

is of some interest to note the attitude of the institutions to this question of privileges.

Of 45 institutions

- 23 give no privileges.
- 6 exempt from manual work.
- 6 allow extra 'leave out'.
- 2 place a prefects room at their disposal.
- 2 give the head prefect his own cubicle.
- 1 allows them to have meals as a group.
- 3 give them extra food rations.
- 1 makes a money payment (£2 p.a.)
- 1 remits the head prefect's boarding fees (£12 p.a.)

It seems to us that payment or remission of fees is the very negation of the prefect system. It is equally undesirable to allow them extra food rations. It is doubtful whether they should be exempt from manual work, unless they supervise it. The other 'privileges' listed above would seem to be harmless. The essential thing is that appointment as prefect is in itself an honour, and a badge to mark the rank is all that students should expect.

#### Powers and duties.

In most institutions the prefects are directly responsible to the boarding master (or the Lady Superintendent). Their duties are legion and vary widely. For the most part they are required to exercise general supervision, to report breaches of institution rules and assign marks (sometimes on a complicated graduated scale of penalties) for minor offences. In some institutions they supervise manual work and evening study and exercise general oversight of dormitories and dining rooms. The most striking fact brought out in evidence was that in the minds of the students themselves prefects are associated with punishment. They are the one who will 'mark you (or 'dot you') and we were often informed that they carry their brief authority so irresponsibly that black marks depend upon whether a student is in or out of favour.

In these circumstances it is little wonder that prefects are often regarded as 'policemen', and through being given powers for which they are not fitted, they have in more than one instance, been the direct cause of a strike.

The Committee was therefore pleased to find that in some institutions prefects are charged with positive duties. They are expected to

act as/....

to act as guides and counsellors, and while not fearing to report evil-doers, are expected to teach the juniors by example and precept the traditions of their institution, to take the young students under their wing, train them in cleanly personal habits and make suggestions to the Head through the boarding master for the greater happiness of the institution as a whole.

Discussion with the authorities of institutions where the prefect system appears to function successfully, suggests that certain essential restrictions must be placed upon the imposition of disciplinary penalties by prefects, and the Committee recommends that:

- (1) The use of any form of corporal punishment must be strictly forbidden.
- (2) Warning must precede marking for infringements.
- (3) Black marks against students must be discussed with the boarding master in the prefects' meeting.
- (4) Students must be told at the time for what breach of rules they are being marked.

Prefects as the link between students and Head:

We were freely informed that the main value of the prefect system is that it serves as a link between students and Head. In practice this would appear to be precisely where it fails. A common complaint by the students themselves is that their grievances do not reach the Head. Somewhere the channel of communication is blocked. Sometimes the boarding master, through whom the grievances are in the normal case supposed to be transmitted, does not transmit them. Sometimes the students, so they say, are afraid to voice their grievances lest they should be victimised as stirrers-up of trouble. So far as the Committee can gather, it seems that in small institutions where the right spirit prevails, the students have direct access to the Head. In larger institutions where the boarding master enjoys the confidence of the students, little difficulty appears to arise. The troublesome case is in institutions where the boarding master does not transmit the complaints or where the Head either refuses to consider them or does not treat them seriously.

If an institution were divided into 'houses' with a sympathetic staff member as house master, the students could have direct access to him and, if he could not settle the difficulty himself, he would take

it to/.....

it to a higher authority; or the students could approach their house master through their prefects, and for this latter plan to be effective it is highly desirable that the students themselves should have had a voice in the appointment of their prefects.

The Committee is of opinion that, since the prefect system has become a tradition, it would be inadvisable to discontinue it. But it is essential that it should operate smoothly.

At one moderately-sized Girls' institution visited, the method which has been evolved for dealing with grievances seemed to the Committee to work so successfully that we think it may be of interest if we describe it. It combines the principle of a degree of self-government with the happy idea of inviting the students not to be eternally thinking of complaints but to show their appreciation of the more pleasing features of their institution life.

