

Bantu languages irrespective of the number of such languages taught. The College received only one basic subsidy although it carried two professorships in "Bantuistics." Under these circumstances it was resolved not to recommend the creation of a Senior Lectureship in Bantu Languages.

- (j) Staff Salaries: It was reported that the Government had approved grants to the College of £23,793 to cover the cost of placing the European staff upon the new scales from 1st October 1958 to 31st December 1959, and to pay them a Vacation Savings Bonus in respect of 1959. It was reported that both European and Non-European Academic Staff had been placed upon the new salary scales with effect from 1st October 1958. The additional payments made to Non-Europeans were being met from the private resources of the College. It was resolved to confirm. Three temporary members of staff not paid upon Government scales had requested that they be considered as special cases. It was resolved that their cases be referred to the Principal with power to act within the sum of £100. In the case of certain administrative staff conversion did not appear automatic as in the case of the academic staff. It was resolved that the undernoted staff convert as follows:

Registrar, to top notch of Scale C
Bursar, to middle notch of Scale D
Deputy Bursar, to notch £750 on Scale K.

265. ESTABLISHMENT OF CHAIRS: On a reference from Council the Committee considered the establishment of Chairs in the Department of Economics, Mathematics, Afrikaans-Nederlands, and Geography. It was resolved to report that finance for these was adequate for 1959 provided that there was no increase in the personnel of the departments concerned.
266. SENIOR LECTURESHIP IN HISTORY: It was resolved that consideration of the establishment of the above post be deferred pending further information.
267. BURSARIES COMMITTEE: The reports of the Bursaries Committee dated 18th May and 29th June were received.
268. LECTURER IN BOTANY: Mr. G.F. Israelstam, Lecturer in Botany, submitted that prior to accepting a Lectureship at the bottom of the Lecturer's scale, he had had two years experience as a Demonstrator at the University of the Witwatersrand and 4½ years experience as Lecturer at Natal Technical College. In view of the above it was resolved that Mr. Israelstam be granted two additional increments on the Lecturer's scale as from 1st July 1959, subject of course to confirmation of his appointment, at present probationary.
269. TRAVELLING EXPENSES: It was resolved to confirm the action of the Bursar in rejecting claims for travelling expenses not submitted within reasonable time and not even within the year in which incurred.
270. STUDENTS FEES: It was reported that the position regarding payment of students fees was almost entirely satisfactory.

The student P. Babenia had suffered the loss of his father and was unable to meet his fees until the estate should vest in him. His Attorneys offered to assign it to the College as security for any amounts due to the College. It was resolved to concur.

271. EMPLOYEES PENSION FUND: It was recalled that the Registrar of Pension Funds had suggested that the College purchase annuities from an Insurance Company in respect of pensions instead of paying them from the fund. The only present pensioner was J. Salayi with an annuity of £30 per annum. This would cost £200.14. 6. Resolved that it be purchased. It was further resolved that the College Auditors be requested to audit the Fund at the close of the present financial year.

272. STAFF OF BURSAR'S OFFICE: Mr. A.S. Ngcongca being on leave, it was resolved to approve the appointment of Miss A. van der Walt to the Bursar's Office for the month of July. The payment involved was £35.
273. LAVATORIES FOR WOMEN STUDENTS: At the suggestion of the S.R.C. it was resolved to request the Estate Manager to estimate for the provision of the above in or adjoining the Christian Union Hall.
274. DEPARTMENT OF CLASSICS: The Professor of Classics had written pointing out that he was going on long leave in 1960 and that Professor Haarhoff had been nominated as his substitute. He inquired if Professor Haarhoff could be paid at the bottom notch of the Professor's scale. It was resolved to submit the matter to Council together with the information necessary to enable it to decide.
275. M.ED. The Registrar consulted the Committee regarding fees to be charged in the case of a student admitted as a special case to study for the above degree. It was resolved that the charge be the same as would have been imposed by Rhodes University in a similar case.
276. AFRIKAANS LECTURES: It was reported that at the request of the Senate, Mr. A. Small, Lecturer in Philosophy, was delivering a course of lectures in the Department of Afrikaans-Nederlands. It was resolved that his remuneration for this be referred to the Principal with power to act.
277. PIANO: The Principal reported that he had authorised the purchase of a piano from Mr. S.H.H. Wright, the retiring Assistant Registrar, for £75. It was resolved to concur.
278. TEMPORARY SENIOR LECTURER IN CHEMISTRY: The Committee considered the case of Miss P.L. van der Stichele who had been Temporary Senior Lecturer in Chemistry at a non-incremental, non-pensionable salary of £1,150 per annum for the past nine years and who retired at the close of the current year. It was resolved that she be granted an honorarium of £200.

UNIVERSITY COLLEGE OF FORT HARELOANS TO STUDENTS FROM LOAN FUNDS

The Balance Sheet at 31st December, 1957 shows Loans to Students from Loan Funds £2,852.

During the year to 31st December, 1958 £525 of this was repaid.

Loans granted in 1958, however, amounted to £750, raising the figure in the Balance Sheet as at 31st December, 1958 to £3,077. This amount is owed by 78 persons, of whom only 42, however, owing together £1,670, were due to have started repayment. (It must be recalled that frequently a Student is not required to start repayment until he has taken his degree).

Of the above number of 42, 12 cases owing together £534 are in the hands of attorneys. 32%, or almost one third in terms of £.s.d.

The numbers of loans granted during the past five years were as follows:-

1954	10
1955	11
1956	17
1957	21
1958	28

The above figures explain why so large a proportion of the loans granted are not yet due for repayment.

Collection charges over the past five years (these will include a small amount for the collection of monies other than loans) have been:-

1954	£34
1955	16
1956	80
1957	75
1958	69

In the past ten years £50 has been written off in respect of loans considered bad.

F.P.G.H.

13th May, 1959.

UNIVERSITY COLLEGE OF FORT HAREDINING HALL AND WOMEN'S HOSTEL

At the meeting of the Finance Committee held on 7th April, 1959, concern was expressed at the loss made by the Dining Hall and Hostels and it was resolved to request the Bursar to submit a report on the matter (c.f. Minute No. 236).

