and the Standard VI is tenable for two years or until the child reaches the age of 18, whichever is the earlier. In the event of a pupil passing the Junior Certificate examination it lies within the discretion of the Resident Commissioner to extend the bursary for a further period provided the pupil is still under the age of eighteen years.

The following were the results of the examinations mentioned at the end of the year:—

	Entered	Passed
Standard V. (Qualifying examination of Southern Rhodesia.)	13	6
Standard VI. Bechuanaland Protectorate School Leaving Certificate	8	6

Gradually, and with considerable financial assistance from the Administration, the school buildings are being improved and the same remark applies to equipment, although there are still deficiencies.

With the exception of the Maun and Ghanzi Schools each European School was visited and its work inspected during the year.

At Francistown, Lobatsi, Hildavale and Tsessebe the work was good and well up to standard. It was also

pleasing to find that the teachers at these schools make full use of the advantages offered to them by the Victoria League, London. Many of the children have "Pen Friends" in Great Britain and other parts of the Empire, and each of the schools mentioned made up albums illustrative of their school work and the environments of the school. Through the agency of the League these albums were exchanged for albums made up at schools Overseas. Full advantage is also taken of the literature supplied by the Victoria League, and many of the pupils are becoming keen readers.

At the other schools visited, due partly to staffing problems and partly to the poor home environment and poor health of the pupils, the work was disappointing and at the Molepolole School it was a failure.

This school—the Molepolole School—presents a special problem which must be solved. The parents are mostly the descendants of Dutch Trekkers, who, due to various difficulties, had to establish their homes in a Native Reserve. Poor food, ill-health and the rigours of the country have sapped their physique and the children at the Molepolole School are now undernourished and mentally dull.

To do anything worth while for these children the services of a really well-qualified teacher, who would be able to build up in them a sense of self-regard, are needed. Further, such a teacher would need to aim at improving the general community life of the people and to raise their standards of living. Until such a teacher can be obtained nothing of real value will be accomplished.

An alternative would be for the Administration to place the children of school age at a good school to which is attached a hostel where they would be properly fed and cared for.

AFRICAN

1. During the year twelve new primary schools for Africans were opened, and the African teaching staff was increased by the appointment of forty additional teachers, eleven of whom possess professional qualifications.

2. At the end of the year, out of the 11,985 pupils attending the African Primary Schools only 3,651 were boys. The following tables show the number of pupils in the various classes and sub-standards of the Primary Schools and the number of boys and girls attending such schools in each District Area as at the ends of the years 1935 and 1936.

TABLE A.

	Sub A.		Sub B.		Std. I		Std. II		Std. III	
	B	G	B	G	B	G	B	G	B	G
1935.	1263	3965	407	1079	275	778	164	419	141	309
1936.	2201	5055	578	1396	316	752	201	483	124	308

	Std. IV		Std. V		Std. VI		Std. VII		Std. VIII	
	B	G	B	G	B	G	B	G	B	G
1935.	109	165	57	52	32	27	6	-	3	-
1936.	110	175	69	112	52	46	6	1	-	-

TABLE B.

	Boys		Girls		Total	
	1935	1936	1935	1936	1935	1936
Bamangwato	886	1536	2645	3324	3540	4760
Lobatsi	82	92	192	220	274	312
N'Gamiland	44	77	51	66	95	143
Ghanzi	10	32	6	31	16	63
Bangwaketsi	219	313	1179	1391	1398	1704
Kgalagadi	233	277	219	259	452	536
Bakgatla	162	202	846	1087	1008	1289
Bamalete	94	115	113	161	207	276
Batlokwa and Khale	82	131	195	216	277	347
Tati	401	516	366	416	767	932
Kasane	41	127	17	64	58	191
Molepolole	203	233	956	1199	1159	1432
Totals	2457	3651	6794	8334	9251	11985

3. Table A discloses the fact that of the total Primary School enrolment 77 per cent. of the pupils were in the Sub-standard classes and that of that percentage 69.9 per cent. were girls.

