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MINUTES OF THE INAUGURAL MEETING OF THE SCHOOL COMMITTEE OF THE VOCATIONAL TRAINING CENTRE, ORLANDO, HELD IN THE PRINCIPAL'S OFFICE ON WEDNESDAY, 8TH JUNE, 1949, AT 3 P.M.

- PRESENT: Mr. L.I. Venables, Chairman.
 Dr. E.H. Ashton, Senior Welfare Officer.
 Mr. D.T. Nicholas, Senior Superintendent, Orlando.
 Mr. G.W. Tabor, Principal, Vocational Training Centre.
 Mr. J.J. Musi, Principal, Pimville Government School.
- Rev. S. Moloi, Orlando.
 Mrs. E. Moepholi, Pimville.
 Mr. J. Rathebe, Johannesburg Joint Council of Europeans and Africans.
 Mr. M. Ntombela, Transvaal African Teachers' Association.

APOLOGY: Mr. H.W.S. Marshall, Institute of Race Relations.

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The Chairman said that the Transvaal Education Department and the City Council had agreed to the creation of a School Committee of the Vocational Training Centre, initially on an experimental basis. Mr. Venables welcomed the members present and read, for their information, the list of representatives on the Committee - four of whom were elected by the parents of pupils of the School and six of whom were nominated by the City Council:-

Council Nominees:

- Mr. H.W.S. Marshall, Institute of Race Relations.
 Mr. D.T. Nicholas, Senior Superintendent, Orlando.
 Mr. B.S. Malan, Transvaal Education Department.
 Mr. W.B. Ngakane, Bantu Welfare Trust.
 Mr. J. Rathebe, Joint Council of Europeans and Africans.
 Mr. M. Ntombela, Transvaal African Teachers' Association.

Elected Members:

- Mr. J.J. Musi, Principal, Government School, Pimville.
 Mr. D.P. Mutiba, 8543, Orlando West.
 Rev. S. Moloi, 1340, Orlando.
 Mrs. E. Moepholi, 2487, Motsokane Street, Pimville.

Mr. Venables, in his capacity as Superintendent of the School, was ipso facto Chairman of the School

Committee/.....

Committee, with the right to appoint an alternate. Mr. Venables stated that he had appointed the Senior Welfare Officer of the Non-European Affairs Department, Dr. E.H. Ashton, as his alternate. Dr. Ashton would therefore preside at subsequent meetings of the Committee.

The Principal of the School was not a member of the School Committee, but would attend the meetings in an advisory capacity.

The Chairman outlined the constitution of the Committee, copy of which is attached.

This being the inaugural meeting of the Committee, no agenda had been prepared and the Chairman proceeded to give a statement on the aims and objects of the Vocational Training Centre. He pointed out that "Education" was not a function of the local authority. This obligation was vested in the Education Department - higher education and technical education in the hands of the Union Department of Education and other education in the Provincial Education Department.

The City Council felt, however, that there was need for the establishment of a special or new kind of institution to cater for Native youths growing up in the Council's Native townships. This was, in effect, an experiment to combat delinquency amongst Native youths. The Vocational Training Centre was therefore established on that basis. The School had been in existence for approximately seven years and it was considered that the aims and objects of the School should be reviewed in the light of experience gained. It was considered that it might be wise to intensify the training offered in building, carpentry and tailoring. The School Principal had therefore been requested to concentrate on training the pupils of the School to be better craftsmen.

The Non-European Affairs Department was anxious that Natives might be trained to serve their own community. The School was situated in the centre of one of the largest Native communities in South Africa. The township of Dube was soon to be established adjoining the School. In this township Natives, financially able, would be permitted to build their own houses. It was hoped that the School acting as an agent, would be able to put potential house owners in touch with teams of builders trained by the School, who would undertake the building of their houses at a mutually satisfactory figure. At present a library building in Orlando was being constructed by trainees of the School, under the supervision of a skilled European.

A boarding establishment was at present being erected at the School for the accommodation of 100 boys. It was hoped that while living on the premises the boys would be influenced in their characters to a more beneficial degree than when running wild in the locations.

Unfortunately, owing to financial stringency, it was necessary for the Council to restrict expenses incurred in the administration of its work. This would adversely affect development of the School.

With the/.....