I report as follows:-

(a) Dining Hall.

In 1956 the Dining Fee was £26.10.-. It has been raised to £39.10.-. in 1959 by three stages. 1957 £30.10.-. 1958 £34.10.-. and 1959 £39.10.-.

In 1959 a loss is not anticipated. Food costs per student were 1957 £24.5.-. and 1958 £26.-.-. Students are resident for approximately eight months of the year. On these figures the old fee was obviously inadequate, doing little more than cover the cost of food.

The comparative figures of other Universities shown in (b) below tend to show that our Dining Hall is efficiently run to be able to charge a fee of only £39.10.-.

(b) Women's Hostel.

In 1956 the fee for board and lodging was £36.10.-. It has been raised to £51.10.-. in 1959 by three annual increases of £5 each.

In 1959 a further loss of £1,600 is anticipated. There are 56 students. In 1958 the food cost was £27 per student. The cause of the loss is not far to seek. Turning to the 1958 accounts we see:-

Food	£1,486
Fuel	107
Wages	547
Power and Water	420
	<u>£2,560</u>

We also see Residence Fees £2,560. Exactly the same figure.

It is obvious that the Residence Fee is inadequate. Let us see how it compares with other University Hostels for non-Europeans.

Wentworth, Natal	£50 - £56.5.-.
Wits, Johannesburg	115
Makerere, Uganda	105
Rhodesia & Nyasaland	100
University College, Ghana	100
Ibadan, Nigeria	95
Fort Hare	51.10.-.

It is interesting to note that Wentworth, which in 1958 had 113 students, made a loss for the year of £2,472.

If the Residence Fee at Fort Hare were £80, then on a basis of 56 students it would produce £4,480. Total expenditure for 1958 was £4,100.

F.P.G.H.

21st May, 1959.

UNIVERSITY COLLEGE OF FORT HAREMINUTES OF MEETING OF THE BURSARIES COMMITTEE HELD ON MONDAY 18TH MAY 1959.

1. PRESENT: Professor Z.K. Matthews (Chairman), Professor A.S. Galloway, the Bursar, Assistant Bursar and the Chief Clerk.

Apologies received from Professor O.F. Raum.

2. MINUTES. Minutes of Meeting held on 26/3/59 were confirmed.

3. APPLICATIONS FOR UNION GOVERNMENT LOAN BURSARIES

It was noted that the following students had withdrawn their applications:

Mhlantla, M.
Noruwana, J.M.
Tshabalala, E.
Ranana, A.V.

Applications had been received from the following students and were confirmed for forwarding to the Secretary for Education, Arts and Science:

Maquthu, A.M.M.	Katiya, N.
Magadlela, P.T.M.	Mdutshane, W.
Xuza, Z.Z.	Mpondo, S.
Ntungwa, T.K.	Ntshona, J.N.
Tshabalala, L.A.B.	

It was decided to forward the name of student L.D.S. Xinwa although without recommendation.

4. APPLICATIONS FOR BURSARIES OR LOANS

- (a) X.L.S. N'Komo. A College Bursary of £40 was awarded to him for 1959.
(b) J. Mcanyane. It was decided to refer the matter to Mr. Cragg for report and consideration at a later meeting.
(c) Miss M. Narvis. This application was not granted.

A loan of £2.5.0 made to W.N. Ngwenya was confirmed.

5. OFFER OF BURSARY FROM MRS. HATTUM-GAST

As an award had not yet been made it was agreed to refer the matter to Dr. M'Timkulu and the Bursar to find another suitable woman student.

6. J.P. Setlogelo

An application was received for assistance and it was decided to request Professor Galloway to approach the Registrar to make further representation to Rhodes University.

UNIVERSITY COLLEGE OF FORT HAREMinutes of Meeting of the Bursaries Committee held on Monday 29th June 1959.

1. PRESENT: Professor Z.K. Matthews (Chairman), Professor A.S. Galloway, The Bursar, Assistant Bursar and The Chief Clerk.
2. MINUTES. Minutes of Meeting held on 18/5/59 were confirmed.

ARISING OUT OF MINUTES:

(3) The following students did not come to College and therefore their applications for Union Government Loan Bursaries were not forwarded:

Mhlantla, M.
Ranana A.V.

(5) The Bursary from Mrs. Hattum-Gast was awarded to Miss Ivy Matsepe who had been recommended by Dr. Mtinkulu and the Bursar.

(6) J.P. Setlogelo. It was noted that he has been accepted as a Non-Graduate U.E.D. Student by Rhodes University.

Applications for Union Loan Bursaries were received late from the following students:

P. Cweba
M.M. Semane

These had been forwarded with recommendation and the meeting confirmed the action taken.

3. APPLICATIONS FOR BURSARIES OR LOANS:

R. Moodley. Loan of £15 recommended from Students Aid Fund

N.T.O. Nhlapo. Loan of £25 recommended from Students Aid Fund

M. Qangule. Loan of £15 recommended from Students Aid Fund

G.M. Mxenge. Outright grant of £20 recommended from Hofmeyer Bursary

W. Sigxashe. Outright grant of £20 recommended. £10 Hofmeyer Bursary and £10 from Holland Bursary.

It was reported that The Principal had authorised that loans out of the Radley Trust be made to the following:

J.M. Majola £3
P.A. Naidu £5.

UNIVERSITY COLLEGE OF FORT HARECONDITIONS OF SERVICE FOR ACADEMIC STAFF.1. Appointment

The professors, lecturers and other teachers, hereinafter referred to as officers, shall be appointed by the Council after consultation with the Senate or with such faculty or committee thereof as may be appointed for that purpose by the Senate.

2. Medical Examination

An applicant for a permanent appointment is required at the time of application to furnish a medical certificate from a registered medical practitioner.

3. Probationary Period

All appointments, other than temporary, shall be made in the first instance for a probationary period of two years, during which period service shall be terminable by one month's notice on either side. Increments shall be granted after the first year without prejudice to confirmation or non-confirmation of the appointment.

