

GOVERNMENT OF NORTHERN RHODESIA.

Memorandum.

240

24<sup>th</sup> November 1924

at the Office of the

To

Chief Secretary,  
Livingstone.

Major H. Kischer, C.B.E.  
Colonial Office

Dear Major Kischer

I am sorry the information going to you officially this mail has been so long delayed. It took some time to get it in from District Commissioners and then it needed a lot of collating and editing. It is largely conjectural even now but will give you some idea of what is going on.

I recently discovered that the report on the Barotsi National School, of which I have sent you a copy, was not the one giving the most

information. I am now sending you copies  
of the last three reports which will give you a  
further information you require.

I have sent copies also to Lorain, who  
asked for information, and have given him a  
brief history of the school.

Mellard has just passed through and  
stayed a couple of days with me.

Kind regards

Yours sincerely

G. H. Atham

BAROTSE NATIONAL SCHOOL.

Principal: The Rev. F.C.Suckling.

Industrial Superintendent: Mr. J. D.Meldrum.

Assistant-Master: Mr J. F. Mitche.

A REPORT OF

THE SCHOOL

for the

HALF-YEAR ENDING SEPTEMBER 30TH 1923.

SUPPLEMENTARY REPORT FOR HALF-YEAR ENDING 30TH SEPTEMBER 1923.

THIS REPORT covers the period 1st April to 30th September 1923. A further Report will be made at the end of the Financial Year by Mr J.D.Meldrum, the Industrial Superintendent, who will take over the charge of the School on October 22nd, during the absence of the Principal on long leave.

EUROPEAN STAFF.

Mr. J.D.Meldrum, the Industrial Superintendent, returned from long leave on June 15th. During his absence the work of his Department was carried on by Mr O.T.Wells, of the Public Works, who entered with zest into the various activities of this branch of the School work.

No other changes in the European Staff have been made, and it is gratifying to be able to state that all the members of the Staff have enjoyed excellent health and that all have combined whole-heartedly in furthering the work of the School.

The work of the Industrial Department has greatly increased during the last two years, owing to the development of the Farm for agricultural training purposes. This added responsibility has been gladly borne by Mr Meldrum, but it is obvious that more help is needed if all the work is to be satisfactorily carried out. It is with diffidence that the Principal suggests another appointment to the European Staff, in view of the state of finances of the Fund; but it may well be that economy in this direction will not be in the best interests of the School. The need at the present time is for greater development, especially in the Industrial Department. It is true that European salaries absorb a large part of the money available for the School, but it is by industrial training, resulting in economic prosperity, that such expenditure can best be justified in the eyes of the Natives. The Assistant Master is prepared to give, and has given, such help as he can in the Industrial Department. With the increase in the number of Out-Schools and the need for more intensive literary training

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at the Central School at Kanyonyo, his assistance will not long be available. It is imperative, moreover, that skilled supervision should be given in every branch of industrial training. Much devoted work on the part of Missionaries has been wasted by failure to realise this fact.

There is one other consideration. Mr. Meldrum is due to retire at the end of his present term. There would be great advantage in securing a competent man as his successor as soon as possible, so that, when Mr. Meldrum leaves, the new Superintendent may be thoroughly acquainted with the work he is to undertake.

It is suggested, therefore, that the opportunity should be taken, while the Principal is on leave in England, to secure an Assistant Industrial Superintendent.

NATIVE STAFF.

Below is given a list of all the Native Teachers on the Staff, with qualifications, rate of pay at the present time, and the date of appointment.

A. At Kanyonyo.

1. MWANANYANDA. Teaches Standard V. Educated in Basutoland 1908/10, then at Lovedale. Passed VIIIth Standard at Lovedale, passed Cape University Examination, and obtained Junior Leaving Certificate. Awarded Diplomas for Pitman's Shorthand and Book-keeping. Appointed to the B.N.S. July 1920. Present wages £3 plus 3/- Rations per month.
2. YUYI. Teaches Standards IV & III B. Educated at Sefula Normal School and at Lovedale. Appointed to B.N.S. August 1915. Present wages £2:17:6 plus 3/- Rations per month.
3. KABAI. Teaches Standard III B. and supervises Manual work. Educated at B.N.S. and passed/.....

passed Vth Standard. Present wages £1:12:6 plus 3/- Rations.

4. LIKUMILA.

Teaches Standard III A. and Class A. Educated at Serula Normal School and passed Standard VII. Appointed to B.N.S. August 1922. Present wages £1:10:0 plus 3/- Rations.

5. MASUKU.

Teaches Standard II A. and supervises Manual work. Educated at B.N.S. and passed Vth Standard. Appointed to B.N.S. April 1921. Present wages £1:2:6 plus 3/- Rations.

6. SITUMBEKO.

Teaches Standard I and supervises Manual work. Educated at B.N.S. and passed Standard VI. Present wages £1 plus 3/- Rations.

7. MEEBELO.

Teaches Class B. and supervises Manual work. Educated at the B.N.S. and passed Standard V. Present wages £1:3:0 plus 3/- Rations and 3/- for Evening School. Appointed July 1920.

8. SONGISO.

Teaches Class C. Educated at B.N.S. and passed Standard V. appointed to B.N.S. July 1920. Present wages £1:5:6 plus 3/- Rations.

9. NDIMA.

Teaches Class C. and inspects Out-Schools. Educated at B.N.S. and passed Standard V. Appointed to B.N.S. April 1923. Present wages 17/6 plus 3/- Rations.

B. At Out-Schools.

1. KUIRISA.

In charge of Namandindi School. Educated at B.N.S. and passed Standard V. Appointed to B.N.S. April 1911. Present wages £1:13:0 plus 3/- Rations.