With the establishment of boarding facilities on the school premises, it was hoped that the heavy expenditure incurred in the running of the School would be relieved to some extent. At present no charge was made to the pupils for their training, nor for the cost of tools and materials used by them. It might be desirable to charge the pupils a nominal fee for the instruction given. The pupils might, as a consequence, value their work more than they do at present. The Council intended to make a charge to pupils taking advantage of the boarding facilities and it was felt that the day scholars should also be charged a small fee.

All expenses incurred in the running of the School were at present borne by the City Council with the exception of a subsidy received from the Transvaal Education Department for the Principal's salary. The annual cost to the Council amounted to approximately £6,000.

A statement of estimates for the financial year 1949/50 is attached, marked "Annexure C(i)" and a statement of the expenditure for the year ended June 30th, 1948, is also attached, marked "Annexure C(ii)".

In addition to training in building, carpentry and tailoring, which was in active operation, it was proposed to provide a course in gardening. A Gardening Instructor had been appointed by the City Council to undertake the task of beautifying the Native townships and encouraging the Native tenants in the townships to plant trees, grow flowers and vegetables, etc. In carrying out his work in the townships, this Gardener would require the services of a number of labourers. It was proposed that boys wishing to receive instruction in gardening would be employed to assist the Gardener instead of engaging labourers. Whilst assisting the Gardener in his work, these boys would receive instruction from him.

There was considerable demand in many European suburbs for efficient gardeners and these boys might find it a lucrative means of earning a living.

It was becoming apparent that boys could not become efficient craftsmen unless they had a minimum standard of education, approximately Standard 6 or 7. A number of prevocational youths had been accepted by the School and prior to receiving vocational training were given a course in rudimentary school work.

The Chairman intimated that a prospectus was being prepared by the Department, outlining the various activities of the School. Copy of the prospectus is attached.

The Chairman undertook to circulate to members the following, which are attached:-

- (a) Constitution - Annexure "A".
- (b) Prospectus referred to - Annexure "B".
- (c) Financial Statements - Annexures "C(i)" & "C(ii)".
- (d) Report by Education Department - Annexure "D".

Members were requested to peruse the Prospectus and to offer any suggestions which would be of assistance.

Before proceeding to appoint a Secretary, the Chairman acquainted the members with details of an incident which had occurred at the School a week previously. It was the usual practice for pupils to write a mid-term examination. An examination was accordingly set by the Principal during the preceding week but the boys refused to write it on the grounds that they had been promised theory notes on the course which they had covered during the preceding half year, but which they had not received. The Principal felt that there might be some justification for their complaint and he postponed the examination until such time as the notes had been supplied to the boys. The Principal assembled the boys to give them an opportunity of discussing their difficulties. When they were assembled the boys refused to stand when the Principal entered the Assembly Hall. The boys showed great disrespect for the Principal and made a personal accusation against him which appeared to be unwarranted.

Mr. Venables stated that he took a serious view of the boys behaviour and asked the two ringleaders to make a public apology which they did. In addition and as punishment for their behaviour a period of forty-five minutes detention was imposed on the whole School. No further incidents had since occurred and the School appeared now to be running smoothly.

Appointment of a Secretary.

The Chairman called for nominations for a Secretary. He pointed out that although the Principal of the School was not a member of the Committee, it was within the power of the Committee to appoint him to this honorary position if they so desired.

Mr. Rathebe proposed that Mr. W.B. Ngakane be appointed as Secretary. This nomination was seconded by Mr. Ntombela and accepted by the meeting, subject to Mr. Ngakane, who was absent from the meeting, accepting the position.

Mr. Venables appealed to members of the Committee to visit the School and to familiarise themselves with the work done there.

Mr. Rathebe enquired whether the Committee was controlled by the Education Department or by the City Council.

Dr. Ashton, in reply, stated that the Committee was in an anomalous position. The School was run by the City Council, and the only support received from the Transvaal Education Department was a grant in respect of the Principal's salary. Moreover that Department was not responsible for technical education. The inspections of the School had, however, been carried out by the Union Education Department. The Non-European Affairs Department was endeavouring to clarify the position and negotiations were in progress with this object in view. The whole staff of the School, including the Principal, was appointed by the City Council.

In connection/.....

In connection with the training offered in carpentry, Mr. Rathebe enquired whether emphasis was laid on actual carpentry or on cabinet making.