4. Confirmation of Permanent Appointment

The permanent appointment of an officer shall be effected by its formal confirmation at the expiry of the probationary period.

5. Notice of Termination of Permanent Appointment

After confirmation of appointment at expiry of the period of probation, service shall be terminable by three months' notice by the officer and, subject to a right of appeal by the officer to the Minister under section 13 of Act 61 of 1955, by three months' notice by the Council. The Council will, however, in all cases endeavour to dispense with the legal notice to meet the convenience of an officer appointed to a post elsewhere.

6. Notice of Termination of Temporary Appointment

A temporary appointment shall be terminable by one month's notice by the officer or by the Council.

7. Superannuation and Further Employment

An appointment shall terminate automatically at the end of the year in which an officer reaches the age of 60 (in the case of women, 55) unless the Council and the officer agree to continue the appointment on a yearly basis. Such extension of an appointment shall not be made beyond the end of the year in which the officer attains the age of 65 (in the case of women, 60).

8. Suspension and Dismissal

In cases of serious misconduct the Council retains the right of summary dismissal of an officer, and it may, by resolution passed at an ordinary meeting, suspend an officer for not more than three months.

In cases calling for immediate action, the Principal may require an officer to discontinue his duties pending a decision by the Council as to whether he shall be suspended.

An officer who is reinstated after suspension may be restored to his position with effect from the date of suspension.

An officer charged under this rule shall be furnished with a copy of the charge and, before a decision is taken, shall be given a reasonable opportunity to make such reply or to submit such explanation as he may think fit to offer.

9. Right of Appeal

In terms of Section 13 of Act 61 of 1955, a right of appeal to the Minister of Education, Arts and Science is given to any officer, who in terms of the preceding Section 9 is dismissed. Notice of such appeal must be given to the Council and to the Minister within fourteen days after receipt by the officer of the notice of discharge.

10. Salary Scales, Increments, etc

- (i) The salary of a full-time permanent officer shall not be less than the scales approved by the Minister from time to time, and shall be payable as from date determined by the Council.
- (ii) The salary of a temporary officer shall be as determined by the Council in each instance and notified to the member.
- (iii) Increments shall accrue on the first day of January each year, commencing in the year following that in which the salary first became payable.
- (iv) A senior lecturer or lecturer in permanent charge of a department shall in addition to his normal salary be paid an allowance of £100 per annum.
- (v) On the temporary appointment of a lecturer as acting professor or acting Head of Department, he shall be paid an allowance at a rate of £50 per annum in addition to his ordinary salary, for the duration of such acting appointment.

11. Provident Fund Regulations

The appointment of an officer shall be subject to such regulations pertaining to the provident fund for University institutions as the Minister may frame from time to time in terms of the Higher Education Additional Provision Act, 1917 (Act No. 20 of 1917).

12. Long Leave

- (1) Long leave is a privilege which, subject to such conditions as the Council may deem fit to apply, may be granted to a full-time officer, permanent or temporary, after completion of each cycle of continuous service of five years, for a period of six months, the first three months on full pay and the remaining three months on half pay; Provided that -
 - (a) in special circumstances the Council may extend such long leave by a further period with or without pay;
 - (b) an officer who had continuously served for three or more years in another South African University or other institution under the Higher Education Act immediately prior to appointment in the College; and during that period had not taken long leave, may be granted leave in terms of this paragraph for the first time after completing three years of continuous service in the College;
 - (c) an officer who had continuously served for two years in another South African University or other institution under the Higher Education Act immediately prior to appointment in the College, and during that period had not taken long leave, may be granted leave in terms of this paragraph for the first time after completing four years of continuous service in the College;
 - (d) an officer who has completed more than five years continuous service without leave may be granted additional leave at the rate of half a month on full pay and half a month on half pay for each completed year in excess of five years but not exceeding ten years of continuous service;
 - (e) an application for leave shall be submitted not later than the first day of April of the year preceding that during which the leave is desired;
 - (f) the leave period shall not be taken into account in computing continuous service.
- (2) The provisions of sub-paragraph (1) shall not apply in the event of an officer exchanging with a staff member of another institution, where such exchange is effected with the consent of the Council.
- (3) (a) An officer who, at the end of the year in which he reaches the age of 60 (or 55 in the case of a female) has not completed a cycle of continuous service of five years since the end of his last long leave, may be paid by the Council a proportionate gratuity.

(b) If the employment of an officer is extended under paragraph 6, beyond his superannuation date, such additional service shall not be counted for the purpose of determining his entitlement to long leave, and the payment of the gratuity referred to in clause (a) shall be deferred until his service finally ceases.

(4) No monetary grant will be made in lieu of leave, except as in 3(a) above, and, if an ordinary leave is due to an officer relinquishing his post, no obligation to make allowance for this shall rest on the Council. An exception may, however, be allowed in cases of death or permanent retirement where the officer, owing to the exigencies of University work, was unable to avail himself of the long leave due to him.

13. Special Leave

In addition to any leave which may be granted to an officer in terms of paragraph 13, the Council may at its discretion and subject to such conditions as it may determine in each case, at any time grant special leave of absence without pay for any length of time, for any purpose deemed satisfactory by it: Provided that -

- (i) such special leave actually taken shall not count as service in the calculation of cycles of continuous service for the purpose of ordinary long leave;
- (ii) ordinarily such special leave shall not exceed six months at a time.

14. Research Leave

For the purpose of research, leave may be granted to an officer by the Council for such period and on such conditions as it may approve.

15. Sick Leave

The Council upon production of a satisfactory medical certificate, may grant sick leave to a permanent officer for a period not exceeding three months on full pay and a further three months on half pay. The period of such leave shall count as service. Normally only six months of sick leave will be granted on the above-mentioned conditions during a period of five years. Should a longer period of sick leave become necessary, the leave will be granted on such terms as the Council may determine.

16. Condonation of Non-Service as Leave without Pay

On the termination of the employment of an officer for any reason deemed by the Council to be sufficient, such as superannuation, ill-health, or abolition of post, and in the event of the re-employment of such officer by the University, the Council may on such conditions as it may deem fit, condone such non-service for a period not exceeding twelve months as leave without pay.

