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BASUTOLAND

ANNUAL REPORT

by the

DIRECTOR OF EDUCATION

for the year

1951



13 AUG 1952



With the compliments of the

Director of Education,

Maseru, Basutoland.

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PART I

Education as we understand it began in Basutoland under the leadership of the early missionaries. The members of the Paris Evangelical Mission who settled in the country in 1833 were the pioneers. The Roman Catholic Mission followed in 1862, and the English Church Mission in 1876.

2. The first schools were at central mission stations, but as African teachers and evangelists were trained, new ones were opened further afield. The missionaries were men of foresight and enterprise, the people responded with enthusiasm, and in consequence schools were established everywhere throughout the Territory even in remote valleys in the heart of the mountains.

3. To-day the bulk of the schools in Basutoland are still mission schools belonging to the missions mentioned above. In addition there are also ten other small missions which maintain a few schools.

4. Grants-in-aid for education were first given by the Government in 1871, and in 1885, after the Imperial Government had assumed the direction of affairs in the Territory, this grant system was perpetuated.

5. In 1905-6 a detailed study of the education of the Territory was made by the Educational Adviser to the High Commissioner and on his most comprehensive report many developments followed. An education officer was appointed to supervise and co-ordinate the educational work of the missions and a uniform system of

grants-in-aid was adopted. An important sequel to this development was the creation in 1909 of a central Board of Advice on Education, composed of representatives of the missions, the Paramount Chief and Government.

6. With the steady increase in the number of schools, it became necessary to set up a proper department in 1927, consisting of a director, 4 inspectors and 4 supervisors. The following year the present system of classification of schools was adopted, and a new syllabus introduced.

7. In 1927 also, the Basutoland Education Fund was established. This Fund was made up of one-quarter of the Native tax-payment, together with the revenue derived from a special education levy of three shillings per head of tax-payer, and from it all grants to aided schools were henceforth made. It was the policy of the Administration to build up a moderate reserve in the Fund, both against possible lean years and also for the capital expenditure which development must inevitably demand. After various fluctuations, the reserve in the Fund was finally swallowed up by the expenditure on cost of living allowances during the war years, and the Fund faced the beginning of 1946 with an anticipated deficit of over £40,000, to be met from general revenue. From April 1946 therefore, the Fund ceased to operate, the Education Levy being absorbed in the general tax, and all expenditure on Education being provided under the Education Vote.

8. In 1929 the Department began to establish a few schools of its own, designed to provide "intermediate" classes (i.e. Standards IV, V, and VI) in selected centres. There are now five such schools, managed by local committees. Later (1939) a High School, also under Government control, was opened in Maseru.

9. The war years caused various financial difficulties, and in 1942 it became necessary to alter the system of grants to the missions, and to fix the annual grant at £58,300 for the duration of the war. As a consequence of friction between Government and the missions, and the increasing financial difficulties, an Education Commission, under Sir Fred Clarke as Chairman, toured the country in 1945, and submitted a Report which was published in 1946. The present educational policy of the Territory is based mainly on the recommendations of that Commission in so far as the financial resources of the Territory permit.

10. In 1946 a Central Advisory Board on Education, with mission, district, teacher and Government representatives replaced the old Board of Advice, and District Advisory Committees were established in each district in 1947.

11. In 1946 a 10-year plan for education, including a new system of grants-in-aid for teachers with salaries on an incremental basis, but limited by the funds available, was drawn up and approved; a Teachers' Association, embracing all African teachers in the Territory was also formed. A grant from Colonial Development and Welfare Fund sources for the improvement of buildings and equipment was approved in April 1947.

12. In December 1947 an Education Proclamation was promulgated and in January 1948, High Commissioner's Notice No. 1 of 1948 laid down Rules providing the procedure for the opening of registered and private schools, the conditions of service of African teachers, and the conditions for grants-in-aid. With the exception of two sections, viz. that concerning a minimum attendance of 75 per cent of school days in any one session, and that concerning the limitation of the number of pupils enrolled to sixty per teacher in elementary schools and forty per teacher in intermediate schools, these Rules, together with the Education Proclamation, are being enforced.

13. Plans for the organization and development of Home Industries were made in 1944 and 1945, and a scheme fully introduced in 1946. This was considerably modified in 1950 when the organization was placed entirely under the Basuto Administration.

PART II

Central Organization and Inspection

14. Education is largely in the hands of the three main missions, under the direction of the Education Department. Large grants-in-aid which cover teachers' salaries in all aided schools and the salary of one teacher in each partially aided school are made to the missions by Government. Of the 900 schools in the Territory, 9 are Government, the rest mission controlled; of the mission schools 692 are fully aided, 94 partially aided and 105 unaided or purely private.

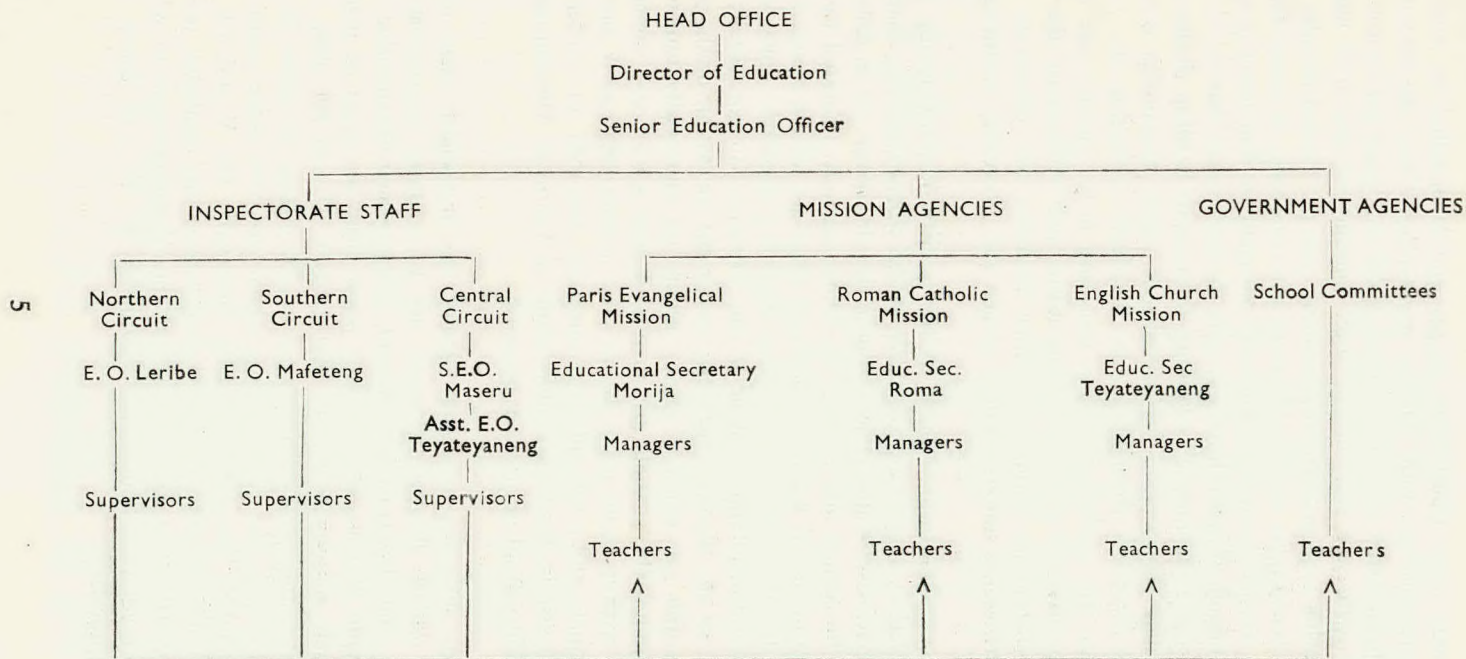
15. At the end of the year the departmental staff consisted of a director, a senior education officer, three education officers, one woman education officer, one assistant education officer (African) and eight supervisors. Each of the three main missions has an educational secretary who deals directly with the department and whose salary is paid by Government. The educational secretaries in turn deal with their schools through managers; the number of schools under the control of one manager varies from one to over twenty, with an average of about nine. (See page 5).