The above is a very unsatisfactory state of affairs and has been commented upon in previous reports. It is due to various economic factors, the chief of which is perhaps that, as the people live in large and unplanned townships—locally known as stads—the boys as soon as they are of a suitable age have to be sent to herd cattle and other stock at distant grazing grounds which are far removed from any school facilities.

An attempt is being made to assist towards the solving of the problem by the establishment of new types of schools to be known as Cattle Post Schools, Adolescent

Training Schools and Adult Schools. Further reference to these schools is made in the chapter of the report entitled Miscellaneous.

4. **Classification of Schools.**—At present the term African Primary School is applied to all schools which have no class higher than Standard VI (Eighth School year) but amongst these schools and at the smaller villages are many which are under the control of an unqualified African teacher who has passed but Standard VI. At these latter schools the range of work attempted is seldom beyond that prescribed for Standard II. Also, the medium of instruction is the vernacular.

In the near future it is intended to apply to these schools the title of "Elementary Vernacular School" and they will cater for the educational needs of children up to and inclusive of the Standard III requirements of the syllabus.

The same title is given to schools in Basutoland at which the same range of work is attempted.

5. At the larger villages there are schools in which all classes from Sub A up to and inclusive of Standard VI are taught and for them the title of "Central School" is suggested.

Gradually and due to increasing numbers and other factors these schools are dividing up in two schools known as Senior and Junior School or Higher and Lower School etc.

This is natural and desirable and in future and for purposes of staffing and records it is intended to apply to the two divisions of a Central School the following names:

All classes up to and inclusive of Standard III the name "Elementary School"

and to that section of a Central School which includes Standards IV, V and VI the name "Middle School" or "Intermediate School."

For a time there will be divergences but gradually the classification suggested can be brought into effect and will bring this into line with the classification that is general in the British Dependences in Africa and will simplify problems connected with teacher training and staffing.

6. **Ages of Pupils.**—The average age of entry to schools is approximately $10\frac{1}{2}$ years and although there has of recent years been some improvement one still finds scattered throughout the classes many pupils who are more than eighteen years old and men and women of twenty five years or even twenty eight years of age are not infrequently encountered as pupils in the lower classes.

7. The question of age of entrance and school-leaving age was discussed at the last meeting of the Board of Advice. Members of the Board realise the difficulties and although unwilling at present to recommend any definite regulations to govern entrance and leaving have promised to do all that can be done by means of direct propaganda to bring about an improvement. Circulars have also been addressed to District School Committees asking the members for their assistance.

Sending pupils to school at a late age was a custom that apparently commenced many years ago and there does not seem to be any particular reason—other than mere tradition—why they should not enter school at the age of six or seven years.

The development of Cattle Post, Adolescent and Adult Schools will probably as they are extended solve the problem of the average pupil.

8. **Examinations.**—At the end of the Standard VI year an examination known as the School Leaving Certificate Examination is held and is uniform throughout the Territory.

Subjects examined include, in addition to the ordinary school subjects, written tests in the following: Scripture, hygiene, agriculture (boys) needlework (girls) and elementary science. Marks are also awarded for handwork, practical gardening (boys) and for practical needlework or domestic science (girls).

Question papers are set and answers are marked and moderated by both internal and external examiners and on the results of the examination certain pupils become eligible for assistance towards training connected with teaching, health work, care of pumping plants, etc.

At the end of the year 100 pupils entered for this examination and 44 were successful. In 1930 there were but two candidates in the whole territory.

9. The number of failures can be attributed to the fact that many pupils enter Standard IV from schools where they have been taught by unqualified teachers whose own educational attainments are but lowly and consequently their pupils have poor foundations upon which the qualified teachers in charge of Middle school work can build.

The remedy for this is, it is suggested, the institution of a satisfactory and uniform test which must be passed before entry into Standard IV can be allowed, and also the improvement of the technique of the teachers, mostly unqualified, who have of necessity to be employed at the Elementary Schools. This matter is again referred to in the chapter on teacher training.

10. **School Work.**—In spite of poor equipment, the limitations of the teaching staff and other deficiencies there is a distinct and noticeable improvement in the quality of the work done at the various schools.