17. Acceptance of outside work

A full-time staff member shall not accept outside work, with or without pay, in addition to the duties attaching to his post, without the permission of the Principal, who shall also decide what constitutes outside work.

Permission must be obtained to undertake work involving the use of College equipment.

18. Removal Expenses

- (a) An officer appointed from within the Union of South Africa or from territories adjoining the Union of South Africa (and including Northern Rhodesia) shall be provided with a first class railway fare for himself and, in the case of a married officer, for his wife and children from his home to Alice. Removal expenses not exceeding £50 may be granted.
- (b) An officer appointed from any other place than those mentioned in (a) shall be allowed an amount not exceeding £200 if married or £100 if single for his expenses, and £20 for each child up to a total of £40. In addition removal expenses not exceeding £50 may be granted. In the event of the resignation of the officer before expiration of three years from date of

appointment for reasons other than those of health, he may be required to refund, at the discretion of the Council, such portion of the monetary allowance for his passage as is proportionate to the unexpired portion of the said period of three years.

- (c) An officer appointed on a temporary basis shall be paid on the same basis as if he had been appointed to a permanent post, provided that if the officer leaves at his own will in less than three years, he must refund the proportionate amount.

19. Official language

Members of the staff if not bilingual will be required to familiarise themselves with the other official language within three years of appointment.

20. Powers of Council Executive

The Council in these regulations, with the exception of Clause No.8, shall mean and include its Executive Committee.

21. Exceptions

If the circumstances of a case in the opinion of the Council justify departure from the provisions of these regulations, that case may be dealt with by the Council as it deems fit.

UNIVERSITY COLLEGE OF FORT HARE.

THE JOINT COUNCIL/SENATE COMMITTEE TO ADVISE
COUNCIL ON APPOINTMENTS AND STAFFING.

MINUTES OF MEETING HELD AT 2.30 P.M. ON FRIDAY, 17TH JULY 1959.

1. PRESENT: Principal H.R. Burrows (Chairman), Dr. A. Kerr, Professors A.S. Galloway, Z.K. Matthews, O.F. Raum and the Assistant Registrar.

An apology for absence was received from Dr. T. Alty.

2. CONFIRMATION OF MINUTES:

The Minutes of the Meeting of 23rd June 1959 were read, confirmed and signed.

3. CONFIRMATION OF APPOINTMENTS:

(a) Mr. G.F. Israelstam.

It was agreed to recommend to Council that Mr. G.F. Israelstam, who was reported by the Head of his department to have given very satisfactory service and whose appointment as Lecturer in Botany had been made for a probationary period of two years, be placed on the permanent staff with effect from 1st July 1959.

(b) The Committee agreed to meet again before the end of August 1959 to consider the confirmation of appointments of :-

Professor F.H. Rand, Professor of English (1/1/58)
 Mr. J.T. Potgieter, Lecturer in English (1/1/58)
 Mr. E. Mayisela, Lecturer in Economics (1/2/58)
 Mr. G.J.J. van Rensburg, Senior Lecturer in Mathematics (1/1/58)
 Mr. A.W.Z. Kuzwayo, Library Assistant (1/1/58)
 Mr. K.L. Mali, Library Assistant (1/1/58)

(c) It was noted that the following members of staff would have completed two years probationary service on 1st April 1960.

J.G. Pretorius, Lecturer in History
 H.J. Pienaar, Lecturer in Mathematics.

4. ESTABLISHMENT OF CHAIRS:

It was agreed to recommend to Council that all four chairs (Mathematics, Economics, Afrikaans/Nederlands, Geography) be advertised in terms of Council Minute 1912(5) of 16th April 1959.

5. PROFESSOR OF LAW:

In view of Professor L. Blackwell's keenness and vigour, it was recommended that he be invited to continue for another year.

It was agreed to draw the attention of Council to the fact that the College had advertised for four years for a permanent Professor and a Senior Lecturer last year without success.

6. PRINCIPAL H.R. BURROWS: (c.f. Council Minute 1918 of 16th April 1959).

It was reported that a letter had been sent to the Department of Education, Arts and Science early in May 1959 requesting an extension of the Principal's term of office until such time as the College is taken over. A reply had been received on 17th July 1959 as follows:-

"The Minister of Education, Arts and Science does not, at this stage, see his way clear to effect a change in the period for which Prof. Burrows was appointed as Principal, in view of the fact that the Department of Bantu Education will probably take over the control of your college at the beginning of 1960."

PLEASE RETAIN THESE MINUTES UNTIL THE NEXT ORDINARY MEETING OF COUNCIL.

University College of Fort Hare Transfer Bill - Page 5283.