Mr. Tabor replied that the general emphasis was on carpentry but that in their final year of training, the boys liked to make a desk, wardrobe or something else in the cabinet making line, and kept this as a memento.

Mr. Rathebe felt that instead of generalising the training emphasis should be laid on one or other of the trades.

The Chairman stated that in the building of the Orlando library the European Supervisor had reported that the actual building work was excellent, but that the standard of carpentry was not as high. Mr. Venables considered Mr. Rathebe's suggestion of value and felt that it should be discussed in detail at a later stage.

Mr. Venables stated that the fees that had been suggested were £10. per annum for boarders and £2. per annum for day scholars. The boarders would receive all their food from the school and the day scholars would continue to receive breakfast and lunch. The boys would, however, be required to supply their own clothing.

Mr. Ntombela enquired whether the boys were paid when they were sent out on building work.

Mr. Tabor stated that the boys employed on the building of the Orlando Library were paid £2.0.3. per week, including cost of living allowance.

Mr. Rathebe stated that the church to which he belonged had engaged a team of builders from the School to build a house for one of the clergymen. This had been constructed to the complete satisfaction of the owners and he felt that this was an achievement of which the School could be proud. He felt, however, that the building would have been completed in a shorter space of time had the boys been under the supervision of the School. He therefore advocated that contact should be maintained between teams of builder trainees and the School when they were working outside the School.

Mr. Rathebe considered that the boys should pay fees for the first six months or the first year of their training only.

It was decided to postpone discussion on the question of fees to a special meeting of the Committee to be held on 24th June, 1949, at 2.30 p.m.

Mr. Ntombela thanked the Chairman for the latitude which he had shown members in the course of the discussion.

Mr. Rathebe requested the Chairman to convey a resolution to the City Council expressing the appreciation for the work that had already been done at the Vocational Training Centre and for the sympathetic rule of Mr. Venables as Chairman of the School Committee.

There being no further matters for discussion, the meeting terminated at 5.15. p.m.

ANNEXURE A/.....

Extract from
Administrator's
Notice No. 238.

26th March,
1947.

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CONSTITUTION OF COMMITTEES OF REGISTERED
NATIVE COMMUNITY SCHOOLS.

- (1) The Committee shall consist of -
 - (a) the superintendent of the school who shall be appointed by the Director;
 - (b) not less than five and not more than ten members who shall be elected by the parents who have children at school at time of the election. These members shall hold office for one year and shall be eligible for re-election;
 - (c) the Education Department may appoint members not more than three in number. These members may be either African or European.
- (2) The principal of the school shall attend all meetings in an advisory capacity.
- (3) The duties of the committee shall be to -
 - (a) make provision for the necessary school accommodation and keeping such in a satisfactory state of repair;
 - (b) make provision for adequate housing of teachers;
 - (c) make provision for the necessary school furniture and keeping such in a satisfactory state of repair;
 - (d) take the necessary steps to see that -
 - (i) the children of the community come to school;
 - (ii) the children come to school regularly;
 - (e) offer to the superintendent any suggestions that they consider to be in the interests of the school;
 - (f) scrutinise financial statements;
 - (g) make recommendation in regard to appointments of teachers;

(h)/

- (h) deliberate with the superintendent before any steps may be taken to terminate the appointment of a teacher or teachers;
 - (i) carry out recommendations made by the inspector and/or supervisor in their reports, and forwarded by the Director of Education to the committee;
 - (j) assist the principal and his staff in the maintenance of a good tone in and out of the school.
- (4) At its first annual meeting the committee shall elect its office bearers. The principal may act as secretary if the committee so desires.
- (5) All the school work done in the school shall be in accordance with rules and regulations laid down by the Department from time to time hence committee members shall not interfere with the principal and staff in the exercise of their professional duties but may bring to the Department any complaints of the parents against a teacher or teachers. The superintendent shall then investigate such complaints and report to the inspector.
- (6) All communications from the committee to the Department shall be endorsed formally by the superintendent and transmitted through the circuit inspector.
- (7) The superintendent shall have the right to suspend action upon any decision of the school committee if he considers such decision to be against the best interests of the school, provided that the superintendent shall forthwith submit the matter to the Department for its decision and send his own report and record of the proceedings of the meeting at which the committee's decision was taken.
- (8) (a) The committee shall meet at least once a quarter but special meetings may be called by the superintendent to transact urgent business.
- (b) Half the membership of the committee shall form a quorum, provided that should there be no quorum formed at a properly convened meeting, those present may proceed with the business subject to confirmation at the next duly convened meeting, whether or not a quorum is formed at the latter meeting.
- (c) Minutes of all meetings of the committee shall be kept in a minute book especially used for the purpose, and such minute book shall be considered the property of the school.