Each class has its own prefects. These are selected by the staff from nominations submitted by the students. One of the prefects in each class is elected 'Chairman'. A number of other prefects are appointed by the staff, and these are called 'prefects at large'.

Meetings of these chairmen, the class secretaries, the prefects at large and the Head, are held weekly to discuss matters of interest to the students and institution, e.g. thefts of articles in the dormitories etc.

Each fortnight, at a certain time, the teacher of each class in session holds a class conference period at which suggestions and criticisms are made in writing by the students. These are discussed with the class and the items considered worthy are transmitted direct to the Head, who takes what action she can, and reports back to each class, at the end of the fortnight, just what disposition has been made of each complaint, whether the matter complained of has been made right; whether repairs suggested have been effected, and why other suggestions could not be carried out.

The Head stated to us: "Most of our grievances are disposed of in our class conferences", and four students interviewed said "We are contented. The class conference is the way to deal with complaints".

(6) DISCIPLINE.General Note.

In dealing with the problem of discipline at some length the Committee does not wish to imply that the outbreak of a disturbance is a sure indication that there is something gravely wrong with the tone of the institution as a whole; such a conclusion is not supported by the records of institution 'strikes'. A tribal faction fight, involving initially only a few boys, may finally precipitate a general upheaval. Or the Head of the institution may be absent; one staff member, say the boarding master or the matron, acts indiscreetly; the Head is not available, a few lawless boys raise the standard of revolt, younger boys are drawn in through threats, and there is an eruption. Sometimes, however, smouldering resentment at alleged unjust treatment bursts into flame, whereas, if the authorities had been able to feel the pulse of the institution with any sensitiveness, they would have detected the signs long before.

In its tour of investigation the Committee visited many institutions all over the Union and had little difficulty in sensing the differences in tone and atmosphere; in some the students were obviously happy; in others the Committee sensed a feeling of repression and lack of sympathy; in at least one, signs of unhealthy indiscipline were manifest in the slouching movements of some of the students, their unpunctuality, their discourtesy, bordering on sullenness.

It is necessary to say at the outset that without orderly conduct in the whole institution routine no school could be carried on. It should be accepted as axiomatic that students cannot be allowed to do as they like. It may be stated that modern educational psychology has begun to protest against the doctrine which denounces all restraining discipline, and while accepting self-discipline as the true aim of education denies that this implies freedom from restraint. Furthermore, the almost universal testimony of schoolmasters is, that, provided discipline is based on justice, normal boys do not resent control, but rather despise those in authority who cannot control them. In 'The English Tradition of Education' Dr. Cyril Norwood makes this point: "Boys are strange creatures", he says, "who play the fool and yet strongly resent the fact that they/....

that they are allowed to do it". He was speaking of English boys; but there is no reason to suppose that African boys are different. Indeed more than one witness told us that students who are satisfied that they have acted wrongly expect punishment and respect the man who administers it firmly and then closes the account.

SOME FACTORS CONTRIBUTING TO INDISCIPLINE.

Consideration of the evidence given by witnesses appears to show that there are certain definite causes which make it difficult to-day to maintain discipline in African institutions.

Lack of discipline in the primary schools.

In a valuable memorandum submitted to the Committee, one institution Head who is also the principal teacher, states: "There is no real discipline in the primary schools from which the students come". Other witnesses stressed the same point, and we are bound to attach weight it. Two members of the Committee with wide experience have no doubt that the discipline in many of these schools is generally lax; punctuality, order, neatness and ready response are often not insisted on, and not infrequently, these qualities are lacking in the teachers themselves. This is a factor outside the control of the institutions, and all we can do is to recommend that Education Departments should be requested to give it their close consideration. A partial solution may perhaps be sought in the appointment of more Inspectors and Supervisors.

Weakening of parental control.

A factor in the situation referred to by most witnesses is the weakening of parental authority in African communities, owing largely to economic conditions - long absences from home of fathers at work in towns or on the mines, and, in the case of African families resident in urban areas, the absence from home at work of both parents for long hours almost every day, the children often being thus left largely to their own devices.