4.36. The MINISTER OF BANTU EDUCATION: Mr. President, this Bill the University College of Fort Hare Transfer Bill, is a complimentary measure to the Extension of University Education Act which was recently adopted by this Senate. Except for the first five clauses which deal more specifically with the transfer of the control and the management of the institution, the transfer of the staff, the protection of their pensions and other privileges and similar matters, the remaining 35 clauses have the same provisions as the comparable clauses in the Extension of University Education Act. The two measures would have been dealt with as one had it not been for the fact that the University College of Fort Hare Transfer Bill had to be dealt with in terms of the procedure relating to hybrid Bills. The University College of Fort Hare Transfer Bill, as is the case with the Extension of University Education Act, has a very close relationship with all the other legislation of this Government which deals with the development of the Bantu as separate national groups in South Africa. It is closely related to the Promotion of Bantu Self-government Act, the Bantu Authorities Act and the Bantu Education Act. The reasons why this Bill, the University College of Fort Hare Transfer Bill is so closely related to the other laws which I have just mentioned, are briefly the following: In the first place, the aims of higher education do not differ in character from the aims of education as a whole. Higher education is the peak of an educational system, but it remains an important part of education in its entirety. In the second place, education is in reality a means to the development and expansion of the culture of a nation or of a national group. All these laws and this Bill have as their aim the upliftment of the Bantu as a separate and progressive group, with cultures which will provide all the requirements and aspirations of the Bantu and which will, at the same time, protect the cultural and political future of the Europeans in South Africa and protect it from possible threats. The report of the Native Education Commission which sat a few years ago, had the following to say about the function of culture and education: "In general the function of education is to transmit the culture of a society from its more mature to its immature members, and in so doing develop their powers. The essential problem of education arises because of the gradual decline followed by the death of the older members and the birth of new members who are ignorant of the community and its culture but who will in time become the protagonists of that culture. By culture is meant the sum total of all those patterns of thought, behaviour and feeling which characterize the social life of a group of society. Education is thus a life-long process, even in the most primitive societies, and is much more than what is commonly known as 'schooling'." Further, the same report has this to say: "It is evident therefore, that Bantu development and Bantu education must be largely synonymous terms. Education is more than a matter of schooling, indeed, in the education of a society to make a tremendous cultural leap such as the South African Bantu are called upon to make, the schooling of children, though of the utmost importance must be regarded as only a part of a larger process. School education, if it is to be co-ordinated and in harmony with social development, must be seen as one of the many educational agencies and processes which will lead the Bantu to better and fuller living." The commission continues to say: "The commission proposes the following definition of the aims of Bantu education: (a) From the viewpoint of the whole society the aim of Bantu education is the development of a modern progressive culture, with social institutions which will be in harmony with one another and with the evolving conditions of life to be met in South Africa, and with the schools which must serve as effective agents in this process of development. (b) From the viewpoint of the individual the aims of Bantu education are the development of character and intellect, and the equipping of the child for his future work and surroundings. To harmonize the individual and social viewpoints as stated above it is essential to consider the language of the pupils, their home conditions, their social and mental environment, their cultural traits and their future position and work in South Africa." So much for my quotation from this important commission report in regard to Bantu education in which higher education for the Bantu must of necessity be adapted and adjusted. The problem of the provision of higher education for the Bantu in South Africa is not very old. Although Fort Hare was established in 1916, the first time a student received his degree was in 1923. The first student to obtain a degree only received

that degree in 1923, but from that year matters developed swiftly and the problem became all the greater and more real. To-day there are three tried experiments in existence in South Africa in regard to the solution to this problem of the university development of the Bantu. The three experiments are in the first place the so-called open universities, in the second place the system of the University of Natal, and in the third place the Fort Hare system. All three of these efforts to solve the problem were actually the results of private enterprise. The Extension of University Education Act and the University College of Fort Hare Transfer Bill which we are dealing with at the moment, are both, except for the institution of the medical school for non-Europeans in Durban, actually the first attempts on the part of the State to see this problem in its full perspective and to try to find a solution thereto. Now, in connection with these efforts of the past, it is necessary to say that the effort to use open, or rather let me say, mixed universities in order to supply the Bantu with effective higher education, is completely unacceptable for the following reasons which I would like to put briefly for the sake of having a complete picture. In the first place, the mixed or open university can only admit a comparatively small percentage of non-Europeans without experiencing the danger of changing its entire cultural nature as an institution. If the Witwatersrand University, for example, were to admit more than 50 per cent non-Europeans, it would simply no longer be a European university. The culture of a university is also to a large extent determined by the majority of its students and teaching staff. Professor Kerr, who for 30 years was the head of the Fort Hare University College, appreciated this point when he was a member of the Commission on Higher Education for Africans in Central Africa. The Commission of which he was a member recommended that because a university college was to be erected in Salisbury, the institution which was to be erected there should admit all races. Dr. Kerr did not agree with the majority report in this connection, and he wrote a minority report. I quote here from his minority report because it is of such particular importance in connection with these experiments. He said: "My fellow commissioners, if I may be allowed to say so with respect, appeared to attach insufficient weight to the difference of history, tradition, environment, language and custom that inevitably separate young European and African students in Central Africa, and to anticipate a more liberal look on common enterprise by the European members of the population in general than past history or present social relationships warrant. I do not doubt that a university sponsored by Europeans could be brought to admit students of other races as freely as universities overseas at present do, and perhaps in percentages of the whole student body that would compare favourably with theirs and with some universities in South Africa. To the extent of that percentage the university might be described as inter-racial, but nothing in the past history of these or neighbouring territories justifies the expectation that this liberal practice would be allowed to proceed to the point where the members of the respective races would approximate to equality and still less to the stage where the African element would exceed the European. I am, therefore, compelled," states Professor Kerr, "to the conclusion that the interests of the African community will be best served by proceeding immediately with the foundation of a university college independently of any project of the Rhodesian University Association. If a suitable site were offered by the Government, this might advantageously be in the vicinity of Lusaka, as many Africans wish." This quotation which I have just made, which puts clearly the standpoint of Professor Kerr, comes from the "Report of the Commission on Higher Education for Africans in Central Africa", which was published by the "Central African Council, Salisbury", in 1953. The members of the Commission were Sir Alec Carr-Saunders, Professor Hill, Professor Kerr, Professor Young, and the Secretary was Mr. Walter Adams. I think, Mr. President, that we can take it that all the so-called open universities cannot afford more than the admission of a small percentage of non-Europeans as students. They do this as a political gesture and without keeping account of all the unfortunate consequences of their action. Consequences which they do not take into account are the creation of the impression that they alone can give the best training. Their standpoint is further that their non-European students must actually be the cream of the non-Europeans. They must produce the leaders for the non-Europeans. Their standpoint is that the non-European institutions therefore must be inferior. The standpoint of these open universities is that the non-European teachers are not sufficiently qualified to compete with them and that the non-Europeans will not be able to manage their own institutions successfully and that the culture of the Bantu must always be inferior. These are the consequences of the standpoint of the open universities. Another weakness of the open universities as a solution to the