2. LIAYO.

In charge of Lui river School. Educated at B.N.S. and passed Standard IV. Appointed to B.N.S. December 1911. Present wages £1:10:6 plus 3/- Rations.

3. MWANANYANDA/.....

3. KWANANYANDA II. In charge of Sinanga School. Educated at B.N.S. and passed Standard III. Appointed to B.N.S. April 1914. Present wages £1:8:0 plus 3/- Rations.

4. SILUMESII. In charge of Mankoya I. School. Educated at B.N.S. and passed Standard IV. Appointed to B.N.S. in June 1919. Present wages £1:6:6 plus 3/- Rations.

5. MULOPE. In charge of Mankoya II. School. Educated at B.N.S. and passed Standard V. Appointed to B.N.S. July 1918. Present wages £1:7:6 plus 3/- Rations.

6. SAMBAI. In charge of Mapungu School. Educated at B.N.S. and passed Standard V. Appointed to B.N.S. October 1921. Present wages £1:3:0 plus 3/- Rations.

7. LIFASI. In charge of Lukulu School. Educated at B.N.S. and passed Standard IV. Appointed to B.N.S. May 1923. Present wages 15/- plus 3/- Rations.

8. IKACHANA. Assists at Namandindi School. Educated at B.N.S. and passed Standard IV. Appointed to B.N.S. April 1923. Present wages 15/- plus 3/- Rations.

9. KANKEMBA. Pupil-teacher at Lui River School. Educated at B.N.S. and passed Standard IV. Appointed to B.N.S. January 1923. Present wages 7/6 plus 3/- Rations.

10. AKOKWA. Assistant at Sinanga School. Educated at B.N.S. and passed Standard V. Appointed to B.N.S. January 1918. Present wages £1:8:0 plus 3/- Rations.

11. MUNALULA. Assists at Mankoya I School. Educated at B.N.S. and passed Standard VI. Appointed to B.N.S.

July 1920. Present wages £1:4:0 plus 3/- Rations.

12. MUBIANA. Assists at Mapungu School. Educated at B.N.S. and passed Standard V. Appointed to B.N.S. April 1918. Present wages £1:0:6 plus 3/- Rations.

13. LIAMBAI. Assists at Lukulu School. Educated at B.N.S. and passed Standard IV. Native Teacher at Lealui Mission Station for 12 months. Appointed to B.N.S. February 1923. Present wages 15/- plus 3/- Rations.

14. MWANGALA. To be appointed as assistant at Mankoya II School, from October 1st 1923. Educated at B.N.S. and passed Standard IV. His wages will be 15/- plus 3/- Rations.

Below is given a Summary of Monthly Wages for Native Teaching Staff, exclusive of the 3/- ration allowance.

1.	Mwananyanda	3: 0: 0
2.	Yuyi	2:17: 6
3.	Kabai	1:12: 6
4.	Lilukela	1:10: 0
5.	Masuku	1: 2: 6
6.	Situmbeko	1: 0: 0
7.	Meebelo	1: 6: 0
8.	Songiso	1: 3: 0
9.	Ndima	17: 6
10.	Kuibisa	1:13: 0
11.	Llayo	1:10: 6
12.	Mwananyanda II	1: 8: 0
13.	Silumesii	1: 6: 6
14.	Mulope	1: 7: 6
15.	Sambai	1: 3: 0
16.	Lifasi	15: 0
17.	Ikachana	15: 0
18.	Kankemba	7: 6
19.	Akoŋwa	1: 8: 0
20.	Munalula	1: 4: 0
21.	Mubiana	1: 0: 6
22.	Liambai	15: 0
Add 23.	Mwangala	15: 0
	Increase (Songiso)	62: 6
		<u>£ 30: 0 00</u>

In the last Report, reference was made to the

low scale of pay for Native Teachers. It is to be hoped that efforts will be made to improve the position. The usual ground

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of complaint is that Native Clerks in the Territory, whose qualifications do not exceed, and often are inferior to, those of Native Teachers, receive far higher pay.

THE KANYONYO SCHOOL.

The School at Kanyonyo is divided into three Sections, as follows :-

1. The Senior School - Standards IV - VII.
2. The Middle School - Standards I - III.
3. The Elementary School - Sub-Standards A, B & C.

It is to be noted that in this classification the age of the boys in the respective Sections does not signify. There is no compulsory education, and while the tendency to come to School at an early age is more clearly defined than formerly, we still have boys of mature age in the lower classes and boys still young in the Senior Standards. It may be assumed, however, that this disparity will gradually disappear.

In the Senior School there were 38 boys at the end of last term, viz:

Standard VII	4
Standard VI	2
Standard V	9
Standard IV	<u>23</u>
	38

In the Middle School there were 129 boys, viz:

Standard III A	19
Standard III B	21
Standard II A	30
Standard II B	30
Standard I	<u>29</u>
	129

In the Elementary School there were 132 boys, viz:

Class A	31
Class B	28
Class C I	28
Class C II	<u>45</u>
	132

Total Attendance:-

Senior School/.....

Senior School	38
Middle School	129
Elementary School	<u>132</u>
	<u>299</u>

All the boys in the Senior and Middle Schools are boarded at Kanyonyo, receiving rations of Meal, Meat, Soap and Salt, and two uniforms (shirt and setsiba) each year. Of the boys in the Elementary school, the majority return to their homes daily, but a few receive food in return for labour, and a few others sleep in the School village, but provide their own food.

A synopsis of the work done in the respective Standards and Classes is given below.

STANDARDS VI & VII.