16. For purposes of administration and inspection the Territory is divided into three circuits; central, northern and southern, each of which is in charge of a European education officer. Each education officer has the assistance of African supervisors who spend the greater part of the year on trek, visiting primary schools and discussing educational problems with teachers, chiefs, school managers and school committees. The time spent on writing reports is reduced to a minimum, since it is felt that what is really required is active personal contact and co-operation between the inspectorate staff and the various individuals and bodies concerned with the educational process. Education officers base their itineraries on reports received from their supervisors together with reports received from educational secretaries and school managers who are playing an increasing part in the direct supervision of schools.

17. Work in the three circuits is correlated by means of an annual staff conference, at which policy and general problems are fully discussed, whilst a monthly news letter is circulated to all supervisors to keep them in touch with current developments.

18. The most recent Census figures (1946) give the total population of the Territory as 563,854, of whom 1,689 are Europeans.

ORGANIZATION AND INSPECTION

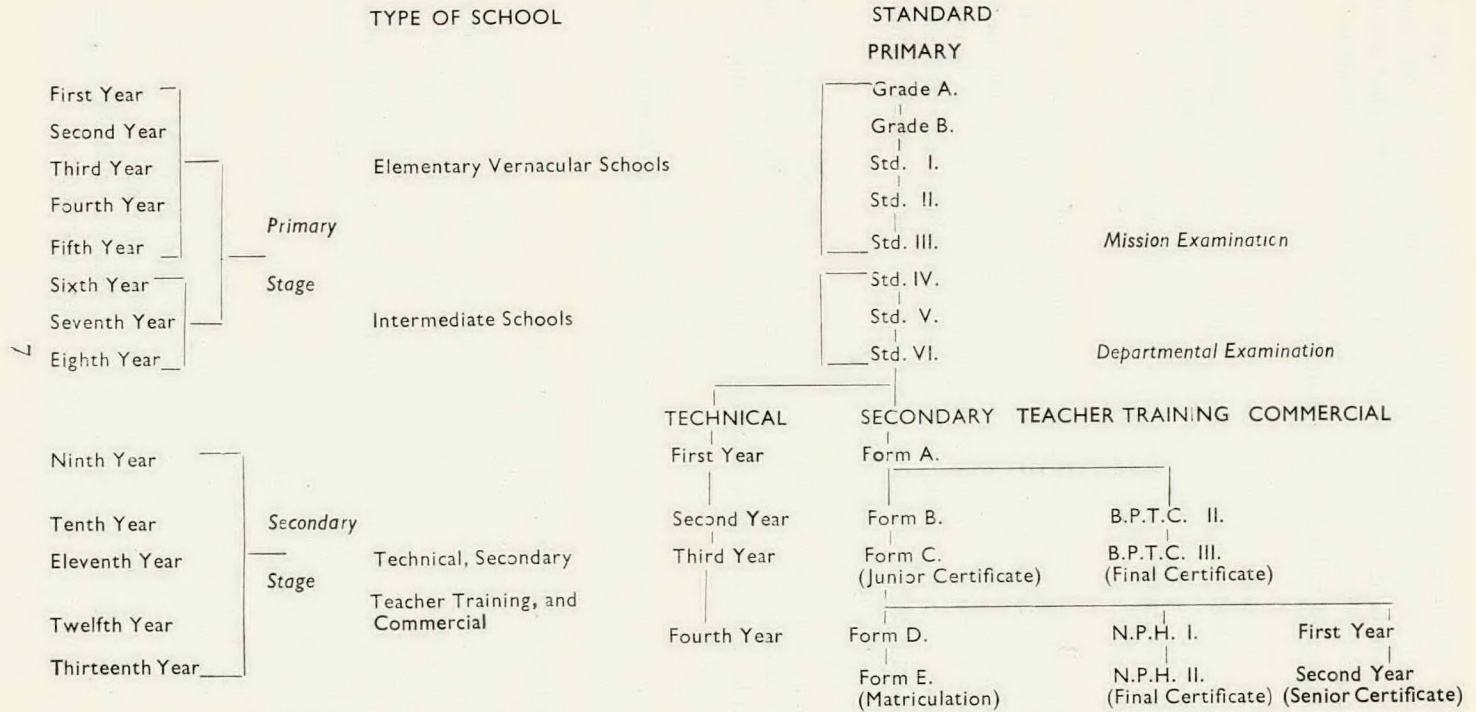


During 1951 there were 89,421 pupils enrolled in school, 15.9 per cent of the total African population. From the census figures it appears that 25.75 per cent of males and 37.07 per cent of females (or 32.10 per cent of the total population) can read and write, and that 2.98 per cent of males and 3.06 per cent of females (or 3.03 per cent of the total population) can read only. It seems that either the census figures are not very accurate or that many pupils who attend school for a short time only do not remain literate. A number of boys miss normal schooling because of herding duties and not because school facilities are absent, since elementary schools are well scattered throughout the Territory including the mountain areas. The policy at present therefore is to improve the standard of teaching in existing schools rather than to increase the number of elementary schools; further facilities for education at the intermediate and secondary stages are, however, required.

19. This improvement in the quality of the teaching is being tackled by improving the staffs at the teacher training institutions, so that better trained teachers with the idea of service to their people can be turned out, and by replacing annually a limited number of the unqualified teachers, of whom there are far too many, by qualified teachers. At the same time there is a need for more teachers; unfortunately the finances of the Territory do not permit of this, and, as the nation would not accept the limitation of the numbers of pupils per teacher, many schools are now badly under-staffed. Although the schools are so placed that few, if any, children are not within reach of a school, the accommodation is not always adequate and a rebuilding programme, financed on a £ for £ basis with funds made available from a Colonial Development and Welfare Fund grant, is in progress.