problem of the supplying of higher education to the Bantu is the following: In the first place, we must state that there is no possibility that the Bantu will be able to manage these mixed institutions in the future. In the second place, the teachers at the so-called open universities, except in individual cases, will not be Bantu, and in this connection I would like to point out clearly that the aim of a university, the academic freedom within a university, is to my mind the opportunity for the person at such a university or attached to such university to develop freely and in an unfettered fashion in thought and in science. In that process of development, it must be remembered that the student is in the first place receptive; he is receptive. The persons who actually make the largest contribution to academic freedom and academic building, are the researchers and the teachers at the universities and in that connection the Bantu are being excluded at the mixed institutions. For this reason the non-European does not enjoy the necessary academic freedom at a mixed institution which is necessary for his own development and his own upbuilding. A third reason which I wish to mention as to why the mixed universities are not the solution to the problem of higher education for the Bantu is the fact that the social life of the Bantu students at these mixed universities will always be incomplete and unsatisfactory - I need not go into detail. The language and culture of the Bantu will never be able to come into their own at those institutions. In the fifth place, this system of intermingling at the universities must of necessity lead to frustration of the minority group and accordingly to friction. In the sixth place, the contribution of these mixed institutions to the development of Bantu national life and Bantu culture can never be anything but small and insignificant. So much, therefore, for the experiment of the so-called mixed or open universities. The second attempt to solve that problem in connection with the supplying of higher education to the Bantu is that which is offered by the University of Natal. The practice there is that the same staff gives lectures to European and non-European, but that they give such lectures in segregated classes. This system also has its weaknesses which we can sum up as follows: In the first place, these arrangements place the non-Europeans in an inferior position and must give rise to friction and to the demand that the non-European students should enjoy full and equal status with the Europeans, as appears clear from the occurrences recently on the occasion of graduation day in Natal. The close contact between the two divisions at the same institution compels the non-European to comparisons, and this is accordingly a source of dissatisfaction or discontentment. In the second place, the eventual result of the Natal system must be the breaking away of a non-European university and this will then have to be in Durban, in a European area, or in one of the non-European residential areas in Durban. It offers no prospects to the Bantu, for example, of a Zulu university being established in their own areas under their own control. Neither does it supply any planned teaching for the particular Bantu national group which they could obtain if they were able to obtain a university institution which would be controlled by themselves. Further, this system is also unsatisfactory because the admission of all non-Europeans to one institution, as is the case of the non-European division of Natal, makes it impossible to allow justice to be done to the particular culture and language of a particular national group such as, for example the Zulu. I have mentioned these things briefly as the reasons why that experiment must also be rejected and why we cannot, if we take over Fort Hare, place in its stead a pattern such as that of the University of Natal, for example. I come now to the experiment which was undertaken at Fort Hare itself. Fort Hare then represents the third attempt in connection with the problem of the supplying of higher education to the Bantu in South Africa. The weaknesses of the effort which came to light at Fort Hare can be summed up as follows: In the first place, students of all non-European national groups are admitted to the University College of Fort Hare, with the result that the institutions do not comply with the development of the language and the culture of any of the particular national groups. In the second place, it will be impossible to allow justice to be done to the language and culture of, for example, the Xhosa students. In the third place, the institution will not lead deliberately to the establishment of a Xhosa university under eventual Xhosa control; it cannot. In the fourth place, there is no organized training of the Xhosa to eventually enable them to take over the control of their own institution. In the fifth place, Fort Hare, as it exists at the moment, does not fit in with the development of the various national groups in South Africa as envisaged in the Extension of University Education Act and the Promotion of Bantu Self-government Act. So much, therefore, for the existing efforts in this connection. I come now

to the Government's policy in respect of higher education for the Bantu on which this Bill is based. This policy of the Government is based on four fundamental considerations. The first consideration is that there is a real requirement for higher education for the Bantu in general and for the Xhosa in particular. The only argument which I wish to use in this connection is the fact that the Government policy of separate development sets the requirement that every possible opportunity must be given to the non-Europeans for their development as individuals, and also for their development as separate communities in terms of their own nature and their own requirements. Separate development, if it is to be a balanced development, requires that every separate national unit must be able to produce from its own ranks its necessary leaders, thinkers, educators, professional and technical men. The development of the home land, particularly of the Bantu, whether that development takes place on the educational plane, in the economic sphere, on the technical level or in the agricultural sphere, that development can only be balanced if it is borne by the particular community itself, and by this means produces new living possibilities for the developing individuals within their own communities in its process of development. You must remember, Mr. President, that the fewer opportunities there are or are created for the developing individual to assist within his own community in the upbuilding of the economic and cultural prosperity of that community, the stronger will be the tendency towards integration with the European community, and the less he will do for himself and for his own community. From this standpoint of principle springs the necessity not only because of the position as it is to-day in respect of the development of the Bantu areas, not only because of the fact that that development is engaged to-day in tapping dry the Bantu community as far as manpower is concerned, but also for the sake of the balanced development of the Bantu national communities themselves, for the Europeans who have to serve out of necessity to-day in the Bantu areas as teachers, as doctors, ministers, agricultural extension officers, technicians, officials and so forth, to be replaced as soon as possible by Bantu persons themselves. It is therefore obvious that the large scale training of the Bantu on the university plane as well is a prerequisite, training in a way which will be aimed at making them of service to their own communities, and not, as is happening at present, to tear them loose from their own communities. For this reason I say that there is a particular need for the development and the training of the non-Europeans in general, and for the Bantu in particular, in the university sphere. The necessity for university colleges specifically for the Xhosa springs from the size of the Xhosa-speaking people and the area which they inhabit. The Xhosa-speaking population numbers to-day about 2,500,000 souls. In 1957 there were already 350,000 Xhosa-speaking children at school and of those 350,000 Xhosa-speaking children, about 12,000 were in the secondary classes. Besides this it must be remembered that the Xhosa population inhabit an exceptionally fertile area of about 16,000 square miles and an area which offers particularly large possibilities for development. Where, therefore, one has a population group which numbers 2,500,000 souls whose level of education has reached a particular height, and who inhabit a particularly fertile area with specific development potentialities, I think that it is of the greatest importance that a university institution should be established with a specific Xhosa character in order to give the Xhosa group the opportunity to build up their own culture and to modernize it and to develop their own area. However, the question can now be asked as to whether the number of Xhosa persons who qualify for enrolment at a university justifies the setting apart of Fort Hare as a Xhosa institution. In the first place I must reply in this regard that already in 1957 there were more than 12,000 Xhosa pupils in the secondary schools. It is estimated that the enrolment in 1959, that is this year, will have risen to 14,000. It is very interesting to note that in 1930 there were almost as many European secondary pupils in South Africa in high schools per university as there were Xhosa pupils in the secondary schools in 1957. In 1930, namely, there were 37,964 European secondary pupils in South Africa, and for those approximately 38,000 European secondary pupils in South Africa, in 1930 there were no fewer than nine universities and university colleges, that is to say, an average of 4,160 secondary pupils per university institution. In 1955, the average number of European secondary pupils per European university institution was still only 11,366; in other words, the average number of European pupils per university institution in 1955 is about equal to the number of Xhosa secondary pupils whom there will now be for the one institution now in the Xhosa area. In the second place I wish to point out that in the short résumé of the report of the Van der Walt Committee certain advance estimates were made in connection with the Bantu matriculants who would be available in the various years. They give, inter alia, the following figures as estimates. In 1955, they estimated that there would be 671; in 1956, 706;