- (9) The Director may permit alterations in the membership of the committee under Section 1(b) if in his opinion this would be in the interests of the school.
- (10) Two copies of this constitution signed by the chairman and secretary of the committee and countersigned by the superintendent of the school shall be filed - one in the office of the circuit inspector and one in the Department.

PROSPECTUS : VOCATIONAL TRAINING CENTRE:
ORLANDO.

The Vocational Training Centre is situated $1\frac{1}{2}$ miles from Nancefield Station and is approximately 15 miles from Johannesburg on the Potchefstroom Rd. The School site and property belong to the Johannesburg City Council and its affairs are administered by the Non-European Affairs Committee of the City Council, through the Manager of the Non-European Affairs Department.

The aim of the school is to give Native youth a sound technical training, on a Christian basis, in the light of present needs and opportunities, to help in the development and progress of the Native peoples. The school offers training in Building, Carpentry, Horticulture and Tailoring.

Hitherto the centre has functioned on a Day School basis whereby scholars attend in the morning, spend the day at the school and return home in the late afternoon. Progress is now being made in the building of excellent hostel accommodation for 100 boarders and these new buildings will be ready for occupation in January, 1950. It is expected that the Centre will have 100 boarders and more than 100 day scholars.

The school day opens at 8 a.m. with general assembly and prayers, followed by physical exercises and breakfast. Actual trade instruction is from 8.45 a.m. until 12.45 p.m. again at 1.30 p.m. until the school finishes at 4.30 p.m. The curriculum provides for :-

Trade instruction.....	23 $\frac{1}{2}$	hrs.	per	week.
Trade theory	3	"	"	"
Languages	1 $\frac{1}{2}$	"	"	"
Mathematics	2	"	"	"
Extra mural activities.	5	"	"	"
	<u>35</u>	"	"	"

Extramural activities include football, softball, tennis, teniquoit, singing and debates. The Centre has a group of boys who are affiliated to the Transvaal Association of Boys Clubs which provides for boxing, physical training and other recreational pursuits. The School is organised into houses, each with its Housemaster and House Captain, having responsibility for the cleaning and well-being of the school. Competitive

games are arranged between the houses and the best players from each house are selected for the school teams.

Brief particulars of the courses offered:

Building.

A three year course in building construction is given. This includes extensive practice in all kinds of brickwork, together with related lessons in masonry and plastering. Most of the school buildings and the Native staff quarters have been erected by the students and the new Orlando Library is now being built by both post graduate and graduate builders. All courses take related theory and mathematics as well as scale and freehand drawing.

Carpentry.

A three year course is also offered in carpentry, including joinery. The course includes intensive instruction in and use of all fundamental joints and processes in carpentry, knowledge of woods, tools, construction of doors, cupboards, roofs, etc. Students in each year make projects incorporating the joints that they have learnt, whilst second and third year students do outside building and repairs and final year students do furniture making.

Horticulture.

A two year course is offered in horticulture and vegetable gardening. Instruction is given in soil culture, grafting and pruning of trees, knowledge of fruit trees and decorative trees and borders, grasses, flowers, also in plant diseases and fertilisation. Successful students in this course will be qualified to obtain work as professional gardeners.

Tailoring.

A three year course is offered in tailoring, wherein students receive comprehensive instruction in every phase of garment making. The course includes instruction in the use of all the stitches making of khaki shorts and shirts and trousers.. Students are also taught how to make and fit complete suits in other materials.

All courses include elementary costing and book-keeping to enable the student to estimate correctly the quantities and costs of the materials used.

Educational Standards.

Technical training should and must be post-primary, viz. after students have passed Std.VI.

Applications/.....