This is due to the following factors:

1. The strenuous efforts made by the Secretaries of District Committees to provide the schools with equipment and other essential school requisites such as slates, books and chalk.

2. The steady improvement in regularity of attendance.

3. The improved methods of instruction demonstrated by the African School Supervisors and the fact that practically all schools are now visited by them at regular intervals. Their aim at the visit being to help, advise and encourage, they do not merely conduct a formal inspection.

4. The Subsidiary Training Courses that are held from time to time.

11. **Syllabus.**—At the beginning of the year the Primary School Syllabus, which had been in use for five years, was re-drafted and in its amended form was tried out at all schools. In the light of experience gained, certain modifications were made towards the end of the year and the new Syllabus will come into use at the beginning of the year 1937. This new Syllabus includes specially-arranged Nature Study work and Elementary Science. Also every effort has been made to arrange the work and by means of notes to direct the teachers towards linking up their work with the actual life, experience and needs of the pupils. Hygiene, games, gardening, drawing and singing are given special emphasis.

CHAPTER V

SECONDARY EDUCATION

1. **European.**—There is no Secondary School for European children in the Protectorate, but financial help is given to enable parents in necessitous circumstances to place children who have shown special ability in either Standard V or Standard VI of the Primary School at an approved school outside the Territory.

Pupils receiveing assistance such as is outlined above almost invariably complete their secondary work with results satisfactory to the Administration, their parents and themselves.

2. It is becoming increasingly difficult for pupils who have only passed Standard VI to find work of any kind, and it is intended, when the circumstances of the school and the qualifications of the staff permit, to allow a few selected pupils at the Protectorate Primary Schools to proceed beyond that standard.

3. The "Handbook of Careers for South African Boys and Girls," published by the Union Department of Labour has been supplied to all teachers at European Schools and they have been instructed to make its contents known to all senior pupils attending the school.

4. **African.**—Secondary work is being done at the Tati Training Institution where Secondary School Courses are arranged for the Junior Certificate of the University of South Africa and if required can be arranged for the Matriculation of the same University. The Principal, the Reverend K. T. Motsete, M.A., can also arrange a Commercial Course for clerks or inspectors.

5. At Khale in the Southern Protectorate the Roman Catholic Mission at their farm Forest Hill have a two years Agricultural Course for Protectorate boys who have passed Standard VI. This is not a course designed to train Agricultural Demonstrators, but is arranged so as to afford the students a good knowledge of general farming which they put into effective practice at their own homes.

6. Secondary work has also been commenced at the Khama Memorial School, Serowe, where the Junior Certificate Course of the University of South Africa is followed.

7. During the coming year similar work will be commenced at Mochudi.

8. The nature of the secondary work attempted is left to a very considerable extent to the institutions concerned except that the course followed at the Forest Hill Agricultural School was arranged by the Director of Education in consultation with the school authorities. At the other institutions the Administration, through its educational officer, limits itself to guiding, supervising and assisting financially the work attempted.

9. The Government makes limited financial provision to enable promising scholars and the sons of certain Chiefs and Headmen to proceed to Secondary Schools outside the Territory.

10. The total enrolment of pupils doing secondary work at schools in the Protectorate as at the end of the year was 21. (Boys 19: Girls 2).

11. The following list shows the African Bursars attending schools outside the Territory.

Institution.	No.	Type of Bursary.	Course of Study.
Fort Hare	1	Son of Chief or Headman	B.A.
" "	1	"	Academic
Tiger Kloof	6	"	"
Healdtown	1	"	"
Modderport	1	"	"
Lovedale	1	Post Standard VI.	Higher Primary
Healdtown	1	"	"
Tiger Kloof	1	"	N.P.L. III
" "	1	"	N.P.L. II
" "	2	"	Junior Cer.
" "	2	"	Std. VII a.
" "	3	"	Std. VII b.
Stofberg	1	"	N.P.L. 1

All the Post Standard VI Bursars are studying to become teachers.

CHAPTER VI

UNIVERSITY AND COLLEGIATE (POST SECONDARY) EDUCATION

1. University Education for Africans is available at the South African Native College, Fort Hare, in the Union of South Africa.