in 1957, 740. These, according to their estimates, would be the number of Bantu matriculants, but later it appeared that these figures were far too low because the Van der Walt Committee wrongly based its figures on the enrolment of full-time standard 10 pupils at the Bantu schools in South Africa alone, and because they did not keep account of the large number studying privately or part-time. The position is that the actual number of Bantu candidates who enrolled for the matriculation examination in the years to which I referred, were as follows: In 1955 the number was not 671 as estimated by the Van der Walt Committee, but 1,778; in 1956, it was 1,895; and in 1957, it was 2,021. The question can now be asked how many Xhosa students there are at present enrolled at the various university institutions? The annual reports of the Department of Education, Arts and Science for the years 1956-7 and 1958 give the number of Bantu students distributed according to area. If we accept the fact that the large majority of students who hail from the Cape Province - Bantu students - that the large majority of them speak Xhosa, then it can be deduced that the number of Xhosa students enrolled at all universities, except the University of South Africa, has increased as follows: Xhosa students in 1955, 197; in 1956, 195; and in 1957, 221. As regards the enrolment of Xhosa students at the University of South Africa, the numbers were as follows: In 1955, 145; in 1956, 119; and in 1957, 130. A further factor in connection with the Xhosa-speaking students is the anticipation that the post-matriculation training of Xhosa students for the Bantu Education Diploma which takes place at Healdtown at the moment, will be moved to Fort Hare. In 1958 the classes for the Bantu post-matriculation teacher's course numbered 30, and it is anticipated that the numbers will increase further. It must therefore be clear, Mr. President, that there will be sufficient Xhosa students to justify their own university institution. It must be remembered that all students who have already started their courses will be permitted to complete their courses at Fort Hare. Until such time as the other Bantu university colleges will be fully equipped for their task of serving the other Bantu population groups, certain post-graduate students and also the Zulu students who wish to study in natural sciences will provisionally be admitted to Fort Hare. For this reason there will certainly be sufficient students in the initial stages to keep Fort Hare in operation. I come now to the second fundamental consideration which is a foundation of this Bill and that is, namely, the conviction that higher education at its best can be supplied in an own separate institution. Every national group of any importance, if it wishes to maintain itself, must have its own schools, its own university or universities, universities which can not only serve as the fulcrum of his pride and the feeling for his own value, but also as a means to school the community in the true meaning and value of university education as such. Any system which is not aimed at enabling the members of a particular national unit to eventually constitute the council of the university, the senate of the university, the student body and other bodies concerned in the financing and control of the university, any such system which does not make provision for this, is a system which withholds from a community the most valuable opportunity for self-development which can exist. In the second place, it is obvious that a university which does not serve a particular national community and which draws its students from heterogeneous national units will not only find it difficult to provide the particular requirements of the various national units, but in most cases at such an institution there is also no consideration given at all to the requirements of the particular national units. This is particularly true where you have national groups in various stages of development as is the case in South Africa. Let me give you an example. One of the spheres where there is today the best opportunity for the Bantu to form an existence if he is armed with university training is the educational sphere and for the number of Bantu students who are at present studying at the secondary schools in South Africa we need about 1,400 graduated Bantu teachers. At the moment we only have 436. Besides this our experience is that the enrolment of Bantu students at the universities which are actually intended for other population groups, keeps no account whatsoever of the particular requirements of the Bantu's own national communities, and accordingly, there is no information given to them in connection with the correct directions which they ought to follow, and, therefore, they enrol mostly for courses which mean little or nothing at all to them within their own communities. In the third place there is of course the consideration that if a university institution serves a specific national group, the students can then far more easily and better be equipped for life in and service to that national group to which they belong. If students study at a university which serves a particular national group they are not expected to undergo difficult and often unnecessary adjustments, for example, in the social sphere. Students who belong to a minority group at a university and are moreover less developed as a group,