20. Primary education covers the first eight years of school life and is divided between the Elementary Vernacular School and the Intermediate School. Elementary Vernacular Schools provide at least five but not more than six years of instruction, namely Grades A and B, Standards I, II and III with, in some cases, Standard IV. (This type of school may be either Registered or Private). An intermediate school provides three years of post-elementary instruction, namely Standards IV, V and VI, though with the present pressure on institutions the tendency will be for Standard IV to become part of the elementary school whilst the intermediate school takes Standards V, VI and Form A. (See Chapter III).

SCHOOLS AND INSTITUTIONS



Note: The brighter students proceed from Standard VI straight into Form B, making a 4-year secondary course.

21. Secondary Schools provide at least two but not more than five years of post-primary instruction and, except in the case of the Basutoland High School, are combined with Teacher Training Institutions which provide training for teachers in accordance with an approved syllabus. (See Chapter IV).

22. Vocational Schools are schools at which the pupils devote not less than half of the regular hours of instruction throughout a course of not less than two years to receiving instruction in some trade, handicraft, agricultural work or domestic science in accordance with an approved syllabus. (See Chapter V).

23. A Registered School is a school included by the Director in a Territorial Register of Schools after consultation with the appropriate District Advisory Committee as being educationally necessary for the needs of the district. Registered schools may be Aided, Partially-Aided or Unaided depending upon the amount of Public Funds available and the fulfilment of certain conditions regarding staff, accommodation, etc.

24. A Private School is a school opened with the approval of the Director but which does not claim any grant from Public Funds and in respect of which application for registration is not submitted.

25. A Controlled School means a school maintained wholly from public revenue.

Advisory Boards and Committees

26. Each administrative district has a District Advisory Committee on Education, whose functions are to advise the Director on the carrying out in the district of the educational policy of the Territory. It considers applications for the registration of new schools, the allocation of building grants, the establishment of intermediate schools, and the specific needs of the district regarding future educational development.

The constitution of these committees is as follows :

The District Commissioner (Chairman)

The Education Officer (Secretary)

A representative of the Agricultural Department

A representative of the Medical Department

Two representatives, of whom at least one shall be an African, from each of the following mission bodies :

The Paris Evangelical Missionary Society
The Roman Catholic Mission
The Church of England Mission

One representative of the Paramount Chief chosen from Africans resident in the district

The District Chief

Three Africans resident in the district, of whom one at least should be a woman, nominated by the District Council

One representative of the Basutoland African National Teachers' Association.

27. The Central Advisory Board on African Education is constituted to advise the Resident Commissioner on all matters relating to African Education and is composed of the following members :

The Director of Education (Chairman)

An Education Officer nominated by the Director (Secretary)

The Educational Secretaries of the Paris Evangelical Missionary Society, the Roman Catholic Mission and the Church of England Mission

An African representative nominated by the Paramount Chief

One representative from each of the following Missions :

The Paris Evangelical Missionary Society

The Roman Catholic Mission

The Church of England Mission

An African representative from each District Advisory Committee

An African representative of the Basutoland African National Teachers' Association

An African woman nominated by the Director of Education

A European woman nominated by the Director of Education.

28. The Central Advisory Board appoints from amongst its members a Standing Committee to give advice, when the Central Advisory Board is not in session, on such matters as may be referred to it by the Director. The membership of the Standing Committee is as follows :

The Director (Chairman)

The three Educational Secretaries

The Paramount Chief's Representative

The Basutoland African National Teachers' Association's representative

One African elected by the Central Advisory Board.

29. Advisory Committees for Mission Schools are in process of formation, their constitution being based, with individual modifications to suit local conditions, on a model constitution drawn up by the Department. These committees normally consist of the manager of the school as Chairman, with five other members, three nominated by the controlling mission and two elected by parents. Their function is to advise the manager on such school affairs as the maintenance and upkeep of the school buildings, the administration of school funds, the appointment, leave and discipline of teachers, and the carrying out of recommendations made by the departmental staff. All controlled schools except one technical school are under school committees which have executive powers.

Development of Local Education Authorities

30. So far, no attempts have been made to establish local education authorities as such. It is felt that such development must of necessity go hand in hand with the development of local government and is bound up with the question of devolution of financial responsibility.

Co-operation with Voluntary Agencies

31. Relations between the departmental staff and the various voluntary agencies concerned with education in the Territory (mainly the Paris Evangelical Missionary Society and the Roman Catholic and English Church Missions) continue to be of the most cordial nature.

Compulsory Education

32. Provision is made in the Education Proclamation for the making of rules to order the compulsory attendance of African children at any school, to fix the ages and limits of academic attainment during which such attendance shall be compulsory, to determine the appropriate grants-in-aid, and generally for the purpose of giving effect to any such order. The large percentage of children in school and the absence of any large centres of urban population, apart from consideration of the expense involved, have not yet made it necessary to enforce compulsory attendance in any area.

Co-Education

33. All elementary and all intermediate schools except four are co-educational. At the secondary level, the Basutoland High

School and Eagle's Peak College are co-educational. The Basutoland Training College, Roma College, Lerotholi Technical School and the Leloaleng Technical School cater specifically for boys, whilst St. Mary's, Roma, St. Mary's, Leribe, St. Catherine's, the Morija Girls' School and Mazenod Institute are girls' institutions.

School Fees, Remission of Fees, Scholarships

34. All primary education, that is at the elementary and intermediate stages, is free. In secondary and teacher training institutions a fee is charged which is intended to cover the cost of boarding and incidental expenses such as sports subscriptions and the like. Since no tuition fee is charged, students are expected to provide their own exercise and text books. Fees in the institutions vary from £12 per annum to £18 per annum and concessions are allowed in special cases, for example sons of ministers attending mission schools, second members of a family, etc.

35. The following bursaries are awarded annually :

20 bursaries of £12 per annum, tenable for one year but renewable for a further 2 years, awarded on the results of the Standard VI Examination to enable pupils to proceed to one or other of the institutions in the Territory. Since the introduction of Form A classes at certain intermediate schools, the number of Standard VI bursaries has tended to be reduced and the number awarded later in the secondary courses increased.

10 bursaries of £12 per annum, tenable for one year, for teacher training courses.

12 bursaries of £12 per annum, tenable for 2 years, for secondary and high school courses.

3 bursaries of £14 per annum, tenable for two years, for Basutoland High School students.

4 bursaries of £55 per annum, tenable for 3 years, for university courses in or outside the Territory.