2. From time to time Applications are made for assistance towards the expenses of Protectorate students who have qualified for entrance into the College and provision is made for such assistance.

3. At the present time two students are being subsidised and are doing exceptionally well. One is taking an ordinary arts course for the B.A. degree and the other is just about to enter upon the same work having obtained a second class pass in the Matriculation Examination of the University of South Africa.

CHAPTER VII

TRAINING OF TEACHERS (MALE AND FEMALE).

1. The following tables show the qualifications of all African teachers for the years 1935 and 1936.

TABLE A.

Qualifications.	Male	Female.	Totals.
M.A., B.D. (London)	1	—	1
Higher Primary	1	—	1
N.P.L. III	24	3	27
P.T. II	12	1	13
P.T. I	2	1	3
Standard VII	1	4	5
Standard VI	54	20	74
Standard V	6	12	18
Standard IV	9	11	20
Standard III	2	1	3
Standard II	3	—	3
Sub Standard B	—	3	3
Jeanes	—	1	1
	115	57	172

TABLE B

Qualifications.	Male	Female.	Totals.
M.A. B.D. (London)	1	—	1
Higher Primary	1	—	1
N.P.L. III	28	7	35
N.P.L. II	13	1	14
N.P.L. I	1	3	4
Teacher's Diploma	1	—	1
Standard VIII	1	—	1
Standard VII	1	—	1
Standard VI	75	34	109
Standard V	17	4	21
Standard IV	9	—	9
Standard III	3	2	5
Standard II	1	—	1
Sub Standard B	2	—	2
Matriculation	—	1	1
Industrial	1	5	6
	155	57	212

2. Most of the African teachers receive their training at the Tiger Kloof Training Institution, near Vryburg, in the Cape Province.

3. During the year under review, an amount of £240 was expended in financing the training of twelve teachers for future service in this Territory.

4. The great problems at present are to obtain a sufficiency of trained teachers for the Central Schools and to improve the technique and methods of those employed at the Elementary Schools.

Unfortunately, in addition to the special difficulties usually associated with imported teachers, such as their natural preference to teach amongst their own people, it is becoming increasingly difficult to secure the services of outside teachers.

The chief difficulty is that in the Provinces of the Union of South Africa the salaries paid at present to the various grades of teachers are as much as we can afford to pay and in addition there are in the Provinces additional allowances.

In November, 1936, a sub-committee of the Board of Advice met to discuss the question of salaries and attached as Annexure "E" is a summary of the recommendations made.

When making these recommendations the Committee had before it the scales recommended by the Union Inter-departmental Committee already referred to.

If the scales recommended by the Committee of the Protectorate Board of Advice were adopted for qualified teachers who have had one or two years of teacher training the total would amount to a very considerable sum.

The question was discussed at a meeting of those in charge of education in the three High Commission Territories and it was decided to recommend that the possibilities of instituting a teacher training course be explored.

If the recommendation is accepted the course will be known as "The Elementary Teachers' Course" and will probably extend over two years of training, which will be directed towards giving our own young men and women a training that will enable them to deal more adequately with the actual needs of an elementary school in Bechuanaland.

In view of the above, it will be possible to secure a supply of teachers competent to do work such as is required and to pay to them salaries lower than are paid to teachers who have had a similar period of training in the Union but who do not receive a training specially designed to meet the needs of our Protectorate Village Schools.

Attached as Annexure "F" to the report is a Note by the Government Secretary which sets out a picture of the present position.

Since the year 1929 there has been in existence an arrangement by which unqualified teachers possessed of experience and with good service to their credit and who have attended three Subsidiary Training Courses may be equated for salary purposes with teachers holding a Pupil Teachers' Year Certificate.

During the coming year this plan will be discontinued.

CHAPTER VIII.

PHYSICAL AND MORAL WELFARE

1. Probably the most difficult problem with which the educationist working in the Bechuanaland Protectorate has to contend is the low standard of health that obtains amongst the bulk of the children of school age.

2. Due to various causes, one of the most important of which is undoubtedly the geographical setting of the country itself and its scanty rainfall, the subsistence level is very low and malnutrition in the major portion of the Territory is rife.