continually run the risk of being overwhelmed by the majority. It is then extremely difficult and more often than not totally impossible for a student who belongs to such a minority group, to prevent his own cultural roots being completely pulled out and destroyed, making something despicable of him. A further reason, a fourth reason why higher education can best be provided in separate institutions is the fact that the task of the teachers is thereby facilitated because the students are drawn from one cultural group - something which will undeniably increase academic standards and which will accelerate cultural developments. In the fifth place it is important that the members of the community as well as the students must have the opportunity of participating actively in all aspects of the university life. If it is impossible for the community and the students to have a share in all aspects of the university life as it is impossible at a mixed university, and as is the case at a university which, even though it is only for the non-Europeans, such as Fort Hare, tries to serve a large number of groups, then the university cannot have a full share in the development of that particular community. The results for example of the attendance of Bantu or non-Europeans at mixed universities, as we know them today, is a total misconception of the whole essence of the university and of the formative task which a university has in respect of the individual as well as the community. For this reason I say that higher education can best be given in universities intended for the particular national group. A third basic principle which I want to mention is the fact that the State must take the initiative for the institution and the maintenance or upkeep of the Bantu universities. I think that it is unnecessary to show that the various non-European national groups are financially and otherwise not in a position to take the initiative themselves. I also think that it is unnecessary to reason now about the necessity that the State should ensure that the institutions are not only established, but also that the State should ensure that they are successful in order to be able to serve the widest interests of the particular national group for which they are intended. What I particularly wish to refer to in this connection is the two standpoints of the opponents of the idea of separate universities. The first group is the group which reasons that you should rather continue with experiments such as that which is being performed at the University of Natal. I would like now in this connection to point out that the protagonists of the system as it is in operation in Natal, and their approach, differs completely from the protagonists of mixed universities. Apartheid does not only mean separate lecture rooms. Apartheid does not only mean separate post office entrances and separate station entrances and separate seats and so forth. Apartheid means far more than this. It means the opportunity for each group to develop according to its own traditions and its own ability and in an own direction in order to become a fully-fledged national group. If you accept this principle for which the government and the national Party stand, it means then that a university institution such as Natal, even though you have separate lectures there, even though you have a certain degree of apartheid there, but not completely, can never become an institution for the Bantu or for a particular non-European group, because they can never make up the staff. They can never constitute the council of that university and they are and remain simply lectures which are given separately to certain non-European groups, and you do not draw the whole community into the university life. A second standpoint to which I want to refer is the standpoint that it is all well and good that the State should take responsibility for the financing but that the control must vest in independent councils which they wish to see constituted in various ways. This type of standpoint is of course completely unacceptable. In the first place it is unacceptable because it is impossible for such a council to undertake successfully the enormous task of adjustment and adaptation of such a university institution to the train of development of a particular Bantu national group. It is only the State which has the information which is correlated by its various Departments at its disposal which is able to make that adjustment and adaptation according to the train of development of the particular national group until that national group is able to undertake the control itself. However, a second and more fundamental reason why this standpoint must be rejected, namely, the standpoint that you must appoint a mixed or another type of council and then give it authority, is to my mind the principle approach that the control of any university must eventually vest in the community which is served by that university and in which it stands. The autonomy of any university does not vest in the council of that university; the autonomy of any university vests in the community and is derived from the community in which it stands. It is for that reason that this Parliament by legislation must give the university councils the authority to be able to perform certain functions and it is for this reason that the university councils are constituted in such a way that the

community which they serve is represented on that council, so that the community, through the council, can ensure that the Council does not do things which intrude upon the ideas of the community. It must be clear to everyone that the non-European national groups cannot yet to-day constitute those control boards from their own communities. For this reason control can only vest in one place and emanate from one place and that is from the guardian of the Bantu national groups, which is the European State. Haphazardly constituted groups of European persons or European universities are not the guardians of the Bantu in South Africa. The European State is the guardian and therefore the responsibility vests in the State. Besides this the State is the only body which can systematically and progressively transfer to the non-European groups in a judicious manner and in conformity with their train of development the control over those national group institutions, according to the level of development which they have reached. I come now to the fourth fundamental consideration which is laid down in this Bill and that is that the Bantu must be trained systematically for the eventual taking over of their own university institutions. One of the most important recommendations which the commission on the Separate University Education Bill made was precisely in connection with the development process which the university colleges for the non-Europeans have to undergo. I wish to quote three paragraphs from this report which I consider to be of fundamental importance: "In paragraph 52(v) above the commission stated its conviction that the State, as guardian of the non-Europeans, should do everything in its power to educate the non-European sections of the community to be able to assume control of and responsibility for their own institutions. In order to achieve this purpose in university affairs the commission regards as essential to their growth and success that the proposed university colleges should undergo a carefully planned process of development which itself should be coupled with a process of education for the ethnic group concerned." "Apart from the process of changing from a European council and senate to a non-European council and senate, the recommendations of the commission make provision for another and equally necessary development: the gradual delegation of certain authorities, powers and duties of the Minister, as the representative of the State, to the council. It is recommended that the council of every university college should have corporate status. This corporate status, together with powers and authorities delegated by the Minister, will enable the council to take over and perform the following functions: (i) the appointment, promotion and discharge of staff employed in council posts, subject to the approval of the Minister; (ii) the framing and application, subject to the approval of the Minister, of the council's own conditions of service; (iii) the acquisition of stores in certain circumstances; (iv) the maintenance and management of the university college; and (v) the receipt and expenditure of financial assistance from non-European bodies." "It is, therefore, clear that the proposed Bill provides for the transfer to the council of virtually all the powers at present exercised by the council of an independent university. Further development will have to be planned in future and does not actually fall within the scope of the commission's terms of reference." So much for my quotations from the report of that commission. The underlying reason for these recommendations of the commission are surely the realization that higher education must be regarded as a means to the development of the Xhosa, both as individuals and as a national group, and that this means can only be used to its best advantage if the Xhosa, as a group, accept full responsibility for its success. The psychological value to the students, the teachers, the council members, members of political institutions of the Xhosa and for the Xhosa people as a whole cannot be over-emphasized. It will develop in them a sense of responsibility and a realization of the true meaning of higher education, which under the present conditions is very difficult to bring home. It will also cultivate a pride in them and they will be imbued with the desire to strive for higher things. On other occasions there has been ridiculing and belittling reference to Bantu culture as the basis for university training. It was contended that the intention is to uplift the culture of the witch-doctor, the lobola system and so forth, to a basis for universities. It was also stated, inter alia, that the Christianizing of the Bantu and the retention of Bantu culture cancelled one another out. I agree that culture cannot be retained as it was with the Bantu. It is true that the German and Roman cultures also changed through Christianization, but the British culture of to-day, which is surely a Christian culture, differs clearly from the German culture which is also a Christian culture. The German culture differs from the French culture and the French culture differs from the Dutch culture - the Holland culture - and the Dutch culture differs from the Italian culture, and one can continue in this way. There is a real culture difference in every one of these separate

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