These two Standards have been working together for the past two terms, under the direction of Mr J.F.Ritchie. Their numbers were so small, and their standards of attainment so similar, that it was felt that the best results could be obtained in this way. Moreover, while these boys were capable of working out sums in the Standard VII Arithmetic Manual, it was obvious that their knowledge of the elementary was superficial. Efforts have been made to revise their past work and to make them more familiar and speedier with the simple problems. The same remarks apply to the study of English; the boys have an excellent theoretical knowledge of English Grammar (working from the Standard VII Manual) but they experience great difficulty in writing simple English sentences correctly. To help them in this has been Mr Ritchie's aim during the past two terms, rather than to advance them in theoretical knowledge. The curriculum followed may be summarised thus:

MATHEMATICS.

- a. Arithmetic:
  - Fractions
  - Ratio & Proportion
  - Money Sums up to Simple Interest
- b. Geometry:
  - Simple Definitions & Axioms
  - Practical Measurement.
  - including square & cubic measure.

ENGLISH.

- English Grammar up to VIIIth Standard Manual.
- Reading from Longman's Advanced Reader.
- Composition & Letter Writing
- Dictation; Spelling & Synonyms.
- Poetry, including scansion and paraphrasing.

TEACHING

The art of Teaching, including practical work, School Conduct & Discipline.

MANUAL WORK.

Each afternoon has been spent in manual training, either on the Farm or in the Carpenters' Shop.

A similar curriculum, on proportionate scales, is followed in Standards V (Native Teacher Mwananyanda) and Standard IV (Native Teacher Tuyi).

Scripture Lessons are given to the Senior School by the Principal every morning, and Evening Classes are conducted by the Principal and the Assistant-Master in Geography, English & African History and Hygiene. A Singing Class is conducted once a week by Native Teacher Mwananyanda.

A much more complete and effective day's work could be obtained if Dining Hall and Recreation Room were built and used for the Senior School. A great deal of time is wasted in the issuing and preparation of individual rations.

STANDARDS III, II & I.

Arithmetic:

Standard III. The syllabus for the year's work is Addition, Sub-traction, Multiplication, Division and Reduction of Weights, Measures and Money; Proportion and Practice.

Standard II. Addition, Subtraction, Multiplication and Division simple and compound, and Reduction of Money.

Standard I. Addition, Subtraction, Multiplication and Division and simple problems relating thereto.

The text-book used for Arithmetic in each Standard is one grade higher than <sup>and</sup> for which the book is ~~suited~~ <sup>issued</sup>, e.g., that issued for Standard III is used by Standard II.

English:

Standard III. Sentence-building, division of simple sentences into subject and predicate; simple notions of nouns, pronouns, adjectives and adverbs.

Standard II/.....

Standard II. Construction of easy sentences and their division into subject and predicate.

Standard I. Word-building and the construction of very easy sentences.

Longman's Reader is used, in the various grades, by the respective Standards, and is made the basis of spelling, Dictation, easy Composition and translation into the Vernacular.

THE SUB-STANDARDS.

Class A. Arithmetic.

Addition and Subtraction with numbers of not more than four figures; simple multiplication and simple division.

Class B. Arithmetical signs, addition and subtraction of numbers of not more than three figures. Simple multiplication by numbers not greater than six.

Class C. Notation and Numeration, explanation of units, tens and hundreds.

English.

Class A uses Nelson's S'A' Primer for reading, transcription, spelling and dictation. Classes B & C use the Kikololo "Sipeleta".

THE OUT-SCHOOLS.

The following Out-Schools are attached to the B.N.S.:

1. Mankoya I (Kachembele), 55 miles from Kanyonyo.  
Native Teachers: Silumesii & Munalula.  
Average attendance 23.
2. Mankoya II (Mayankwa), 65 miles from Kanyonyo.  
Native Teachers Mulope & Mwangala (to be appointed).  
Average attendance 34.
3. Lukulu, in the Balovale Sub-District, 50 miles from Kanyonyo.  
Native Teachers: Lifasi and Liambai.  
Average attendance 90.
4. Isi River (Mwanagumune) Lealui Sub-District, 50 miles from Kanyonyo.

Native Teachers/.....

Native Teachers: Liayo and Kankemba.

Average attendance: 26.

5. Mapungu, in the Kalabe Sub-District, 40 miles from Kanyonyo.

Native Teachers: Sambal and Mubiana.

Average attendance: 35.

6. Namandindi, in the Kalabo Sub-District, 35 miles from Kanyonyo.

Native Teachers: Kuibisa and Ikachana.

Average attendance: 70.

7. Sinanga (Mbindawina), in the Nalolo Sub-District, 50 miles from Kanyonyo.

Native Teachers: Mwananyanda and Akokwa.

Average attendance: 35.

Summary of Attendances at the Out-schools:

Mankoya I	23
Mankoya II	34
Lukulu	90
Lui River	26
Mapungu	35
Namandindi	70
Sinanga	<u>35</u>
TOTAL:	<u>313</u>

Total Attendance at Kanyonyo: 299

Total Attendance at Out-Schools: 313

TOTAL: 612

The work of the Out-Schools follows the curriculum of the Elementary School at Kanyonyo, and boys are prepared for entrance into Standard I. On the whole, there is evidence of improvement at most of the Schools, and in spite of very infrequent visits from headquarters, the work is carried on with very fair results. An effort has been started to introduce manual work at these Schools. Where the Native Teachers has some knowledge of carpentry, a grant of tools will be made, and the teacher will be encouraged to teach a few boys the use of tools and to improve his station by their work. The following schools have been inspected during the half-year:

Mankoya I/.....

Mankoya I  
Mankoya II  
Sinanga.