1 or 2 loan bursaries of £50 for one year for post-graduate courses at the South African Native College.

A few special bursaries, for courses such as domestic science or commerce, are also available.

36. In addition, the Basutoland Government from time to time awards a scholarship to enable a student to proceed to England for professional training or to take up post-graduate research. Such a scholarship is for one academic year and covers travelling expenses together with subsistence allowances on the same

scale as laid down for Colonial Development and Welfare Fund scholarships.

37. From Colonial Development and Welfare Fund grants, the Medical Department has in the past provided one scholarship annually for a medical student at Witwatersrand University. In 1951, two students held scholarships but no new appointments can now be made as further funds are not available. Two students who are following the veterinary science course at Edinburgh are assisted from Colonial Development and Welfare Funds.

Questions of Language

38. The medium of instruction in all elementary schools is Sesuto, whilst English is taught as a subject only. In the intermediate schools a gradual transition is made from Sesuto to English as the medium of instruction so that by Standard VI English has become the chief medium. Religious and moral instruction, however, is given throughout in Sesuto. At the post primary stage, the English medium is used throughout.

Supply of Literature

39. Two very efficient presses produce a steady stream of vernacular literature. One controlled by the Paris Evangelical Missionary Society is at Morija, whilst the second controlled by the Roman Catholic Mission is at Mazenod. Proposals to revise Sesuto Orthography were accepted by a conference composed of representatives of the Paramount Chief, the Missions, the Press, the Teachers' Association and Government in 1948 but were later turned down by the Basutoland National Council.

School Curricula

40. *Elementary Vernacular Schools.* The new syllabus which was introduced into all elementary vernacular schools at the beginning of 1950 continues to prove of real assistance to teachers in their work, although many of the older teachers are finding it difficult to re-adjust themselves to the new approach. As far as possible education officers and supervisors through the medium of refresher courses are endeavouring to give all teachers assistance and guidance towards achieving the aims laid down in the new syllabus. The subjects covered are : Sesuto, English, History, Geography, Arithmetic, Gardening and Nature Study, Hygiene, Music, Hand-work and Drawing, Physical Training and Games, and Religious and Moral Instruction.

41. *Intermediate Schools.* During the course of the year the syllabus for intermediate schools was revised, printed and distributed to schools. It will be fully introduced in 1952.

42. *Secondary Schools.* The curriculum in the secondary schools is to a large extent based on the requirements of the Cape Education Department's Junior and Senior Certificate Examinations.

43. *Teacher Training.* There are two courses for prospective teachers in Basutoland. The first admits candidates who have passed Form A and gives two years' professional training leading to the Basutoland Primary Teachers' Certificate. The syllabus provides for instruction in School Method and Organization, Blackboard and Apparatus Work and Practical Teaching together with further instruction in the subjects that will be taught after qualifying. Girls may specialise in infant teaching or in housecraft work. The majority of qualified teachers in elementary schools hold this certificate or its Union equivalent. The second course admits candidates who have passed the Junior Certificate Examination of the Cape Education Department and gives two years' professional training leading to the Native Primary Higher Certificate of the Cape Province. Teachers holding this qualification are employed mainly in the intermediate schools.

44. *Technical.* Courses are offered in Carpentry, Cabinet-making, Leatherwork, Motor Mechanics, Masonry, Wagon Building and Smithery, each of which covers four years of practical training. In addition there is now a two-year course of clerical training covering Shorthand, Typewriting, Commercial Arithmetic and Bookkeeping, English and routine office work. Entrants to this course must have passed the Junior Certificate Examination.

Vocational Training by other Departments

45. The Medical Department provides a course in nursing for girls who have passed the Junior Certificate Examination. The Maseru Hospital is now recognised by the High Commission Territories Nursing Council as a training centre.

In September 1951 the Agricultural Department started the training of veterinary assistants at the farm at Botsabelo. 12 students, all agricultural department employees, were selected and they will take a twelve months' course of training.

Health Education and School Medical Services

46. There are no arrangements for the medical inspection of school children. In cases of serious illness children can be treated at the Government Dispensaries on payment of a fee of two shillings, or at certain central mission stations where there are sufficiently qualified persons authorised to dispense simple remedies.

47. Hygiene is an important subject in the syllabus for both elementary and intermediate schools and every effort is made to get it taught in as practical a manner as possible. A good text book is available in the vernacular, and the magazine of the South African Health Society, which is printed in English, Sesuto and Xhosa, is distributed free by the Department to head teachers of aided schools.

School Meals

48. Except in the few boarding institutions in the Territory, there is no organized system of school feeding. The normal diet of the school children varies a good deal according to the season of the year, and also as to whether they live in the mountains or the lowlands. Efforts are made in the teaching of hygiene in the schools to explain what is the best all-round diet and this teaching is usually related to the work in the gardens which are maintained at most schools. The importance of vegetables is stressed and schools are provided with supplies of vegetable seeds, by the Department, free of cost.

Youth Activities

49. The number of Pathfinder Scout troops remained about the same as for the previous year. The number of scouts was over 1,100.

50. During the year there were 93 guide companies and 51 sunbeam circles with a membership of over 1,600.

51. The development of Young Farmers' Clubs is slow but it is felt to be better to establish the early clubs on a sure foundation rather than aid a mushroom growth without any solid foundation. There is a small Youth club in Maseru and the Assistant Education Officer, Teyateyaneng, is very pleased with the progress of the Youth and Adult club which has been started at Teyateyaneng.

Teachers, Conditions of Service, etc.

52. With the promulgation of the Education Proclamation and Rules in 1948, it became obligatory for educational secretaries and managers to staff their schools with a minimum number of qualified teachers. The Proclamation lays down that where there are two or three teachers at a school at least one must be certificated; where there are four, five or six teachers at least two must be certificated, and so on. Transfers and readjustments have been made to attain this and have continued during the past year and despite difficulties, particularly in the mountain areas, the proportion of qualified to unqualified teachers is increasing.

53. Before any teacher assumes work, he must complete a form of contract with the manager of the school concerned, setting out the scale of salary and terms of engagement. No teacher holding a qualification less than a Standard VI pass may be appointed without the approval of the Director.

54. Appointments are subject to three months' notice in writing on either side, provided that for any serious misconduct prejudicial to a teacher's professional standing or to his standing as a member of an employing church a teacher may be dismissed without notice. In such cases the teacher has the right of appeal to the Director, who sets up an Appeal Committee.

55. Teachers when on sick leave are entitled to receive full pay for the period of such leave, provided that in no case may any teacher receive more than three months' sick leave pay in any consecutive twelve months. For all periods of sick leave in excess of five days a medical certificate must be produced.

56. All teachers in aided schools are paid on salary scales laid down by the Director after consultation with the Central Advisory Board. Increments are only paid as a reward for satisfactory service and not as a right.