It is difficult to know what can be done here. In European schools Parent-Teacher Associations are forming a link between the school and the home. To bridge the gulf between the African home and the institutions is vastly more difficult. Where students are drawn from such widely scattered areas it is virtually impossible to form such associations; but there can be little doubt that African sympathy on the side of the institution/....

tutions would be more heavily enlisted if African parents were represented on all the various councils and committees.

One appeal that the Committee would strongly make to representative African parents is that they should publicly support the authorities of institutions in their enforcement of law and order. We believe that such a public attitude would be a valuable contribution to the solution of the disciplinary problems of institutions.

The new outlook of students.

In the last quarter of a century there have been great changes in the outlook of the African on many questions, and this applies with particular force to his attitude towards education and educational institutions and the facilities which they offer. As one witness said "young people of today are different from those of my generation. Nowadays they require to be convinced that they are acting wrongly. The appeal must be to reason, not merely to authority and prestige."

This rather obvious statement has a bearing upon the situation, for authority, as represented by the Heads of institutions, still clings in many cases to a belief in the efficacy of <sup>bold ?</sup> ~~austere pontifical pronouncement~~, and shuts its eyes to the advent of the "new" African student.

One African put it this way: "There is a new feature in our community. There are those of us who are for progress and moderate and sensible lives. There are those who are for throwing bricks and burning everything down". The Committee was impressed by the concern, even alarm with which many parents regarded the tendency of present-day African youth to get out of control and to assume command. This is a change which merits approval neither by the parents nor the Committee, but cannot be ignored in assessing the difficulties of the present situation, and it is felt that authority must be prepared to adjust itself to it.

Other witnesses have pointed out that whilst formerly the students in institutions were predominantly rural they are now largely urban, more in touch with politics and therefore more restive and impatient of the slowness with which changes for the better are effected in institutions. Moreover students, whether rural or urban, no longer come with a consuming desire for knowledge, but because their parents have sent them. Much more "drive" on the part of teachers is necessary today in contrast to former times/...

times when students could not be kept away from their books even by the lure of playing fields. In the old days they accepted discipline without query, now they question it at every turn. This represents a complete change of attitude on the part of the African.

It is, however, a change that, as has been previously stated, should be squarely met by appropriate action rather than by condemnation. As one witness put it: "Modern educational theory has placed increased emphasis upon the evolutionary, change-facilitating function of education, as against its conservative function". The Churches which control African education are largely conservative in their outlook but the Committee suggests that they might, with benefit to themselves and the African, adopt a more liberal attitude towards the changes which are taking place and are largely inevitable as a result of this education for which they themselves have been responsible.

Discipline which is mere submission to external authority is not true discipline, and while we recognise that self-discipline is hard to achieve in any school and particularly hard in African institutions, we feel that institution authorities have nothing to lose and much to gain by explaining the need for rules and regulations, and leading the students to understand that observance of rules is a characteristic of civilised life, and that it is expected, as well as demanded of them. African staff members could do much to ensure that rules shall be accepted as necessary for the common good; it is for this reason as well as for others that African staff members should have a say in the framing of the rules.

#### Difficulties of adjustment.

Another factor bearing closely on difficulties in securing good discipline is the continuous adjustment to new conditions which the African school pupil is compelled to make all through his educational career.

When the European child goes to school for the first time he does not suddenly enter a new world; his infant-school classrooms are in effect the home nursery in a novel setting, the key-note of the teaching is the play-way of the home, guided and controlled. The African child leaves the veld for the primary school and is plunged into an atmosphere which has little or no relation to his home life. When the European child leaves/...

leaves the primary school and enters upon his secondary course he is often merely transferring from one room to another in the same building and always he is going to teachers of his own race. The African pupil on going to the institution goes into a new world, a European world where standards of discipline and conditions of living are totally different from those of his home and his primary school and where he has generally to adjust himself to the outlook and methods of a teacher of a different race.