In addition, Native Teacher has been sent to Sinanga and Lukulu to inspect the work. It is impossible to give adequate European supervision to these Schools, owing to their distances from Kanyonyo, but monthly reports from Teachers are sent in, and the Schools are sometimes visited by the Native Commissioner of the Sub-District.

DISCIPLINE.

The Principal has given serious thought to the question of discipline in the School, and the various methods by which it can be maintained. There are two kinds of discipline, one purely compulsory, the other semi-voluntary. The former is the military type, exercised by rigid law; the latter is the educational type, inculcated by example. The former sacrifices the individual in the larger interest of the mass; the latter aims at the perfecting of the mass through the development of the individual. The former achieves excellent results in military organisations; the latter is best demonstrated in a well-ordered School or College, where "esprit-de-corps" is the ruling principle of its corporate life.

In dealing with a Native School, the pupils of which are just emerging from the primitive, the military or police type of discipline is advocated by many. Its failure, however, lies in this, that it cannot lead to anything better, that it cannot develop voluntary discipline, and that it is therefore of no educational value. It works by rule; it has no room for mercy; it achieves only a semblance of true obedience; it cannot create a frame of mind in which discipline is loved for its own sake and exercised without external authority.

Since taking charge of the School, the Principal

has.....

has sought to control the boys by means of the educative rather than the military, method. There have been disappointments, as there are in every branch of educational work. But the Results have, on the whole, been satisfactory and no serious breaches of discipline have occurred. The Native Teachers realize but little the value of self-restraint; but they are learning to appreciate this point of view, and as their influence is increasingly felt permanent results will follow.

VISITS OF THE RESIDENT MAGISTRATE.

The Resident Magistrate has visited the School regularly and has shown great interest in the work and welfare of the boys.

BUILDINGS.

Permission was granted to burn the old thatch and to cleanse the timbers of the Kimberley Brick Dormitories in the School Village, which were infested with tampan. This work is still in progress. The other School Buildings are all in good condition.

HEALTH.

The general health of the boys during the half-year has been very good. Unfortunately, two deaths have to be reported. Munalula, standard III A, was taken to his village by his parents, as his health was poor, and a few days afterwards he died, the cause being apparently an abscess on the brain. Another boy, Mutanuka, in Class C, was bitten by a cobra. He was immediately taken to the Hospital and treated by the Medical Officer. The next morning he appeared to be going on fairly well, but in the afternoon he developed all the symptoms of Blackwater Fever, and died during the night.

CO-OPERATION WITH THE MISSIONARIES/.....

CO-OPERATION WITH THE MISSIONARIES.

The Education Committee for Barotseland, formed under the scheme of Co-operation sanctioned by His Honour the Administrator, met in the Magistrate's Court, Mongu, on May 1st. An informal Meeting was also held at Kanyonyo, during Mr. Latham's visit, on September 27th. It was decided to postpone the application of some of the main features of the scheme until after the Principal's return from leave. Grants of Stationery are being issued by the School to the Missionaries, and an informal reciprocity has been established in the control of Out-schools. In whatever way the scheme may be modified in the future, it seems clear that a spirit of harmony now exists, and will continue, between the School and the Missionaries, which should result in nothing but good for the educational work of the Territory.

RECREATION AND ENTERTAINMENT.

The occupation of the boys during their leisure hours is an ever-recurring problem to the School Staff. The lack of lighting facilities and suitable accommodation for recreational purposes leads to an enforced idleness during the long dark evenings which is wholly bad. The erection of a Recreation Room and a comparatively small outlay for lighting will go far to remedy this defect.

THE INDUSTRIAL DEPARTMENT.

The work of this Department will be described in detail by the Industrial Superintendent in the Annual Report at the end of March. Much good work continues to be done, both in the Shop and on the Farm. In so large a School, it is difficult to arrange the work that each boy shall receive adequate training in a particular trade. But, even if specialised instruction cannot be given to all, it is hoped that many boys will learn sufficient carpentry and agriculture to be able, by their knowledge, to improve the

condition/.....

condition of their homes and fields.

THE VISIT OF THE INSPECTOR OF SCHOOLS.

Mr G.C. Latham, Inspector of schools for Northern Rhodesia, inspected the school at Kanyonyo from 21st - 29th September. He was able to see the industrial work on the Farm and <sup>in</sup> the Shop, and to inspect each standard and Class. His talks to the Teachers and to the boys, his unflinching interest and practical suggestions have made his Inspection memorable, and his visit was greatly appreciated by the whole school.

CONCLUSION.

This Report closes the Principal's first term of service at the school. The first term is naturally largely occupied in learning local needs and conditions. Insight into these has emphasized the very real problem which confronts those who would work for the uplift of the African Native. But the future is not without hope, as the past has not been without encouragement. And the seal of that hope is found in the continued loyalty and enthusiasm of the school staff, for which the Principal, in concluding this Report, most warmly expresses his thanks.

(Sgd) F.C. Suckling.

PRINCIPAL.

INSPECTION REPORT

BY G. C. LATHAM.

COVERING REPORT BY REV. F. C. SUCKLING.

BAROTSE NATIONAL SCHOOL.

SEPTEMBER, 1923.

INSPECTION REPORT - BAROTSE NATIONAL SCHOOL

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VISITED 21st to 28th SEPTEMBER 1923.

To prevent overlapping I asked the Principal, who has since gone on leave, to include in his report on the school for the half year ending 30th September 1923 information with regard to European and Native staff, the organisation of classes and curriculum, and particulars of out-schools. This report is attached and gives full details. Organisation.