Adult Education

57. As a large proportion of the Basuto people is literate, the need for adult education, especially in literacy, is not as pressing as in most parts of Africa.

58. Since 1935 the Homemakers' Association has continued to spread and increase in membership until to-day there are 110 clubs and there is hardly any part of Basutoland where the move-

ment is not known. The membership of these clubs according to returns is about 3,000. Membership is open to any Mosuto woman or girl of over the age of 16 no matter what her status in life. Clubs have proved to be a means of fostering friendship and breaking class barriers amongst the women.

59. The Basutoland Home Industries had 4 centres in the districts actively engaged in spinning and weaving ; each of these was fully equipped for the training of 12 students. The main centre at Maseru had accommodation for 36 students. The organization which has been under the Basuto Administration as a separate entity was closed down at the end of 1951, and three craft schools at mission centres will be opened instead in the coming year.

Audio-Visual Aids

60. The abolition of the Public Relations Office meant that the mobile cinema van was only available on request and its use during 1951 was very limited. The film library was taken over by the Education Department, and considerable use was made of the films by schools possessing projectors.

PART III

CHAPTER I

LEGISLATION AND ADMINISTRATION

61. The only legislation promulgated during the year concerned an alteration to the constitution of Appeal Committees so that the Senior Education Officer or any other Education Officer appointed by the Director may be chairman of the committee, instead of the education officer of the district only.

62. The annual conference of the Directors of Education of the High Commission Territories was held in Johannesburg in June. The conference was much concerned with the effect on the Territories of the Union ban on 'foreign' African students entering Union institutions which would be enforced as from 1954. It appeared that each Territory would be able to provide for its own needs in the field of primary and secondary education up to matriculation standard and for teacher training at the post-primary level. Most other types of training could be obtained in one or other of the territories: for instance, Basutoland could provide teacher training at the post-Junior certificate level; Bechuanaland could provide training for primary domestic science teachers; both Swaziland and Basutoland could provide trade training; homecraft training which was already available in two territories would shortly be available in the third. Difficulty would arise however over post-secondary education. One alternative would be for the Basutoland High School to provide post-matriculation courses to bring candidates up to standard for admission to British universities, which in many cases to-day require higher entrance qualifications than do South African universities. All actual university training and post-graduate courses would have to be undertaken in the United Kingdom, a very expensive procedure. The other alternative might be for the High Commission Territories to join in with the central African territories if they were to pursue the suggestion that a Central African university for African students be established. Also, proper training facilities in agriculture and animal husbandry do not exist in the High Commission Territories although Swaziland has a twelve months' course for cattle guards. Subsequent to the meeting, Basutoland has undertaken the training of veterinary assistants however.

63. The conference also discussed among other matters the lack of regular routine medical inspection of school pupils in all three territories and suggested the appointment of school medical officers ; education grants to officials ; the use of cinema vans ; co-operation between social welfare departments and other agencies concerned directly with African education ; library policy and needs ; and so on.

64. Each District Advisory Committee met at least once during the year. A variety of subjects was discussed at these meetings and useful recommendations made to the Central Advisory Board on Form A classes, new intermediate schools, circumcision schools, standard III examination, equipment and building grants, and so on. As a general rule members are slowly learning to curb narrow sectarian interests in favour of the broader issues.

65. The Central Advisory Board met late in August. Arising out of recommendations from the District Advisory Committees, the Board agreed that, in so far as Form A classes were concerned, the first need was to build up certain existing Form A centres to Junior Certificate status rather than to spread more Form A classes throughout the Territory without the necessary provision for higher classes. In connexion with junior secondary day schools (teaching up to junior certificate standard) a prolonged discussion took place. Some members considered that three controlled schools only should become junior secondary day schools; others wanted two mission and two controlled schools; another member stressed that all centres should be mission controlled so that the necessary boarding facilities and control might be provided. At a subsequent meeting of the Standing Committee of the Central Advisory Board, the Standing Committee reversed its agreement to three controlled schools made when discussing Colonial Development and Welfare Fund estimates for the second half of the nine-year plan, and accepted by four votes to three a proposal that there should be two controlled and two mission junior secondary schools, one of which might be in the mountain areas. At the same meeting of the Standing Committee the question of aid to private classes attached to aided schools was also raised. The Director pointed out that departmental policy since 1948 had been against the addition of such private classes to aided schools and no new ones had been permitted; however as the needs of the Territory demanded it and finances permitted, an attempt would be made to bring such existing private classes at aided schools into the full education scheme by grant-aiding them. A first step in that direction had been made.

in January 1951 when four private intermediate schools had been placed on the aided list. Some members considered that those missions which had not started private classes would be penalised if such classes were aided. Finally it was agreed that a statement of the position should be prepared for submission to District Advisory Committees for discussion and subsequent consideration at the next full meeting of the Central Advisory Board.

66. Among other matters discussed by the Central Advisory Board were circumcision schools, the admission of pupils to school in the first session only, agriculture in the Standard VI examination, the appointment of African teachers, arts and crafts in the Basutoland Primary Teachers' Course, and so on. These are dealt with in the relevant chapters.

67. School committee work expands slowly and always amongst the more far-sighted and alert type of manager. The demand for these committees by the people continues to grow and this still forms and must form for a long time to come an important part of the supervisor's field work. At the same time missions must be careful to see that any encouragement given to school committees is not so much lip service as too often the committee exists only in name. One has a certain sympathy with the manager when he finds that the members of the committee think that it is an opportunity for them to settle old scores with either the manager or the teachers, but unless managers realize fully that education is the joint responsibility of the voluntary bodies, the state, the parents and the teachers progress will be slow and there will be little opportunity for training people in the first steps of self-government.

68. Relations between managers and teachers have usually been good. The Educational Secretary of the Paris Evangelical Missionary Society for instance reports :

“Practically all cases of friction have been cases of friction between teachers on the same staff and not between managers and teachers. On the other hand some of the wiser teachers straight from college have asked to serve as assistant teachers in order to gain experience which would fit them later for the post of principal”.

The Educational Secretary of the English Church Mission draws attention to the fact that co-operation continues to be excellent and that nowhere in his schools had there been cases where the department had had to be called in to settle disputes.

69. The Educational Secretary of the Roman Catholic Mission reports as follows :

“The mission has organized a committee of those managers who represent the mission on District Advisory Committees. This committee meets once a year to discuss educational problems generally and advise on policy at District Advisory Committee meetings. The Educational Secretary has also a smaller council of five educationists, who help with the administration of education within the mission.

“If relations between managers and teachers are as good as one can expect it is due to the fact that the Educational Secretary has reserved to himself and his council new appointments of teachers, transfers and dismissals. This saves much misunderstanding and undue interference”.