3. The principal Medical Officer, Doctor J. W. Stirling, is indefatigable in his efforts to improve the health of the school children and not only has afforded his personal advice but has allowed the Department of Education to draw upon the services of his staff in the crusade inaugurated.

4. Medical Officers have given series of most valuable lectures at Subsidiary Training Courses; wherever possible arrangements are made for the medical inspection of children attending schools; Medical Officers give advice as to school gardens and the use of their produce; circular letters are prepared and distributed to teachers.

5. The Medical Department has also given help in the very important matter of sanitation and invaluable advice as to the erection of school buildings. It is also responsible for improvements made in the Syllabus requirements as to the teaching of hygiene, physical exercises, etc.

6. As circumstances permit the Department of Veterinary Science and the Department of Agricultural methods.

7. **School Buildings and Equipment.**—Gradually the buildings used for the accommodation of European school children are being improved and during the year a well-designed and well-lighted school was built at Gaberones. Next year the European school children at Mahalapye will be taught in a hall that is being erected in memory of the late Reverend Lawrence Hands who was in charge of the South African Railway Mission.

A new school building is being erected at Maun in N'Gamiland, and the hitherto very unsatisfactory building at Molepolole has been practically rebuilt.

8. The buildings used for African School work vary from the excellently-designed, well-built and equipped buildings at Mochudi and Serowe to the small bush school which consists of a few poles to support a shelter of thatch.

9. During the year, thanks to the untiring efforts of certain District Officers, Missionaries and the Supervisors of African Schools, much has been done to prevail upon the people to assume more responsibility for the upkeep, enlargement and renovation of the tribal school buildings.

10. During the year an amount of approximately £500 was spent by the Administration in assisting with erection and improvement of buildings.

11. **Moral and religious instruction.**—Religious teaching is given in all schools in the Protectorate and the syllabuses in use include courses of instruction. In the Standard VI Examination (African Schools) held at the end of each year, the candidates have to take a written test in Scripture work as set out in the syllabus.

12. The Railway Mission has a worker who travels through the Protectorate at regular intervals and he maintains contact with teachers at European Schools, which are mostly situated close to the railway. At most centres Sunday School Classes have been started generally in conjunction with the schools.

13. **Mental Defectives and Child Protection.**—Very few instances occur but when they do arrangements are made with the Union of South Africa—Department of Education—for the children to be cared for at special institutions under that Department's control.

M I S C E L L A N E O U S .

CENTRAL SCHOOL FOR EUROPEAN CHILDREN

1. Attached to this report and as Annexure "G" is an excerpt from the 1935 Annual Report on Education.

2. Up to the present it has not been possible to make any progress in the directions mentioned in the excerpt referred to, but there is little doubt that the adoption of the suggestions made is necessary if the education of our European children is to be satisfactorily established.

3. **Scouting and Guiding.**—Originally known as Pathfinders and Wayfarers, the African Scouts and Guides of this Territory have now received the names of "Pathfinder Scouts" and "Wayfarer-Guides."

4. Both Movements are under the control of Councils on which are representatives of the Administration, Mission Bodies and members of the public—African and European.

5. During the year and due to the rapid growth of both Movements, it became necessary to appoint an Organising Secretary whose services are paid for partly from the General Fund Account and partly from the Native Fund. The Secretary also has under his care any work of organisation required for European Scouts and Guides.

6. At the end of the year the following were the approximate numbers on the roll of each Movement:

Guides	35
Scouts	6
Wayfarer-Guides	2,500
Pathfinder-Scouts	1,500

7. **Adult Education.**—In the last report it was indicated that a commencement would be made in connection with Adult Education and it is now reported that such work has been established at Mochudi, Kgalagadi District and Kanye.

8. This branch of work is at present in its infancy but it is hoped, with assistance from the various departments whose work is intimately associated with African Education, to make these schools valuable instruments in the general development of the people.

9. **Co-operation.**—Throughout the year close co-operation has existed between the Medical Department, District and Assistant District Officers and the Department of Education and much assistance has been given by those in charge of Agricultural and Veterinary work.