Applications for accommodation as boarders must be accompanied by the Std VI Certificate.. The school has a pre-vocational class, comprising boys who have passed Stds. I, II and III. These are receiving instruction in various handicrafts, fretwork, toy making, papier mache work, clay modelling and leather work. Promising boys from this group are given academic instruction to qualify for admission to the main streams of vocational training. Every endeavour will be made to give every boy suitable training for the future.

The school year commences at the end of January or the beginning of February and ends the last week of November or the first week in December. There is a school holiday of four weeks in June/ July.

School Fees.

The following rates will apply as follows :-

Boarders £10. per annum.
Day Scholars.. £2. " "

Fees must be paid at the beginning of each term, which means that Boarders will pay £5. in January and £5. in July and Day Scholars will pay £1. in January and £1. in July.

School Kit.

Each boarder must bring the following clothes and equipment and a kit inspection will be held before students are admitted to the school. (Day scholars are expected to wear khaki clothes).

2 suits of khaki (shorts and trousers).
1 blue blazer.
1 pr. grey flannels.
2 white shirts and collars.
2 blankets.
4 sheets.
2 pillow cases.
1 pr. each of brown shoes, black shoes, white tackies.
2 prs. pyjamas.
Old clothes for cleaning and fatigue duties.

How to Apply for Admission.

Everyone desiring to become a pupil of this school must first write a letter to the Principal applying to become a student. This will be considered and if the applicant is considered suitable an application form will be sent. This form must be filled in correctly and be accompanied by (1) the Std VI Certificate or a signed statement by the school principal where the examination was passed; and (2) by a letter from a responsible minister of religion. Address all enquiries to - The Principal, Vocational Training Centre, P.O. Box 5382, Johannesburg."

CITY OF JOHANNESBURG.

NON-EUROPEAN AFFAIRS DEPARTMENT.

P R O S P E C T U S .

VOCATIONAL TRAINING CENTRE,

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- (1) the Standard VI Certificate or a signed statement by the School Principal where the examination was passed; and
- (2) by a letter from a responsible minister of religion.

Address all enquiries to -

The Principal,
Vocational Training Centre,
P.O. Box 5382,
JOHANNESBURG.

ESTIMATES OF EXPENDITURE : VOCATIONAL
TRAINING CENTRE : ORLANDO.

(1949/50)

(SUBJECT TO THE CONFIRMATION BY THE
COUNCIL).

1.	European salaries, wages and Cost-of-Living	£1,020.
2.	Native salaries, Wages, and Cost-of-Living bonus, unemploy- ment benefit contributions, etc...	£4,588.
3.	Cartage	450.
4.	Furniture..	500.
5.	Locomotion.	247.
6.	Printing & Stationery..	50.
7.	Sanitary Services	450.
8.	Stores & Materials (food, building material and other material re- quired for trade courses)..	2,900.
9.	Water Supply	40.
10.	Telephones	36.
11.	Miscellaneous...	55.
		<hr/>
		£10,336.
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ANNEXURE "C" (ii)

VOCATIONAL TRAINING SCHOOL.

EXPENDITURE YEAR ENDED 30TH JUNE, 1948.

Salaries	£ 18. 0. 0.	(paid by Transvaal Education Dept./ Principal, Grade 13, £780/804.)
Cost of Living	868. 18. 8.	
Pension Fund Contr.	14. 2. 1.	
Native Wages	2,255. 18. 2.	
Native Expenses.	12. 5. 0.	
Unemployment Benefit	58. 17. 7.	
Locomotion Allowance	116. 9. 1.	(Principal).
Telephones	2. 6. 0.	
Accident Ins.	36. 0. 6.	
Water Supply	31. 14. 10.	
Cartage	31. 14. 5.	
Furniture, Purchase of,	63. 1. 0.	
Stationery & Printing	17. 9. 8.	
Stores & Materials	1,947. 15. 0	(Bricks & Wood; Material for tailors and food).
Sanitary Services	235. 8. 3.	
Maintenance of Buildings	139. 19. 7.	
Maintenance of Plant	37. 9. 2.	
Maintenance of Tools	2. 7. 1.	
TOTAL	<u>£5,889. 16. 1.</u>	

THE SECRETARY FOR EDUCATION.

Report on the Vocational Training Centre, Orlando, of the Non-European Affairs Department, City of Johannesburg, by Inspectors A.A. Rowan and T.M. van Reenen.