70. During the year the Senior Education Officer in co-operation with Educational Secretaries arranged meetings with all managers of schools at conferences held at Roma, Morija and Masite for the Roman Catholic, Paris Evangelical and English Church missions respectively. These meetings proved of immense value and it is hoped that meetings of a similar nature will be held annually to discuss and clarify Manager-Department and Manager-Teacher relationships.

71. At the beginning of the year the Rev. H. C. Thorpe, S.S.M. succeeded the Rt. Rev. Bishop T. W. Stainton as Educational Secretary of the English Church Mission.

During the absence on overseas leave of the Director of Education and the Principal, Lerotholi Technical School, the Senior Education Officer acted as Director, whilst the Education Officer, Northern circuit, was transferred to Maseru to act as Senior Education Officer and Principal, Lerotholi Technical School.

The Mokhotlong district is still without a supervisor of its own and is looked after by the Supervisor, Butha-Buthe district : this is not a very satisfactory arrangement. The Maseru district was also without its complement of supervisors for the greater part of the year.

72. The following honours for service to education in the Territory were awarded :

Officer of the Civil Division of the Most Excellent Order of the British Empire :	<i>Rev. W. L. B. Wrenford, S.S.M., Canon A. J. Moore.</i>
Honorary Member of the Civil Division of the Most Excellent Order of the British Empire :	<i>Sister Mary-Lucy.</i>
Certificate of Honour and Badge:	<i>Mr. Lucas Kamohi, Mrs. E. A. Mareka.</i>

FINANCE

73. Expenditure on education is still far below the amount originally approved in the ten-year plan. The total expenditure from Government revenues under the Education Vote for the calendar year was £155,347 as compared with £155,759 in 1950. This is not really a decrease in expenditure as, due to a revised system of accounting introduced as from 1st April, 1951, at the Lerotholi Technical School, by which revenue accruing from work done is credited to the school account and not general revenue, a saving of approximately £5,000 on the Education Estimates is now made in a full financial year. Of the total expenditure, administration and inspection accounted for £11,534, scholarships £1,974 and European schools £3,489. The balance was spent directly and indirectly in grants-in-aid to missions and controlled schools.

74. Under Colonial Development and Welfare Scheme D.758, £6,674 was spent on buildings, £4,903 on equipment, and £1,500 on salary grants for Educational Secretaries. The re-building programme for elementary vernacular schools proceeds steadily, more money on the £ for £ principle being claimed this year than in any previous year. In all, 81 elementary schools were assisted with grants. The building and repair programme at the Basutoland Training College is nearly completed, the only outstanding item being the laboratory equipment. Grants were also made to two institutions — St. Mary's, Roma, for a new refectory and dormitory to replace an old building which fell down, and the Morija Girls' School (which has been transferred from its old site at Thabana-Morena to Morija) for a new dormitory.

Under Colonial Development and Welfare Schemes D.1479 and D.1479A, two students are taking the veterinary science course at the Royal (Dick) Veterinary College, Edinburgh, and one student a medical course at the Witwatersrand University, Johannesburg.

75. Incomplete returns from missions indicate that they spent not less than £25,366 on various educational services, mainly buildings.

PRIMARY EDUCATION

76. The number of pupils enrolled in primary (elementary vernacular and intermediate) schools as at 8th June, 1951, was 88,247, or 23 less than in the previous year. Of these, 58,597 were girls, which makes the proportion of girls to boys 2 : 1.01. It appears that the school population is likely to stabilise itself somewhere near the 90,000 mark, which is about 16 per cent of the total population.

77. The attitude of teachers towards their schools and their function is changing slowly. The Education Officer, Southern Circuit, reports as follows :

“More school teachers are beginning to consider education as something beyond the mere passing of examinations. This has shewn itself in an increasing number of school visits to courts, post offices, Bushmen caves, soil conservation works, etc., and in an increasing number of children’s home gardens which are directly linked with the school. Apathy on the part of parents is the greatest obstacle to a more practical form of education. They resent anything which interferes with the purely academic side of school activities. The same view is held by some who are supposed to represent the more educated section of the community . . . The value of the new syllabus is now beginning to be felt. A more practical approach to such subjects as Nature Study and Geography is noticeable in many schools. Most marked, however, is the improvement in English, especially in the Grades”. The Supervisor, Mafeteng Circuit, also reports that “relations between teachers and children have improved a great deal. Teachers are becoming more and more human in their dealings with children and more and more broad in their outlook on education. The stick has almost entirely vanished from the classroom. Attention is increasingly being focussed on other aspects of education — netball, football and singing competitions.”

78. Despite the stress on handwork, our efforts are not always successful ; for instance, the Education Officer, Northern Circuit, reports that “little improvement has been shown in handwork except at a few schools where there are enlightened teachers. Some form of handwork is done in most schools simply to be produced

on demand and all that can be seen are a few clay oxen and some half finished hats”.

79. The Educational Secretary of the Paris Evangelical Missionary Society also reports :

“As a rule teachers, both qualified and unqualified, make no effort to make teaching apparatus. With a few exceptions, the teaching of handicrafts leaves much to be desired. In this respect it is essential that the teaching of arts and crafts in Training Colleges should be realistic. Student teachers should be taught crafts which they in turn will be in a position to teach in village schools. Teaching future teachers book-binding, for example, is to be commended for its educational value, but if viewed from the village school angle, as a craft which could be taught the children, it is, under existing conditions, quite useless however simple the apparatus may be.

“There is on the other hand, much scope in clay and grass work. The raw material is obtainable in most schools, and there are innumerable possibilities in this type of work. The Basuto have proved their aptitude in this domain. There is scope too for artistic self expression. We may yet discover that Samuel Makoanyane was not a freak artist, but that there are many potential artists in our schools, waiting only for encouragement and expert guidance. In many schools clay work appears to be restricted to Grades A and B. This is quite wrong, it should be taught throughout the school.

“In spite of the above criticisms, a word of praise is due to the teachers, many of whom are working under most difficult and trying conditions such as overcrowded schools, lack of seating accommodation and of teaching equipment”.

80. The Educational Secretary of the Roman Catholic Mission has this year however made a great effort to improve the craft work in many schools, and has been very successful in some. But there is still a tendency on the part of teachers to attempt too many crafts and do none well, instead of concentrating on a few and trying to achieve a higher standard in them. In order to improve the teaching of craft work in elementary vernacular schools the Central Advisory Board has recommended that each candidate in the Basutoland Primary Teachers' Course be expected to show proficiency in two selected crafts, and certificates be endorsed accordingly. This procedure will be introduced in 1952.

81. Efforts to improve gardening have been successful in certain schools, not by any means in all. For instance, the Educational Secretary of the English Church Mission states :

“An attempt has been made, with the assistance of the Agricultural Officer of Berea district, to use the church land at St. Agnes Mission for demonstration purposes in agriculture, anti-soil erosion work, and crop rotation. It has not been entirely successful . . .”