The school was divided into Senior, Middle and Junior Parts after my last visit in November 1921. At the same time at a Conference with the Missionaries of the Paris Missionary Society a proposal was made to classify all native schools in Barotse-land under the above headings. The Senior division of the Barotse National School and the Normal School of the Paris Missionary Society at Sefula are the only Senior Schools. The central schools at Mission Stations presided over by Europeans together with the Middle Division of the Barotse National School are the Middle Schools and the out-schools of the B.N. School and the P.M. Society, where nothing beyond St. I work is as a rule taught, form the junior schools with which the junior department of the B.N. School is classed. The boys at the latter do not now receive clothing and rations as they used to do. Apart from the consequent saving of expense this is a good arrangement as children with no wish to learn are not attracted to the school merely by the desire for free food, clothing and soap, and once they have passed through the elementary stages the privileges of the school proper are an inducement to the continuation of their education.

Time did not allow of any sort of individual examination or of anything but the most cursory class examination. In most rooms I heard some reading and mental

arithmetic, /.....

arithmetic, looked at some of the pupils' exercise books and in the senior school asked some questions on the reading and the history which they had been doing recently - early English history and the Roman Conquest - with a view to testing their knowledge, their grasp of the more important facts and also their ability to answer questions and tell a story in English. Except in St. IV taken by Teacher Xuyi the answering in the Senior school as a whole was not very good though certain pupils showed intelligence. Allowance must be made for nervousness with a stranger, and I am told that it is noticeable in this as in most native schools that boys in the upper standards, most whom have been six or more years at school, are beginning to think of employment and to lose their enthusiasm for school work. This is to a certain extent inevitable but the tendency can be lessened by great care in the adaptation of the work done to the interests of the pupils, so that they may feel that the daily work in the class-room is in close relation to the work for which they are endeavouring to fit themselves. The Union South Africa Readers used throughout the standards seem for the most part eminently suitable for native pupils with the exception of the "Advanced Reader" used in St. VII. This, largely a selection of unrelated incidents from English and European history and of passages from English Literature quite outside the range of native experience, can hardly fail to bore the pupil while it is difficult to see how <sup>he</sup> is to benefit from such reading. This reader should be replaced by some such books as "Jock of the Bush Veld", Livingstone's Diaries, the accounts of the travels of other African Explorers such as Mungo Park, or biographies of such men as Booker Washington.

The written work throughout the school is with rare exceptions neat and well done, superior as a rule in this respect to the work in similar standards of schools, especially

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to that of Dutch children using a foreign medium to a great extent as these boys are doing. Arithmetic is well set out and the principles seem to be well understood, some pupils are remarkably quick at mental work. A tendency on the part of some pupils to put a curve at the bottoms of their 7s and 9s making them like ts and gs must be checked. Spelling is quite good and writing as usual distinctly above the average of European schools.

An effort is being made to keep the work as far as possible in touch with the daily life and experience of the children in which lies the secret of success in teaching. Work in the early stages must be made as concrete and practical as possible and in history and general reading the teacher must relate the subject matter to native experience and when possible explain its bearing on the future development of native life and institutions. In the absence of any arithmetic text books for native schools the teacher must invent his own examples or adapt those given in the ordinary text books.

There should be no slavish adherence to the one-year-in-a-standard system. Teachers should be instructed to inform the Principal if they consider any pupils fit for promotion before the end of the year and he will use his discretion. Similarly if a boy having obtained promotion turns out to be unfit for the class he is in, he should be put back so that he may not waste his own time and that of the teacher in attempting work which he is incapable of understanding.

Manual Training.

The Industrial Superintendent will report fully on this branch of the work at the end of March. A considerable proportion of the boys in the Senior and Middle School are obtaining a working knowledge of carpentry, building and agriculture.

They/.....

They work at first merely as Assistants to the trained Artisans but as they improve they are gradually given work to do by themselves. It is obviously impossible for the Superintendent with his many duties and no assistance in the shop to give systematic instruction to definite classes at stated times. In addition to supervision of the agricultural work he has to supervise all the artisans, selecting timber and marking it for them whenever anything out of the ordinary is required. Owing to the number of other Europeans and the considerable number of natives now making furniture in the Territory and partly perhaps to the number of sales of furniture of people leaving the country the number of orders for furniture from the B.N. School is smaller than it used to be and the revenue from this source is expected to drop from £900 estimated for the current year to £700 in the year ending 31st March 1925. If the smaller amount of orders enabled the at present over-worked Superintendent to give a little more time to the actual training of the school pupils the loss in revenue will have its compensations from the educational point of view. It is satisfactory to note that two boys trained at Kanyonyo are now set up in business with tools of their own and are doing quite well, supplying simple articles of furniture, doors, window-frames and the like.

The actual revenue from furniture sales for the year ended 31st March 1923 was £1035:10:2.

The agricultural side of the Institution was started last year. The piece of land granted by the Paramount Chief in November 1921 was most unpromising material to work on but was the only available piece anywhere near the school. Some implements and cattle were bought and the Industrial Superintendent took over supervision of the work in addition to his already arduous duties. An immense amount of work has been put into the land, mainly in digging drains and furrows and in

breaking/.....

breaking up the surface, over much of which it was impossible at first to put a plough. Mr Wells, who relieved Mr Meldrum as Industrial Superintendent, while the latter was on leave, apparently considered that nothing could be done with the farm and, pending a decision after my visit of inspection as to whether the agricultural venture should be abandoned, work on the farm was reduced to a minimum. The crops off it were certainly not successful but nothing much could be hoped for at first from such land. If good results are obtained later on, as I am convinced they will be, it will have a far better educative effect on the natives than would have been the case if all had been plain sailing on well drained fertile soil from the start and it will be a standing example of what can be done to reclaim what is considered poor land. This may be useful when the population increases and the amount of good soil becomes restricted.