Without such co-operation African Education in this country would be in but a sorry plight.

CONCLUSION

The year 1936 has been a year of definite development and distinct progress has been made in many directions.

A satisfactory system of African Primary Education has been developed and it now remains for that system to be consolidated

The Education of European children is not in such a satisfactory state but there are signs that much-needed improvements will be made in the near future.

ACKNOWLEDGEMENTS

I once more express my sense of indebtedness to His Honour the Resident Commissioner, Lieutenant-Colonel C. F. Rey, C.M.G., for his wise counsel and help. I have also to thank the Principal Medical Officer, the Chief Veterinary Officer and the Chief Agricultural Officer for their whole-hearted co-operation and generous assistance.

Further, I have to thank my Clerical Secretary, who, with her unflagging zeal, has not only carried out her ordinary official duties but who until November acted as Honorary Secretary of the Wayfarer Movement.

Finally, I have to thank Missionaries and Teachers who have given so cheerfully and ungrudgingly of their services in the attempt being made to improve and to make more efficient the education of our Protectorate children, European and African.

H. J. E. DUMBRILL,
Director of Education.

ANNEXURE "A"

CONDITIONS AND REGULATIONS GOVERNING
THE POWERS AND DUTIES OF NATIVE
SCHOOL COMMITTEES IN THE
BECHUANALAND PROTECTORATE

1. In each District Commissioner's District where more than one Native School exists there shall be formed a Committee which shall be known as the Central School Committee for Native Schools, and holding office for one year or such longer period as may be deemed necessary by the District Commissioner.

2. The Committee shall consist of (a) a Chairman who shall be the District Commissioner of the District and shall have a casting vote; (b) The Secretary shall in the first instance be a European Missionary who shall be appointed by the District Commissioner; (c) Six Members: three of whom shall be appointed by the District Commissioner, including one European Missionary for each domination having interest in schools in the District, and three by the Native Chief or Headman in consultation with his Tribe; with the exception of Missionaries these members shall be Natives; (d) the Native Chief or, where there is no Chief, as in the Francistown District, the Headman or Headmen.

3. Under no circumstances shall the personnel of the Committee inclusive of Chairman, Secretary and Chief be less than eight or more than twelve.

4. No teacher as a teacher or Native Supervisor by sole virtue of his Office shall ordinarily be a member of the Committee, Teachers who are not members of the Committee may be summoned by the Chairman through the Head Teacher to attend any meeting, provided this has been agreed to by a majority of the Committee but in no circumstances shall they have the right of voting.

5. Any vacancy arising during the year shall be filled by the Chairman and the Native Chief or Chiefs (where there are any recognised in that capacity) working in collaboration. Any member of the School Committee not being the Chief, who shall fail to attend two Committee Meetings in the year without a satisfactory reason for his absence, shall be regarded as having resigned his position. The Chairman may, should he deem it necessary, require any member of the Committee other than the Chief or

Secretary to retire while a particular matter is being discussed. Such action shall always be recorded in the minutes.

6. Three Members, the Secretary and the Chairman shall form a quorum.

7. Proper minutes of each meeting are to be kept in a book provided for the purpose and the Chairman shall see that two copies of the minutes are forwarded to the Director of Education for the Resident Commissioner's approval within 14 days of the Committee Meeting having been held. These minutes are to be signed by the Chairman and Secretary before they are forwarded to the Director of Education. No executive action is to be taken until the minutes have been again received by the Committee duly approved. The District Commissioner always reserving to himself the right in his official position to deal immediately with matters of urgency, especially when the question of finance is involved. Such matter to be considered at the first possible Committee Meeting subsequent to the action taken. A copy of the minutes is to be sent to the Chief.

8. The Committee shall consider and make recommendation in respect of the opening of any proposed new Native School within the District Commissioner's District concerned.

9. The Committee shall be responsible for the upkeep, insurance (if necessary) and equipment of all Native Schools within its jurisdiction; and to see that all pupils are equipped with such books and other school material as are required by the Director of Education from time to time.