Further, the European boarding-school pupil during the school holidays lives very much the same sort of life as he lives during the weekend of the school term; his companions are of the same kind, his games are the same, conditions of living are the same.

The African student during the institution vacation goes back to his old world, and if this should be in or near an urban location, the gap between his institution life and his vacation life becomes a chasm.

In other words, conditions make for continuity in the European pupil's development and for discontinuity and violent readjustments in those of the African pupil.

We refer to these matters because we felt that in some institutions they tended to be forgotten or overlooked.

We can readily enter into the feelings of staff members who see their students so easily lapsing into old ways and habits. The call for sympathy and patience in over-flowing measure is a constant and insistent call.

#### Disharmony in the staff.

This the Committee believes to be a fundamental factor. Indeed it was the point most frequently alluded to by witnesses, both European and African; it may operate subtly but it operates powerfully. In other sections of the report we have dealt with the vital importance of harmonious relations between European and African staff members, and between all the staff and the Head of the institution. This is not a single-track service; there must be mutual confidence with give-and-take on both sides. Some Heads told us that many African staff members do not pull their weight, and that some of them are disloyal. On the other hand

African/...



African teachers told us that they are ignored and made to feel that they are not full staff members. Whether this is so or not we are unable to say; as much was said on one side as on the other. We must, however, point out that well qualified African teachers in post-primary schools feel many natural grievances, not the least of which is that they are paid on a lower salary scale for equal work. We therefore stress the need for Heads to recognise that these teachers are highly sensitive to their disabilities, and that prudence as well as justice suggests that nothing should be done to aggravate their sense of grievance. If African teachers do not enjoy the full confidence of the institution Head and of their European colleagues it is asking a good deal to expect them to fling their full influence on the side of the authorities when trouble develops.

One special matter affecting the relation of principal teachers of departments and the Head of the institution must be mentioned here. More than one such teacher told us that when appointments are to be made to his staff he is not consulted and often does not see the applications. The right of the Head to act independently in this way is not in question; it is not even primarily a question of observing the canons of professional etiquette; it is the old problem of confidence and consultation. We strongly deplore such action on the part of institution Heads and feel that principal teachers have good reason to resent it.

#### Personnel.

We have discussed in other sections the prime necessity for churches to select as institution Heads none but their best men. We have treated also the necessity for appointments to the teaching staff to be made with the utmost discretion. Here we wish to refer again to the need for similar care to be exercised in the choice of all staff members who are concerned with the discipline and general life of the students outside the classrooms.

*Some of*  
~~In many instances~~ the present incumbents are men with *little or* no capacity whatever for dealing with students; they understand nothing of the essentials of discipline and often treat the students harshly and unjustly. We have no doubt at all that this is an important factor in the cause of disturbances.

Size and complexity of institutions.Size:

In the section on the organisation of boarding departments we have given a table showing the numbers of students in different number ranges. It is an interesting fact that there appears to be no causal relationship between the sizes of institutions and the frequency of strikes; small schools have suffered as well as large. But this is to stress the preventive and purely negative side of the subject. There is no doubt that the feeling among witnesses was general that many institutions to-day are too big and too complex for personal contacts between the Head and the students. For this reason several institution Heads deliberately restrict their numbers, and claim, rightly we think, that in so doing they are brought into more intimate relation with the students - that they know them as individuals better. Here we may quote from the evidence of two Heads who adopt restriction of numbers as a policy: "We limit our numbers to round about 150. This means that the authorities get to know individuals and so can take a real interest in each student." "I am dead against the enlargement of this institution, and would give up my post if the numbers exceeded 250. One loses personal contact when numbers grow too large." It must be added that finance has entered into the question of size; and if financial security is to be obtained along with small numbers, grants to institutions will have to be increased.