Date of Visit: 3rd March, 1949.

1. The training centre is situated some distance beyond the Orlando Native Township, adjoining the proposed Dube Township. The institution consists of a number of separate buildings, some of brick, others of breeze blocks, all under thatch, with concrete floors. Some of the buildings have been erected by the pupils of the institution, while all of them have been repaired and modified by the students. Practically all window frames, casements and doors were made on the premises and fitted by the students.

The whole institution makes a very pleasant sight and is well-kept, tidy and neat. There is a pleasant and happy atmosphere about the whole place, which augurs well for the future development of the centre.

2. Staff. The institution is under the case of Mr. Tabor, who was appointed to the principalship almost a year ago. We found Mr. Tabor a very able administrator, an enthusiastic educator and a man who went out of his way to assist us in our inspection.

He is assisted by a Head-Teacher, Mr. S. Crutse, who gave us the impression of being keen on his work with a knack of handling youngsters. He is apparently a strict disciplinarian, a valuable asset in a school of this type.

In addition there are 8 trade instructors, classified as follows -

Building 2.	Tailoring 2.
Carpentry 3.	Agriculture 1.

The agricultural instructor had just been appointed and is to assist a member of the municipal Parks and Estates Department in establishing a horticultural section. This course is due to start in the immediate future.

The names, qualifications and experience of all the staff appear on the schedule supplied by the Principal and attached to this report.

3. Organisation: The school starts at 8 a.m. with assembly and prayers, which last until 8.15. From 8.15 to 8.55 the whole school does physical training and then have breakfast, supplied by the school under the supervision of Mrs. Crutse, the wife of the head teacher.

Classes commence at 9 a.m. and run till 1 p.m. when there is a lunch hour break until 2 p.m. During this break the boys all receive a meal, also prepared by Mrs. Crutse. Judging from the meal we saw in preparation and dished out to the students, they receive a very substantial meal, with excellent nutritional value.

Then the school resumes again for classes from 2 to 4.30 p.m. on Mondays, Tuesdays and Wednesdays.

On Thursdays and Fridays there are no afternoon sessions, but the period 2 - 4.30 is devoted to extra-mural activities, such as singing, sport, debates, etc.

NOTE: It is essential, for personal safety reasons, that all students be home before dark.

An analysis of the time-table provided by the Principal reads the following: (The period 8-9 a.m. is not taken into consideration in this analysis):

1. All students attend a three year course, and in each trade there are then three groups.
2. The appointment of time is as follows:

All 1st and 2nd year students:

Workshop practice	25	hours/week.
Specific Theory	1 1/2	" "
General Theory	1 1/2	" "
Related matters	1	" "
Extra mural activities.	5	" "
TOTAL:	32 1/2	hours/week.

All third year students:

Workshop practice	23 1/2	hours/week.
Specific Theory	2	" "
General Theory	1	" "
Extra mural activities.	5	" "
TOTAL:	32 1/2	

(Actually, the boys spend 42 1/2 hours/week at school- this includes mealtimes).

By specific theory is meant what is termed Trade Theory in our departmental schools, General theory apparently includes all subjects about which the principal considers the students should know something?

This time-table will be commented upon later on.

Enrolment: The present enrolment is 147, grouped in trades and years as follows:

	1st year.	2nd year.	3rd year.	Total
Building:	17	8	14	33
Carpentry:	26	10	16	52
Tailors:	21	7	11	39
Prevocational-als.	23	-	-	23
TOTAL:	81	25	41	147

Students ages range from 13 to 20, with the majority in the upper age group. For details as to ages, school standards, residences, tribes, etc. see attached schedules prepared by the Principal for our information.

4. Courses and Syllabus: As mentioned before, all the courses are standardised at three years duration, and the institution, under the very intelligent guidance of the Principal, is seeking for a suitable gradation of syllabi and courses. The whole setup must be considered in the nature of an experiment, with all courses and syllabi in a state of flux, so that they may readily be changed and adapted in the light of experience gained. Detailed comments will be made later, at this stage it is suffice to say that we feel that the experiments are being conducted along the right lines.

Building Course: Here there are two instructors, the new instructor being responsible for the 1st year trainees, while an experienced man is handling the 2nd and 3rd year groups.