10. The Committee shall submit to the Director of Education for approval rough plans of any new School building which it is proposed to erect and no new School building is to be erected unless the plan has been approved by the Director of Education, The Government Engineer and the Principal Medical Officer.

11. The Committee shall be responsible generally for dealing with matters affecting the Schools and for securing teachers for the Schools under its jurisdiction, and for entering into contracts with such teachers provided that the approval of the Director of Education as to the suitability and terms of contract have in each case been first obtained. All such contracts shall confer upon the Committee power to suspend from his or her duties any teacher who shall in the opinion of a majority of all the members present at the meeting be in any way guilty of conduct unbecoming a teacher, provided that the circumstances are at once reported to the Director of Education. Salary and use of any quarters provided shall temporarily cease with suspen-

sion and if the Resident Commissioner confirms the suspension the teacher shall be discharged with effect from the date of suspension, but if such confirmation is not forthcoming within two months salary as from the date of suspension and use of quarters shall be restored.

12. Ordinarily, all contracts of service drawn up between Committee and teacher shall be subject to one month's termination on either side. Further, all contracts must be made in writing and in triplicate, one copy being kept by the teacher, one by the Committee and one sent to the Director of Education.

13. In purely professional matters the teachers shall be responsible to the Director of Education and to him only; but it shall be within the power of the Committee to make recommendations to the Director of Education as regards professional matters, and as regards the School Code and School Calendar.

14. Each year early in August the Committee must meet to discuss and forward without delay the Estimates (Education) for the coming financial year and the School Calendar for the coming School Year. No expenditure of any kind which is proposed in the Estimates shall be made until the Estimates have been approved or special sanction in writing obtained from the Director of Education who will make the necessary representation to the Treasury.

15. The Chairman shall ordinarily act as Treasurer, but may, in writing, appoint some member of his staff to act on his behalf, provided his proposed action has first been approved by the Financial Secretary.

16. All Native Supervisors of schools—as distinct from Sub-Inspectors of Schools—shall be appointed by the Director of Education and shall be directly responsible to him in all matters connected with their work. The Supervisor's reports shall be transmitted to the Director of Education, through the District Commissioner of the District concerned, without delay. The Supervisors may, at the discretion of the District Commissioner, be requested to attend all School Committee Meetings, but shall not be regarded as members nor be in a position to vote.

17. The Committee shall meet at least twice in any calendar year and one of the meetings shall be held in August each year at which meeting Estimates for the coming financial year shall be discussed and decided upon, the other meeting (if there are only two annually) to be held in June. Other meetings extraordinary shall be held at any time provided due notice of at least one week is given in writing. In the case of all meetings the Secretary shall send out written notices, as to the date and time and place of meeting, to all members of the Committee at least one week before the date on which the Committee

is to meet. The Chairman shall fix the dates of all meetings and preferably at the time of the first meeting in the new year.

18. In the case of any school the financial arrangements of which are not in the hands of the District Commissioner, proper books shall be kept in respect of all accounting and receipts are to be obtained in respect of all money paid out and to be given in respect of all monies received. This to be invariable. A properly drawn up statement of Receipts and Expenditure shall be forwarded to the Financial Secretary in February each year.

19. The Chairman, the Chief and any other member of Committees shall have the right of entry into any school at any time, provided such school is within the district over which the Committee has jurisdiction, but no member of the Committee shall have the right to interfere in any purely professional matter.

20. A list of the members of the Committee shall be submitted to the Director of Education by the Secretary in January of each year.

21. Text books to be used in the schools, the equipment necessary and the hours at school daily, as well as the code of work to be followed shall be entirely in the hands of the Director of Education.

22. The Committee is expected to co-operate in every way possible with the Principal Medical Officer, the Chief Veterinary Officer and the Chief Agricultural Officer in promoting amongst the Natives health and economic well-being.

23. The Committee shall make it its business to see that religious teaching is given in each school for 30 minutes a day—the work to be non-sectarian and along lines indicated by the Director of Education.

24. It shall be within the power of the Resident Commissioner to alter or amend the Regulations governing the Committees at any time so as to meet the needs of various situations such as may arise.

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