We are unable to make any specific recommendation as to a reasonable maximum size. Varied opinions were expressed. We do, however, make one general recommendation: institutions should not be allowed to enrol more students than they can accommodate in reasonable comfort, not to say decency. We are compelled to make this recommendation because we visited at least one institution where washing facilities were shockingly inadequate, and another where the dormitories were little better than warrens, and, where in the middle of a sunny afternoon, it was necessary to use artificial light to peer into its nooks and crannies.

It may be that the opening of rural day secondary schools is even now operating as a reducing agent on the size of institution high schools. If this is so, and we are informed it is, we are satisfied that the net

result/.....

result will be to the advantage of the institutions.

As to the training departments, a reduction in size might be achieved through the introduction by the Education Departments of a quota system, in which institutions would be classified as one-, two-, or three- 1st year students institutions, according to the nature of the existing accommodation plus the facilities available for teaching practice. If, with the introduction of such a system, the institutions could not train sufficient teachers, to meet the needs of the primary schools, the Government itself might take the logical step of establishing one or more training schools, preferably in urban centres (where, after all, a considerable proportion of the African population is resident) and use the opportunity to plan and erect buildings that will serve as models for the future.

#### Complexity.

Most of the larger institutions are multilateral in character, i.e. they have a variety of different departments - high, training, and industrial-demanding on any reasonable basis, different types of discipline.

It may be stated here that it is only in African institutions that the ego of high school pupils is flattered by the appellation "students". They are not, in any true sense 'students'; they are 'pupils', and, as in European schools, they should be under relatively strict discipline.

In the training schools the students are older; some may even be married men who have been out teaching and have returned to the institution to improve their qualifications. But whether they are students who have returned or not; the type of discipline should be suited to their age and degree of maturity, i.e. it should be freer.

Industrial apprentices are often older still and are in a sense a class apart, as they are being trained for definite trades.

Doubtless the institutions attempt to differentiate in disciplinary methods; but the problem is an extremely difficult one, for to allow freedom to the students in training and impose stricter discipline on the high school pupils is to invite comparisons and to court trouble.

#### Age variation.

Witnesses frequently drew our attention to the difficulties in discipline caused by the wide variation in the ages of the students. With

the fall/.....

the fall in the average age at which pupils pass Standard 6, they now enter the secondary school much younger than they did a few years ago. The consequence is that in one institution boys and girls of 13 and 14 and men of over 25 may be found.

The institutions were asked to group their students on an age basis ranging from - 14 to  $\frac{1}{2}$  20 and the results were interesting. Of forty-three institutions, twenty-one have the largest number of students in the  $\frac{1}{2}$  20 age group; five have the largest number in the 20 age group, and twenty-eight of the forty-three have pupils ranging from under 14 to over 20, and in many instances they rise to 25 and over.

This means that boys and men are grouped together and so far as we could ascertain, there is little attempt made in most institutions to arrange the dormitories on an age basis, and hardly any to separate dining facilities for the older students.

When wide age variation is considered in relation to over-all size and the multilateral character of many institutions, it will readily be seen that discipline becomes a complicated problem. For obviously men cannot, or should not, be treated as if they were boys; yet we were not able to discover that in the disciplinary methods employed any considerable difference is made. Moreover the difficulty is aggravated still further by the fact that the outlook and attitude of boys in the high school is different from that of students in the training school; it surely cannot be without significance that there is almost complete agreement that the high school pupils are the main trouble-makers. One reason is that they are younger; another is that training school students have undertaken training for a definite job (even though it may not have been the job they would have chosen if they had an open field of choice), and have a reasonable chance of securing employment on the successful completion of their course, whereas high school pupils may have the feeling that their education is leading them nowhere. In the section of the report on boarding departments we have stressed this age problem further, as we feel it is so important.

The problem of tedium: school hours, school terms.