Mr Meldrum returned from leave in May full of enthusiasm for the work which is now in full swing again. He visited several farms in England and Scotland while on leave and also paid a visit to the Keigwin School at Dombashawa on the way up from Cape Town.

I strongly support the Principal's suggestion that while on leave he should endeavour to secure an Assistant Industrial Superintendent. A man of the right type with a thorough knowledge of carpentry and building and some knowledge of practical farming will be difficult to find and if Mr. Suckling is successful I recommend that he should be appointed without delay so that he may have a full year with Mr Meldrum before the latter retires.

SCALE OF PAY : NATIVE TEACHERS.

I have written separately on this subject as it is a problem which concerns the whole territory and not the Barotse National School only. I promised the teachers to lay their case before the Administrator.

The high pay given to junior Native Clerks, whose responsibilities are not so great as and whose qualifications are often inferior to those of teachers, is bound to cause dissatisfaction and to make it difficult to attract the best men to the teaching profession.

The limited funds at present available for native education make large salaries for the average teacher impossible but it does appear to be most necessary that the prospects for at any rate the best grade teachers should be improved and that the matter of grading and pensions should be carefully considered.

Disciplina.

The question of discipline has exercised the mind of the Principal considerably. The Resident Magistrate, who is in a better position to judge from outside than anyone else, considers that the discipline of the school at present is excellent and compares quite favourably with that of the time of the former Headmaster who admittedly maintained excellent discipline by different methods from those of the present Principal.

While it must be admitted that the native understands the "military" type and is often inclined to look on the "educational" type as weakness, Mr Suckling's contention that the former cannot lead to anything better is sound and we must look to the educational type administered firmly as at present to produce the best results in the end.

Recreation/.....

Recreation Room.

I recommend the building of this room next year and provision has been made in the draft estimates. It will be of the greatest value to the school as affording opportunities for character training and facilities for improvements in the general organisation of daily routine.

Co-operation with the Missionaries.

A copy of the Minutes of a Meeting with members of the Paris Missionary Society held at Kanyonyo on Thursday 27th September 1923 is attached. It will be seen therein that I undertook to make the following recommendations:

(1) That a set of carpentering tools estimated to cost £10:0 should be supplied from the Trust Fund to each Out-School Teacher capable of using them. Many of the teachers turned out from Sefula (P.M. Society) and the B.N. School are quite capable of making doors, windows and equipment for their schools and this type of self-help is worthy of encouragement.

(2) That a grant limited to £150 be made from the Reserve of the Fund to pay for half the cost of printing a new sikololo reader. This is badly needed and, if this assistance is forthcoming, will be published, it is hoped, about August 1924. Being an instrument of purely secular education it would seem only right that part of the cost of production should be defrayed out of the Trust Fund.

(3) That a special grant of £25 per annum should be made in aid of the work being carried on for native girls. It was thought that this might be spent on providing material for sewing.

I would further recommend for favourable consideration, though this hardly comes within the sphere of native education,

(4) That a grant of £25 be made this year from the Fund in aid of the medical work being done at Sesneke.

Though/.....

Though the scheme of Cooperation with the Paris Mission broached during my last visit is not likely to be put into force in all its details it has resulted in a Native Education Board which provided a valuable means of cooperation in educational matters and the most cordial relations appear to exist between the school staff and the Missionaries.

Sesheke.

On my return journey I spent an interesting day at the P.M.Society station at Sesheke. M.Lageard who has succeeded M.Louis Jalla as missionary in-charge has for many years been advocating more manual training for natives and his progressive ideas are likely to bear good fruit, especially when he is joined by M.Barraud the Artisan missionary who has been relieving M.Monteverdi at Sefula. Miss Dogimont and Miss des Mesnards continue to do excellent work with their 45 girl boarders, and Miss Giugler as nurse and as surgeon when necessary is always at the service of European or native.

Prospects for education generally in Barotseland.

A great deal of valuable spade work has been done during the last 30 years by the Paris Missionary Society and if the apparent results are at present meagre it is not improbable that considerable progress will be achieved in the next few years if District Officials, the Barotse National School and the Missionaries unite in a common effort.

Lack of a clearaim, of organisation, of cooperation, has undoubtedly caused great waste of effort and money in the past. The Barotse National School is an expensive institution to run but we are committed to it and it would appear to be doing better work now for the Barotse than ever done before. The European salaries are of course the

chief /.....

chief item of expenditure but unless the work is definitely handed over to and staffed by a Missionary body this expense cannot be appreciably reduced. Mr Suckling has completed one term during which time he has been feeling his way and learning the factors in the situation and the problems to be solved. Mr Ritchie has only been out a year but shows considerable keenness and aptitude for the work. Initiative will come with increased experience and confidence. If Mr Suckling is able to find and perhaps bring back an assistant Industrial Superintendent we can look forward with confidence to a period of activity and progress both at Kanyonyo and in the out-schools. Mr Meldrum will be a severe loss when he retires at the end of 1926 but his loss will be less severely felt if we have a man trained and inspired by him to take his place.

The questions of the political, industrial and agricultural development of the Barotse, transport and other problems are closely inter-connected with educational progress but are outside the scope of this report. When the question of the management of the Trust Fund is decided the Committee or Trustees appointed will no doubt take a general survey of the situation and a definite policy will be undertaken.

(Sgd) G.C.LATHAM.

ACTING INSPECTOR OF SCHOOLS.