The 1st year students were doing practical work on an open air floor, laying corners and crosswalls in English Bond. Considering that the course had started but four weeks previously the standard of work done is a credit to instructor and students.

The second year students were also practising on an open air floor, while the third year students were busy on two projects.

1. The building of a store on the school premises.
2. The erection of a Municipal Native Library in Orlando. This latter project is being carried out entirely by present and past students of the centre, under the supervision of Mr. Clarke. The work had progressed to lintel height when we saw it, and it will no doubt be a credit to the institution when completed.

We saw several other projects, e.g. staff house, built by the students. They have also erected a new Building Instruction Room, which is being thatched under contract at the moment.

From the projects we were able to satisfy ourselves that the instruction given in the building section is eminently practical and enables the trainees to perform competent work after completion of the course.

It is hoped that when the Dube scheme of the Johannesburg Municipality is started, a vast amount of work will be available to all trainees.

Carpentry: Here there are three separate workshops for each year-group, with an instructor in charge of each shop. These shops are some distance apart, but we understand that this is due to the exigencies of the existing buildings.

The main aim of this course is to make students proficient in the basic operations of carpentry, although they have sufficient practical projects to enable them to acquire a thorough practical training. The final year students, e.g. will be responsible for roofing the new library in Orlando, as well as providing the necessary shelving and cupboards.

As material becomes available there is sufficient work for the school itself to be done, e.g. tables and forms for the dining-room, benches for classrooms, assembly Hall, etc. The work seems to be somewhat hampered by the lack of suitable timber.

The equipment throughout is reasonably good, there being a good supply of hand tools. We were particularly struck by the benches in the first year carpentry shop. These benches were designed and made at the school and seem very suitable indeed. The centre at present possesses no woodmachining tools.

Tailoring. The three groups are arranged in two interlocking rooms with two instructors. The quality of work turned out was most satisfactory. The students concentrate on clothing for their own use, such as shirts, trousers and coats. For their final test, they have to make a garment to measure. The equipment here also seemed most satisfactory. The senior room is equipped with eight 31K15 Singer Machines.

The Pre-vocational Group: This is a group of, at present, 23 boys, who have not had sufficient schooling to enable them to profit by vocational training. (See analysis in Principal's schedules). This group does not seem to fit into the general scheme of the school, and yet we feel that they consist of boys who definitely require some care.

In this connection the original purpose of the centre must be considered. The Training centre was originally established to serve as a socio-educational purpose. It was intended to take the youngsters off the streets, while their parents were at work (it is of interest to note that 85% of all parents - male and female - in Orlando work and are away from home for about 12 hours each day), and keep them out of mischief. This should still remain an aim of the centre.

It would seem that a centre such as this should serve two objects :-

1. To find useful occupation for youngsters so as to reduce juvenile delinquency and,
2. To help these youngsters to equip themselves so that they may become useful citizens, able to help themselves and their peoples.

It is for these reasons that we feel the centre is justified in accepting this group - they are virtually problem children, who do not seem to fit in with the ordinary school curriculum.

The problem; of course, is what to do with them. Ideally the aim should be to give them such fundamental education so as to prepare them for a vocational training. But this is not always possible, owing to the mental disabilities of these boys.

The Principal is endeavouring to solve the problem by giving them some elementary educational instruction, as well as instructing them in simple handicrafts. We feel that this is the right way of tackling the problem and would like to suggest that he extend the scope of the handicrafts by including subjects such as clay modelling, cardboard and paper modelling, knitting, etc.

5. General: (i) Time-table. Before an institution can be considered for subsidy by the Union Education Department, it must comply with the following conditions:-

- (a) Provision must be made for at least 30 hours per week practical and theoretical vocational training.
- (b) If the subjects drawing and trade theory are taught at least 20 hours per week practical training must be given.
- (c) Workshop accommodation and equipment must be of such a nature that a reasonable standard of instruction may be expected.
- (d) Instructors must hold at least a Std. VI Certificate and must have completed practical training equivalent to that of an apprenticeship course.

(e) /...

- (c) For subsidy purposes the minimum qualifications for admission of pupils will be Std. IV.
- (f) Not more than 30 pupils per instructor may be accepted for any vocational course.
- (g) The general standard of practical training must be approximately equivalent to $\frac{3}{4}$ ths of the standard demanded in European vocational schools during the same period i.e. the standard reached by the European pupil in $1\frac{1}{2}$ years should be reached by the Non-European pupil in roughly 2 years.