In their laudable efforts to keep the students busy, the institutions have, we feel, tended to overorganise the students' day, so that  
they/...

they are left with little free time to do as they like and let off steam at their own sweet will. No one with a personal knowledge of institution life will criticise the authorities for this. Experience has probably taught them to play for safety. But tradition enters into it too, and we would suggest that institutions might well consider whether strains and tensions may not be set up through the students spending too much time poring over books or listening to lectures, and whether the tension might not perhaps be released by allowing the students more free time. We give without comment two samples, taken at random, of the organisation of a typical weekday for boys:

	A.	B.
Rising	5.30 a.m.	6-7.30 Rising; breakfast.
Study	6.00 - 6.30	7.55 - 8.05 Assembly and prayers.
Service	6.30 - 7	8 - 10.45 ) Classes.
Breakfast	7.15	11.15-1.15 )
Classes	8 - 12.15	1.30 - 2.30 Dinner hour.
Dinner	1 p.m.	3.10 - 4.15 Manual, then free
Study	2.10 - 2.40	to supper.
Classes	2.45 - 5	5.50 Supper.
Supper	6	6.45 - 8.30 Prep.
Prep.	7 - 8.30	

These samples are given as showing different official attitudes to the organisation of the school day.

#### School terms:

All institutions have two terms in the year, as contrasted with four in the ordinary European school and in the African day secondary and high school. It is difficult to see how African institutions could organise the year in a different way, since students frequently have to travel long distances to and from their homes, and more frequent breaks would mean lost time through late arrivals. But there can be little doubt that the psychological effect on both teachers and students is unhealthy. Communal life is difficult enough in the most favourable circumstances, and when on this is superimposed the nervous strain of long terms, crowded syllabuses, and long school days, it is little wonder that nerves should be fretted and tempers frayed as the term nears its end.

#### The case of the urban students.

It is frequently stated that boys from urban centres are less amenable to discipline than boys from rural areas. In actual fact some of our most experienced witnesses told us in evidence that boys from the

Transkei are often the most unruly element. In an endeavour to ascertain what the institutions themselves think about this, the Committee invited them to reply to this question: "Is there any difference in the reaction of urban and rural students to ordinary routine discipline?" We give below an analysis of the replies to this question, which was answered by 45 institutions.

- 12 say: No difference at all, or no appreciable difference.  
 17 " Rural students are more amenable to discipline.  
 4 " Urban students are troublesome at first, but soon settle down.  
 2 " Though there is no noticeable difference, if trouble is brewing urban students take the lead.  
 1 says: Urban students seem to find discipline more irksome, but soon accept it.  
 1 " Urban students need more watching, but are not markedly more troublesome.  
 1 " Possibly urban students are less amenable, but there are notable exceptions in both types.  
 1 " Urban students who come to the institution above the average age are less amenable.  
 1 " Urban students are not more difficult, but moral delinquencies are more common with them.  
 1 " Urban students are more independent and dominating.  
 1 " Urban students are a little more difficult perhaps.  
 1 " Urban students are more sophisticated, but fit in well.  
 1 had no record on which to base a considered opinion.  
 1 had no urban students.

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It must be conceded that urban students come out of the analysis with their reputation less besmirched than may have been anticipated. But lest too much comfort should be extracted from the figures it may be remarked that one or two dominating, disgruntled urban boys, smartly attired and fluent of speech, well versed in the technique of strikes, may soon gather around them many others as soon as trouble appears in the offing. It may well be that there is more than a grain of truth in the view expressed by one well-known African witness, who said:

"Trouble may arise by reason of the fact that Heads do not know the type of student they are dealing with. They know the old type of student, but do not know the modern bumptious lad from the city".

Some principles of good discipline.

At the risk of appearing pedantic we venture to list some of the principles of good discipline as accepted by most modern authorities on

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educational psychology and school practice. We quote from 'The Difficult Child and the Problem of Discipline' by Dr. C.W. Valentine, Professor of Education in the University of Birmingham.

1. All discipline should aim at development of self control, with the corollary that children should be led to see the reason and justification for any discipline.
2. Self discipline does not imply freedom from restraint.
3. The standard of conduct expected should not rise too suddenly.
4. Consistency in rules of conduct and in treatment of misdemeanours.
5. Co-operation between the school and the home and between the teachers in the same school.
6. Inevitability of detection.