SUPPLEMENTARY REPORT FOR HALF YEAR ENDING 31ST MARCH, 1924.

STAFF CHANGES:

On October 22nd, 1923, the Rev. F.C. Suckling Principal of the Barotse National School departed for long leave. It is now reported that he has been forced to resign for family reasons, which is a great disappointment to all in the School as he was loved by everyone and his loss is keenly felt.

BAROTSE NATIONAL SCHOOL KANYONYO:

It is necessary to depart from the usual form of previous reports as this School could not be re-opened on 6th December as arranged owing to a serious outbreak of small-pox in the Kalabo and Nalolo districts. This decision was not easily arrived at but the Medical Officer felt it was the only safe course.

On January 5th a Teachers' School was opened for teachers who resided in the Lealui district. Mr Ritchie gave them a course of lessons on "Method of Teaching" during one half of the day, during the other half they received instruction in carpentry under the Industrial Superintendent.

These classes were continued for two months and were greatly appreciated. At first the idea of manual work was not looked upon with favour but after the first few days a very hearty interest was taken in this work also. On the whole the classes were very successful and one feels certain that the results will be beneficial to the School.

The School was re-opened on the 31st March for pupils from the West side of the Zambesi but owing to the flooded plain and a very unsatisfactory notice issued by the Paramount Chief, telling the pupils to re-assemble, only a few turned up for the classes. A large number of the boys are waiting in their villages to return to School and messengers have been sent out to let them know that the School has been re-opened.

Out-Schools/.....

OUT-SCHOOLS:

The average attendance has been well maintained in the Out-Schools, and they have done good work. The introduction of "mulisa" or School Officer has been satisfactory but great care has to be taken that they don't exceed their power. They are only used to round up the pupils whose parents desire their children to attend the School but the outdoor nature of the native village life makes it difficult for the children to obey.

There are many children who ought to attend these Schools but this will come through course of time, as education becomes more general in the outlying villages. The average attendance of each School is as follows:-

Namandindi	70	Lui	36	Mankova II	36
Mapungu	36	Sinanga	40		
Lukulu	100	Mankova I	33		

MANUAL WORK:

All the teachers have had a slight training in the Barotse National School workshops and it was proposed to supply each School with a few carpenters' tools to enable the teachers and pupils to keep in repairs the School building and equipment. Jack planes, gauges and squares made in the Barotse National School workshop, chisels, and screwdrivers made from old files by the Barotse National School blacksmiths were included in the list of tools sent.

Each School has a garden granted by the local Nduna. This is cultivated by the pupils and the produce used for food.

INSPECTION:

All the Schools have been inspected during the year by the Principal or the Assistant Master with the exception of Namandindi and Mapungu Schools, which are in the small-pox area, and satisfactory reports have been made.

METEOROLOGICAL OBSERVATIONS:

The Maximum and Minimum temperature and rainfall have been taken daily and forwarded at the end of each month.

The rainfall.....

The rainfall has been below the average but the most serious thing was the very unequal distribution of the rain, between 29th December and 13th January there were only 2 small showers of  $\frac{1}{4}$ " and inch and from the 12th February to the end of the month only one shower of  $\frac{1}{4}$ " an inch; previous to this, the rainfall had been very small.

CO-OPERATION WITH THE MISSION:

No official meeting has been held <sup>with</sup> the Missionaries since Mr. Suckling left, but on numerous occasions one of the Missionaries has spent the week end at the School when he came to hold the fortnightly Sunday service in Mongu Church. We have thereby been able to keep in fairly close touch with their work and they with ours.

FREE ISSUES OF STATIONERY & SCHOOL MATERIAL:

At the last meeting with the Missionaries it was agreed to supply certain of their classes with free issues of Stationery and School Material. The amount spent over all the Schools was £18:9:10

INDUSTRIAL DEPARTMENT:

Mr. Wells was in charge of this Department until June when Mr. Meldrum returned from leave.

Orders have not been so plentiful as in previous years but the varied nature of the work performed has required a large amount of supervision.

The school dormitories were unroofed, the grass from the thatch being thrown inside the building and burned to destroy the tannin ticks with which the buildings were infested. So far this has been successful and it is to be hoped that the dormitories will be habitable for some years to come without much more cost on repairs.

Fairly extensive repairs have been made on Subaltern's house at Mongu also on the Hospital and Medical Officer's house.

CARPENTRY:

Door and windows were made for the new house at Kalabo; orders for various kinds of furniture were completed and the School barge was overhauled.

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APPRENTICES:

As orders have not been so numerous as usual no new apprentices have been engaged for the last fifteen months, those engaged, along with the School pupils being sufficient to perform the work on hand. It is gratifying to find that a number of the school pupils are taking a keener interest in Carpentry and sawing, they have seen from the experience of others that such a course has been very beneficial when they left school and went elsewhere to seek employment. Encouragement has been given them to utilize their spare time and half holidays to make chairs, tables, beds etc. for which there is always a ready local market.

Four carpenters finished their apprenticeship of five years, all of whom have been very satisfactory; each one received a bonus of tools. Numerous requests have been received during the year from Missionaries, traders and farmers for artizans. Four carpenters, six sawyers, and three builders have been sent to different people; the reports we have received about them have been very good both in regard to conduct and capability.

FORESTRY:

Between 200 and 300 Eucalyptus trees have been planted and land is being prepared for a large number of different kinds of seedlings including Eucalyptus, Callitris, Grevillea etc. which will be ready for next wet season. A trial will also be made with the seeds and cuttings of the local timber but owing to the slow growth of same very little is expected from this trial.