In order to meet the above requirements, and also to provide a more thorough schooling the following apportionment of time between the various subjects is suggested:

1st and 2nd years:	Trade instruction	23 $\frac{1}{2}$	hours/week.
	Trade Theory	2	" "
	Languages	1 $\frac{1}{2}$	" "
	Drawing.	1 $\frac{1}{2}$	" "
	Mathematics.	1 $\frac{1}{2}$	" "
	TOTAL:	<hr/> <hr/> 30 hours/week. <hr/> <hr/>	

- (a) The language periods should be devoted principally to oral work and reading (aloud preferred) so as to build up a vocabulary to enable the students to use textbooks to greater advantage.
- (b) Instruction in elementary freehand and instrument drawing is essential to any trade, even if only to facilitate blueprint reading.
- (c) The mathematics should be principally arithmetic and measurement and elementary quantities: see the departmental syllabuses on Workshop Calculations.

3rd year students:	Trade instructions	23 $\frac{1}{2}$	hours/week.
	Trade theory & Drawing	3	" "
	Languages.	1 $\frac{1}{2}$	" "
	Mathematics.	2	" "
	TOTAL:	<hr/> <hr/> 30 " " <hr/> <hr/>	

- (a) In the trade theory and Drawing class, a related subject, such as Building Construction (for bricklayers and Carpenter) can be incorporated.
- (b) Other subjects as for 1st and 2nd years.
- (ii) Courses: The courses given are very suited to the Non-European needs, particularly if we bear in mind the aim set out under the heading "Pre-vocational Group".

We would like to recommend, though, that consideration be given to the institution of further courses, such as -

- (a) Boot and shoe repair, and general leather work.
- (b) Metal work (to comprise a composite course in sheet-metal work, blacksmithing and soldering).
- (c) Painting and simple decorating.

Some of these courses may be suitable for the pre-vocational group. For them, courses (perhaps of shorter duration than the usual three years) in bootrepairing, painting (particularly distemping) and mattress repairing may be suitable.

- (iii) Syllabi: We have already remarked that these should be considered to be in a state of flux, so that a suitable type of course may be determined by actual experiment. We are convinced that the principal is fully aware of this need and has sufficient experience and enthusiasm to guide him on this. The Department is itself interested in this matter and close contact should be maintained so that all may benefit by the experience gained at the various institutions.
- (iv) Hostel: We were informed that the Municipality intends erecting a hostel for the centre to house those students who come some distance and also to improve the control which the centre exercises over its students. This is really a matter which is the sole concern of the Municipality, but we feel that the object is a laudable one and that the hostel will be an asset to the school as well as to the community it has to serve.

6. Conclusion.

In conclusion, we wish to stress again the very good impression the institution made. The boys seem happy and contented, their work is of exceptionally high standard and they do seem to be prepared for useful occupation.

As far as we could judge in the short time of our visit, the school is particularly fortunate in the quality and character of its staff. The instructors all seem able and capable men.

In particular we were impressed by the good work done by the Head teacher, Mr. Crutse and his wife.

Unfortunately, we had no acquaintance with the school prior to Mr. Tabor's appointment, but on all sides there appeared evidence pointing to his able and enthusiastic guidance. The organisation runs extremely smoothly and the discipline in the school is exemplary.

Finally we have to express our sincere thanks to Mr. and Mrs. Tabor for their kind hospitality.

T.H. van Reenen.
4.3.49.

A.A. Rowan.
4.3.49.

Note /

NOTE ON FOREGOING.

Recommendations made in paragraph 5 (i) have been implemented and provision has been made for 30 hours per week practical and theoretical vocational training.

The recommendations made in paragraph 5 (iii) are being implemented and the Principal has been in touch with Inspector Rowan in connection with the syllabi.

The recommendations under section 5(ii) require further consideration which is being delayed until the other recommendations have been fully carried out and the school has adapted itself to them.

Collection Number: AD1715

SOUTH AFRICAN INSTITUTE OF RACE RELATIONS (SAIRR), 1892-1974

PUBLISHER:

Collection Funder:- Atlantic Philanthropies Foundation

Publisher:- Historical Papers Research Archive

Location:- Johannesburg

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