On the other hand the Education Officer, Southern Circuit, reports as follows on the Maphutseng School farm which has been in existence for three years :

“The arable section is now well established and good yields of wheat, kaffir-corn and mealies have been obtained. The land this year is clean and healthy, a great improvement on previous years. Losses due to careless harvesting have been reduced considerably but there is still some wastage. One problem which faces the farm is the difficulty of harvesting wheat, which only ripens during the summer holidays and labour for cutting has to be hired. A profit of £56 was shewn on the year’s work and from this two oxen were purchased. A further two oxen will be bought early in 1952.

“The grazing has shewn a marked recovery during the three years it has been controlled and grasses are re-establishing themselves. Frequent depredations by unauthorised stock and stray animals are, however, preventing the pasture from making as rapid a recovery as it would otherwise make.

“The garden is well laid-out but a good succession of crops is still necessary. Frequent changes of staff and lack of an adequate water supply are contributory causes but much more can be done in this matter.

“In general the farm itself has shewn reasonable progress and the arable section at least is well-established. A stage has now been reached when other aspects, such as poultry keeping, can be included in the scheme.

“In spite of the material development displayed the farm is not yet fulfilling its true purpose. Teachers are prone to consider it as something apart from the school itself instead of an integral part of the school life and work. Until the whole staff takes a keen personal interest in the project and considers the farm as an important educational medium the scheme will not provide any lasting benefits to the children. More enthusiasm is needed from both staff and children”.

82. Concerning the St. Rodrigue school farm he reports as follows :

“This school farm, which includes elementary and intermediate gardens and a small acreage of arable land, is a model

of what can be achieved under enthusiastic leadership. The elementary school gardens have been built up as a series of walled terraces on a steep hillside and provide an excellent example to the rest of Basutoland. The intermediate school garden is well laid-out and cultivated and the children are keenly interested. Great credit is due to the teacher for his painstaking work”.

83. Practical agriculture has again been examined in Standard VI. As the Assistant Education Officer, Berea, states :

“The general tendency as shown by these examinations in observation and experiment is that most of the teachers still rely on the methods of giving lessons divorced from nature”.

It is interesting to record here that the Central Advisory Board has recommended that agriculture (both theory and practical) should be a failing subject in the Standard VI examination as from 1953 onwards. In certain elementary schools it is pleasing to record that a number of teachers are encouraging the children to start home gardens with fair success; at one school some 50 children have such home gardens which are periodically visited by the teacher. Soil conservation experiments have also been carried out on a small scale by some schools. Tree planting has had limited success only.

84. The Department again set the English, Arithmetic and Sesuto papers for the Standard III examination, the other papers being set by the central mission authorities. All papers were marked internally.

85. In the Standard VI examination 1,455 pupils sat and 643 or 44 per cent passed as compared with 37 per cent passes in 1950. The Thakhisi Cup for the best all round results in the Standard VI examination was won by Peka Intermediate School. The Senior Education Officer reports on the examination as follows :

“The results of the examination were, on the whole, very encouraging this year though it is still apparent that the pupils are being coached with an eye to the examination results rather than being given a broad general education. Agriculture, general science, history and geography do not receive the attention they deserve, all being taught from a text book although they lend themselves ideally to the practical approach. Practical tests carried out in agriculture at intermediate schools reveal all too clearly the classroom nature of teaching in this

subject with insufficient attention to practical detail in the field”.

86. The shift system has continued chiefly in the north. The supervisor, Butha-Buthe district, reports as follows :

“The shift system has been successfully operating now for four years, and viewed from all angles, it has been so surprisingly successful that it has not only defied outside organized interference but it has also demonstrated most clearly the fact that it is not always wise to criticise a project severely before it is given a trial. At the end of the fourth year one can safely say that the experiments have not only stood the test of adverse and destructive criticisms but they have also given equal satisfaction to the parents, the teachers and the school children. In the mountain schools (where conditions are less favourable) five of the larger schools and two smaller ones have started to experiment with the shift system since the beginning of this year. The total number of the schools where the shift system is being experimented with is now eighteen.”

87. Mission managers and Advisory Boards and Committees have been much concerned with the increase in the number of initiation schools. Under the new Laws of Lerotholi, schools may be started at such fixed places as have been approved by the Resident Commissioner after consultation with the Paramount Chief. Difficulty has been found in defining the exact site and, since the abolition of the four-mile limit between a mission and a circumcision school, there has undoubtedly been a feeling on the part of many individuals that a school may be started anywhere. It is imperative that sites be clearly defined and that immediate action be taken whenever a school has been opened in contravention of the regulations. In this connexion the Educational Secretary of the Paris Evangelical Missionary Society comments as follows :

“The recrudescence of initiation schools may be due to the fact that the old regulations including the four mile radius have been abolished. Certain people evidently regard this as an open invitation to start as many initiation schools as they wish. They mistakenly believe that the National Council by its action has given the establishment of initiation schools its blessing. On the other hand this increase may be due to the fear that the Basuto are losing much that was precious to them in the old days . . . Greater efforts than ever should be

made to make our schools more attractive. Brighter methods of approach in teaching are essential. A school with a dull teacher and a bored class is ideal recruiting ground for initiation schools. Our schools should be better staffed and better equipped. Although some teachers may lay too great an emphasis on sport, there is no doubt that sports play an important role in keeping the child happy and contented at school, and no isolated mountain school should be without its foot-ball."

The whole question of circumcision schools is to be reviewed at the next session of the Basutoland Council.

88. Although the number of pupils attending school is very satisfactory, far too many of them (over 54,000) are in the two lowest school grades and less than 700 complete the full primary course successfully each year. Too many teachers also are unqualified. In commenting on these disquieting features, the Educational Secretary of the Roman Catholic Mission states :

"In order to make our primary schools worth while certain needs are imperative :

- (1) Increase in the number of teachers in order that they may do their work efficiently and render the school more attractive, especially for boys.
- (2) Replace as soon as possible the unqualified by qualified teachers.
- (3) Considering that 75 per cent of our children are girls, achieve approximate parity between the proportion of girls and the proportion of women teachers.
- (4) Complete the full primary course by adding Standards IV, V and VI at centres where numbers, buildings and equipment warrant it.

"Generally during the last six years, since the Commission's Report, the period has been one of consolidation combined with some small measure of expansion, and this aspect, I assume, still guides policy. If that be true it remains essential to hold a balance as evenly as possible within the existing system, and so to strengthen it before embarking upon developments which would entrench low standards at their base."