"..... we must seek so to arrange matters that if something is required or forbidden the defaulter shall not have any considerable chance of escaping detection. This is incidentally a reason for avoiding the making of rules of conduct which cannot be adequately supervised. If they can be broken without consequence they will come into contempt."

Professor John Adams, in 'The Teacher's Many Parts' says:

"The teacher should cultivate the growth in the minds of the pupils of the idea of certainly in the matter being found out, and the finding out being followed by condign punishment. Actual experience in criminal law and in school practice alike has demonstrated this fact."

7. Discipline is not identical with punishment.

(7) PUNISHMENT.

The Committee recognises that the problem of punishment in a day school or boarding school is a troublesome one as the types of punishment which the authorities are able to impose are so restricted. From the answers to the Questionnaire submitted to the institutions it appears that the methods most commonly employed are manual work and deprivation of privileges, with threats of expulsion held in reserve as the final resort.

It is generally agreed that to connect manual work with punishment is to establish an undesirable association. Some institutions, wisely we think, endeavour to snap this nexus by differentiating between ordinary routine manual work and manual imposed as punishment - the latter variety being known as social work and taking the form of working to improve the sports grounds, etc., which will be of benefit to the whole institution. Others again reserve for "Punishment Manual" types of work involving unusually hard productive labour, such as digging holes for tree-planting in resistant, refractory ground.

Several responsible African witnesses stressed the need for devising more finely-graded scales of punishment. It would appear to be elementary justice and common sense to attempt "to make the punishment fit the crime", and, it may be added, to make it fit the record and temperament of the offender. Some institutions have expended great ingenuity in attempts to evolve complicated scales, but in practice these are apt to be subjective, e.g. one highly conscientious boarding master awards maximum manual penalties for alighting in church - a view that would not appeal to everyone. We recommend, as will be seen in the next section, that this matter be considered by the suggested Federal Council of Heads.

In general we formed the opinion that students accept reasonable punishment with goodhumoured stoicism. It was, however, sometimes pointed out to us by witnesses that African youth today resent any form of discipline imposed on them by Europeans. We are inclined to think that this attitude is perhaps less common than we were given to suppose. If the plea has any real substance, the logical procedure

would/.....



would seem to be to designate the African boarding master or the senior African teacher as the direct administrator of justice to erring students - a delegation the Committee could not view with favour.

The criticism most commonly heard was in connection with punishment marks awarded by prefects for minor breaches of rules; i.e. speaking in the vernacular, unpunctuality. Least dissatisfaction is created where the culprits are informed at the time that they are being "marked", and where they have a right of appeal to the prefects' court and/or the boarding master against any punishment imposed.

#### Corporal punishment.

The infliction of corporal punishment for class room offences is governed by regulations issued by the various Provincial Education Departments.

With regard to breaches of institution rules the Committee finds that corporal punishment is rarely resorted to. Analysis of the Questionnaires discloses that in 12 out of 42 institutions it is never used, and in the others it is used only for offences regarded as very serious, i.e. theft, cruelty, defiance of authority and persistent insubordination.

Where corporal punishment is adjudged the rightful punishment some Heads adopt, where practicable, the practice of sending for a parent to administer it, and it is not uncommon for such a parent to wield the rod so vigorously as to be called to a halt by the Head himself. In other cases Heads of departments should be responsible for the infliction of corporal punishment.

The Committee deprecates strongly the granting of prefects of power to administer "cuts".

#### Expulsion.

Expulsion is the final resort of the institution authorities. It is a form of drastic punishment about which there is such strong feeling by the African people that a special section of this report is given to it.

#### (8) FEDERAL COUNCIL OF HEADS OF INSTITUTIONS.

Each of the four Provinces has an Association of Heads of institutions which meets once or twice a year to discuss matters of general policy. Not only are resolutions taken at these meetings forwarded to the Education Departments for consideration, but the Departments themselves

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