AGRICULTURE:

This has been a very trying year for agriculture in Barotseland, owing to the long dry spells during the growing season. Last year our failure on the farm was caused by the extraordinary wet season. New open drains were made and the existing ones deepened to avoid such an occurrence. Our crops were sown earlier, the first plot of mealies being sown on August 15th. This plot was quite as successful as any of the others although a quantity of stalks were pulled up and fed to the cattle as green fodder, owing to the delayed rains.

The crop

The crops sown later suffered very severely from three weeks' drought just when the mealies were beginning to cob, and one plot of an acre of beans was a complete failure, sun Hemp being sown later on this plot as a green manure, but even the growth of it has been poor.

A small quantity of wheat has been sown every fortnight since the end of February and will be continued to the middle of May to see what is the most suitable time for sowing this crop. The seed supplied from Salisbury has given exceedingly poor results in germination, sown in alternate rows with a quantity procured locally less than one tenth has germinated. It was hoped that <sup>part</sup> of the plain, which is flooded yearly, would have been ready to receive wheat seed when the flood receded but owing to the very early flood this has been impossible. We had broken up one and a half acres and were cross ploughing this when the flood rose and the work had to be stopped.

None of the crops have been fully reaped yet, but a large quantity Salisbury white mealies and Spanish bunch ground nuts have been secured for next year's seed part, of which will be available for the natives. We have grown mealies, Kaffir Corn, Sweet potatoes, ground nuts and Napier fodder.

VEGETABLE GARDEN:

The vegetable garden has been very successful and cleared expenses. When the Dining Hall for the school pupils is started we hope to be able to supply a quantity of vegetables which will prove a valuable addition to the rations.

LIVE STOCK:

The increase from our cows has been very satisfactory but until we introduce new blood into our stock we cannot expect any marked improvement. Snake bite has been very common and most of our losses have been through this cause.

All the cattle were inoculated ~~and~~ against Pleuro-pneumonia on the 14th March. The effect on the old stock, many of which had been previous inoculated, was very slight but seven of the yearlings and calves reacted very badly, one of which died and the others..../

the others are still sick. Mr Craig took every precaution and has taken a lot of care over the inoculation but it appears that the local stock is very susceptible to this disease.

An agricultural diary has been kept and a summary and index made for future use and reference.

FINANCE:

GRAIN CONTRACT:

The Barotse National School contracted to supply the Resident Magistrate, Mongu during 1923 - 24 with 200,000 lbs of meal and mealies. This contract has been successfully completed and a new contract for 1924 - 25 has been made. With the exception of 6000 lbs of mealies supplied by the Agricultural Department the whole of this grain has been purchased from natives for cash.

This expenditure has been charged to Contingent Expenses Note B.I. which is largely over-spent but we have received over £600 from the Resident Magistrate, Mongu in payment of the food stuffs supplied, which shows nearly £100 profit on the contract.

STATIONERY SCHOOL MATERIAL:

During 1922 - 23 a very small sum was spent on Stationery and School Material; this necessitated a larger expenditure this year but our Assets show a considerable increase to the previous year.

AGRICULTURAL DEPARTMENT:

The following is a summary of the value of the work done, the amount of accounts paid and the amount of unpaid accounts, a few of which have been outstanding for some time but most have only been completed during February and March.

Accounts paid	£902:15: 3	Accounts owing 1/4/23	
" not " 31/3/24.	161: 3: 9		£285: 5: 4
	<u>£1063:19: 0</u>	Value of work done	778:13: 8
			<u>£1063:19: 0</u>

The charges for wages/.....

The charges for wages, rations, issued and depreciation amount to fully \$430, which leaves a profit on the year's working of fully \$300. These charges do not include the salary of the Industrial Superintendent which is considered a charge to Establishment for instructional purposes.

The following amounts were received for sales etc.

Tailoring Department	\$58:12: 3
Agricultural "	29: 2: 2
Stationery Sales	45:11:11
Tuition Fees	9: 0: 0

MOVABLE ASSETS:

The Summary of Movable Assets on 31st March is as follows:-

Goods on hand 31/3/23	1823: 3: 3	Goods on hand 31/3/24	1998: 1:10
Goods received 1923/24	<u>1207: 7: 6</u>		
	\$ 3030:10: 9	Issues etc.	1032: 8:11
			<u>\$ 3030:10: 9</u>
Value of Movable Assets on hand 31/3/24			1998: 1:10
Value of Rations on hand 31/3/24			304: 7: 6
Total value of Movable Assets & Rations			<u>\$2302: 9: 4</u>

A full return of all expenditure for the year has not yet been received from headquarters but the strictest economy has been exercised and, whenever possible, work has been undertaken which provides a certain amount of instruction and a small profit to the school.

CONCLUSION:

Owing to the school being closed for six months, as previously stated, we have not been able to make the progress we should have liked to see but it is encouraging to report a keener interest shown by many of the teachers, pupils and apprentices and much more responsibility has been placed on them than was possible a year or two ago. Should the reported resignation of Mr Suckling be confirmed we can only hope that another man of similarly high ideals will be appointed to fill the position of Principal.

(sgd) J.D.Meldrum.

ACTING PRINCIPAL.

97 December 1924

Dear Lathan,

Thank you very much for your letter of Nov. 24th and your very full Report which is exactly what I wanted. I am giving a good deal of the information to Dr. Jones for his Report, which I hope will be ready early in the year.

We were very glad to hear that definite proposals have been made for starting an Education Department in your Colony and that you will be the first man to be incharge.

I am sending you copy of a Memorandum containing the recommendations my Committee have submitted to the S. of S. for native education in Uganda. I think it will interest you.

Let me know from time to time how you are getting on .

With best wishes  
yours sincerely