SECONDARY EDUCATION

89. The ban by the Government of the Union of South Africa on non-Union African students attending Union institutions was fortunately lifted very early in the year so that a small number of Basuto were able to avail themselves of secondary education facilities in the Union of South Africa. The majority of Form A classes within the Territory were well supported, and it is apparent that pressure on the boarding institutions will be increased unless further secondary school facilities are made available. The recommendations of the Central Advisory Board concerning junior secondary schools have already been dealt with in paragraph 65 in Chapter I. We have reached a stage where it is impossible for every child who passes Standard VI to continue with secondary education in Basutoland itself and some sort of selection is being forced upon the institutions. Too often those who have passed Standard VI look immediately to Matriculation and a university course as the only road. In this connexion the Headmaster of the Basutoland High School comments as follows :

“For some time, to obtain Matriculation exemption, pupils had to include either Mathematics or Latin in their curricula. This resulted in the choice of these subjects by pupils who had no aptitude for them. This year in particular the regulation was responsible for poor performances by otherwise quite intelligent boys and girls. Towards the end of last year, however, information was received that it was possible to be ‘exempted’ without these subjects. It is to be hoped that from now on our pupils will choose subjects for which they have a real aptitude. It seems to me that there are two matters to which we have to give special attention in our Intermediate Schools and Institutions, namely (a) ascertaining pupils’ aims when they enter secondary schools ; (b) guidance of pupils in their choice of subjects.

“To begin with (a). Most of the pupils who come to the Basutoland High School aim at entering a University at the end of their period of study here. Now, this is unrealistic. One has only to look at the number of those who have gone to Fort Hare at the end of every year since 1940 to realise that we shall be doing our pupils a great service if we encourage them to suit their aspirations to their intelligence and (quite often) their ability to pay University fees. We should, therefore, make these pupils aware of the spheres of life in which

they can be useful citizens with only a Junior Certificate or Senior Certificate qualification. We should disabuse their minds of the conception that it is something to be ashamed of to have been to the High School "only" to become a shop assistant or a telephone operator thereafter. If the pupils regard these and similar jobs as useful occupations for which they have to train carefully, they are likely to be more successful in their work, because they will not regard themselves as failures, which will be the case where everybody regards himself as a future doctor or lawyer. Once the pupil is clear about what he wants to become (and what he is capable of becoming) it will not be difficult to deal with (b)."

90. In connexion with the need for further secondary classes in the Territory, the Educational Secretary of the English Church Mission comments as follows :

"The need for Junior Secondary schools in the country becomes increasingly acute. Students now pass Standard VI and Form A at a comparatively low age and many of them lack the means of proceeding to institutions. Other avenues of employment for the 14-18 age group are practically non-existent in Basutoland and unless such children can be given further education cheaply they are likely to turn into drones and spivs at a very early age. Thus it is important that when the proposed Junior Secondary schools are started they will provide adequate hostel accommodation where proper supervision can be given, and where students from outlying villages can be housed without too much expense."

91. The examination results were generally good although a number of students who completed the Senior Certificate examination failed to get Matriculation exemption. 46 Candidates entered for the Senior Certificate examination and 28 passed of whom 17 obtained matriculation exemption. 126 Candidates were presented for the Junior Certificate and 96 passed, including 19 in the first class.

CHAPTER V

TECHNICAL TRAINING

92. The hostel at the Lerotholi Technical School was completed during the year, except for outside drainage, and will be used from the beginning of 1952. As far as is known, most of the apprentices who left at the end of 1950 are practising their trades in Basutoland ;

one is reported to be working in the Orange Free State and doing very well, and two, one carpenter and one mason, are working for a timber firm in Swaziland which has offered to take more men if the school can give them a really good recommendation. In connexion with the revised system of accounting the Principal reports as follows :

“The introduction of a Manufacturing (Suspense) Account, debited with expenditure on materials and wages and credited with revenue from the work done, has enabled the various departments to buy materials as required without the restrictions imposed by a limited vote for this purpose. This advantage has been offset to some extent by serious shortages in the supply of certain materials, notably cement, corrugated iron and hard timber . . .”

93. The very wide range of work which was undertaken included the completion of a new classroom for the Maseru Controlled Intermediate School and extensions to and renovations of staff quarters and buildings at the school and the Police Training School; the making of dressers, chairs, desks, dining room suites, occasional tables, book cases, chop boxes etc., both for Government and private customers; the making of pack saddles and bridles and repair work on saddles, boots and shoes and so on; the maintenance of transport belonging to the medical, police and prisons department and the carrying out of repairs on some vehicles of other departments including the Mokhotlong jeep which was completely overhauled; the building of a caravan body, bus bodies, a travelling stable, scotch carts and about 900 shoeing jobs.

94. The scheme for the reorganization of school courses and staffing was approved by the High Commissioner and began to be put into effect during the year. Under the reorganization scheme, it is proposed to integrate masonry, carpentry and plumbing more closely into a building department (for which a European instructor has been appointed), in which all apprentices will be given the same theoretical training and a certain amount of interchange between the sub-departments for practical work will be encouraged. All furniture-making will then come under the cabinet-making department which will thus provide a more generalized woodwork course than in the past. Satisfactory correlation between the night school classes and the theoretical work done in the shops has not yet been achieved, but an integrated syllabus is being worked out and should be brought into operation next year. A two-year clerical course

has now been introduced at the post-junior certificate level and it is so arranged that students can work for the National Senior Certificate examination of the Union Education Department. The Principal reports as follows on the course :

“The results of the first year’s work of the new two-year commercial course were fairly satisfactory ; 28 applications for the course were received but eleven of these were found to have failed the Junior Certificate examination and seven withdrew for other reasons so that ten finally arrived to take the course. One of these proved quite unsuitable and had to be dismissed before the end of the year ; two or three of the others are rather weak academically but have worked well and the general progress of the class has been good enough to suggest that the majority should be successful in the Senior Certificate examination at the end of the year. A solid foundation has been laid in typing and shorthand : the average speed of the class in typing is 25 words a minute and all have passed the 40 words a minute stage in shorthand. With concentration on speed next year it is hoped that all will reach 90 and some 100–120 words a minute”. He reports further that “the students (commercial and trade apprentices) continued to work the school lands and receive a certain amount of agricultural instruction from the Boarding Master with occasional assistance from officers of the Agricultural Department, whose co-operation was much appreciated. To avoid the difficulties which had arisen the previous year, when apprentices were taken out of the shops in daily rotation to work on the school lands, a system of early morning work was tried, but this proved most unpopular and caused a short-lived ‘strike’. When this had been overcome the matter was reconsidered and it was decided to return to the rotation system with roughly half the apprentices in each shop released for the last working hour in the afternoon twice a week. Finally it was considered more convenient to transfer all compulsory farm and ground work to Saturday morning in place of the trade theory classes previously held then, which instead were given by the instructors at approved times during ordinary working hours. At the same time voluntary spare time garden work was encouraged by allocating plots each worked by a group of about three students. Seeds were provided by the school, and inducements offered in the shape of cash prizes and a share in the proceeds of the sale of vegetables. This proved most successful and in spite of the severe drought at the end of the year the good

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