

Rapid Strides in Education of Natives at Fort Hare

STORIES OF STRUGGLE AND SUCCESS



A girl B.A. at Fort Hare being congratulated by Zachariah Matthews (left), a native educated at Fort Hare, who is now on the teaching staff.

For centuries Africa has been the consulting room of the white doctor, and murdered millions bear witness to his secrecy.

It was in the heart of the "black region" of the Cape, at Alice, that I heard the Rev. R. H. L. Shaper use this striking phrase; and the Lovede mission, which has not been a day without the white doctor, under the guidance of patient Europeans. At the time of my visit to Alice black and white together were celebrating the coming-of-age of the South African College at Fort Hare, a mile or so outside the village. Fort Hare is the only real university for the native in Africa today—though Achimota and the Gordon College at Kirtlington are beginning to reach an important status—and in its 21st year Fort Hare has initiated one of the most important educational and social experiments Africa has known.

During the first term it is training "medical aids" for the Union Government—black "doctors" who will eventually drive the white doctors out of the kraals. When I went to Fort Hare for the foundation stone laid of the new medical aid block, I went with an open mind; for I had heard mingled

THAT the natives at the South African College, Fort Hare, are making more than satisfactory progress in higher education is the opinion of the writer, who recently visited the College. A considerable number of the students, after leaving Fort Hare, continue their studies in other countries. Some have qualified as doctors in Europe. It is clear that more and more natives are acquiring a thirst for knowledge of many kinds. Examples of the enterprise and ability of former students are given in this article.

By
CAREL BIRKBY



An old Bantu student congratulating his son on his graduation at Fort Hare.

Dr. Kerr looked gravely at me through his gold-rimmed spectacles. "The Bantu are making good," he said.

"You will see ten graduates being capped as B.A. and B.Sc. by the University of South Africa tomorrow," Dr. Kerr went on. "They will be the total number of graduates from Fort Hare up to 32 during the past 13 years. It does not seem a large number, perhaps, but remember how modestly we began. Secondary education for natives was practically unknown a quarter of a century ago. From 1901 to 1910, for instance, among all Africa's millions, only five non-European matriculated. By way of contrast, over 130 have matriculated in four recent years.

"When we began nearly 21 years ago we had only 18 students, and of them only two were matriculated—university students in reality. They were merely high-school students. Now we have 164 students on the roll, and I am beginning to think that next year we shall be able to drop our sub-matriculation classes entirely and concentrate on university work only. Our numbers will drop next year, of course—but I think we shall probably have about 120 students doing college work. And in 1957—Well, I see the day coming when Fort Hare will be the biggest university in Africa, not even excepting Capetown and the Witwatersrand. The Bantu thirst for knowledge."

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it, or who can win scholarships, to more tolerant countries.

Eight Fort Hare students have already won scholarships to Glasgow, Edinburgh, Liverpool, Birmingham, even Frankfurt-am-Main. Sixteen more are now studying medicine overseas. One student has taken the degree of Bachelor of Music. A girl graduate has taken the Diploma in Education of Bristol University. One qualified as an attorney eight years ago, and one as a Bachelor of Commerce. Another youth took the Glasgow University degree of Bachelor of Science in Mining, and another B.A.

at the Capetown University went on to take the degree of Master of Science—he was the medalist in psychology and in applied mathematics.

The Bantu brain, it was proved to me, cannot be deceived.

"The native has proved that he can have a brain every bit as good as the white man's," I was assured by the Rev. John Leshon, the Scottish headmaster of the school. He was on the day he retired after 42 years of work at Lovedale and Fort Hare. He had been at Lovedale's most famous

of the same size can stand to the credit of Johannesburg. They mount up daily, and three quarters of them are done so quickly that only the people closely interested and know of it. There are nearly a hundred women's organisations in Johannesburg all working in their own circles for the good of the whole city with practically no overlapping. They are the mixed communities on which men and women perform their labours of love.

Among the most necessary work is done in the children's and Scout and Girl Guide sections. It is to the younger generation that the country must look in the years to come.

There is a general committee with finance and investigation, sub-committees, a girl's home and a boy's home committee, and a Bantu creche committee.

Let me take you on a tour of their activities. You will be surprised at their extent, and even if you start out, you will find it impossible to determine to help in the work of this band of volunteers. The central office is in the old building in the corner of the main street, in the corner of the main street, in the corner of the main street.

"What's his name?" inquires another.

"I say, and so my 'doggie' remains 'Fox' and is stroked and patted by eager little fingers. There are about forty of these children, and what a difference between those who are being educated and those who have been there since they were born. They are the children of the city. One of them was found abandoned in a sorry, another in a room where parents had never known what it is to have three weeks' meals a day. In fact most of them had got out of all when they were it was thought necessary to feed them, or their parents had the money.

There is room for about thirty more in the building, and the children are being educated with the best of the best. There is no colour bar at all, and did not even pass to buy the others who stared at it with the unfocused gaze of infancy.



of all South African native schools, since the days of the famous Dr. Stewart—Stewart of Lovedale—at Fort Hare since its foundation. He should know. Something that Mr. David J. Darlow, the vice-principal, said to me at another time, bears out the theory that the Bantu are backward because they lack a "background" of knowledge, an intuitive acceptance and assimilation of the world generally. Mr. Darlow spoke of the difficulties of teaching history to natives who could only vaguely imagine other lands beyond the seas from South Africa—natives who are the descendants of tribesmen who, only a century ago, followed the prophet Makanda into war with the white man because they believed his story, the white people had murdered the son of their God, and for this offence they had been expelled from their own land and forced to become citizens of the sea, from the depths of which they emerged carrying fire and sword, in search of fresh land.

This mental distortion of the Garden of Eden story seemed far more real to the tribesmen of a century ago than simple, straightforward history often seems to their descendants today. Tell them of Napoleon, and they will believe you, because they have a parallel to their legends of the great Chaka. But tell young high-school boys, say, of the discovery of America by Christopher Columbus, and they may sometimes say: "No, no, we can't believe that." As Mr. Darlow says, "History often seems a fair-tale to them."

At Fort Hare, it is possible for poor natives to take the new medical aid course. There can be no denying the vital importance of the medical aid training given by a Government committee recommended it, urging that natives should be trained in the elements of health work and medicine to work in the native territories under the supervision of European doctors. The Chamber of Mines, ever anxious to help the natives who are so poor, has also made the scheme possible by contributing £75,000 for the building of the new medical aid block for buildings. The Government agreed to contribute £1 for every £1 raised by the natives, and with a recent gift of £1,000 from the City of Johannesburg, who had collected it for a memorial to their friend Mr. H. M. Taber, practically £20,000 has been raised.

LOOKING AFTER JOHANNESBURG'S POOR CHILDREN

VALUABLE SERVICES OF VOLUNTARY WORKERS

Children in the Girls' Emergency Home at Britton.

VALUABLE work for the welfare of the destitute children in Johannesburg, European and native, is done by voluntary workers. Some of the branches of this work, and the institutions in which it is performed, are mentioned in this article. All of them deserve strong support from the public.

FEW cities of the same size can do so much for their poor children as Johannesburg. They stand to the credit of Johannesburg. They mount up daily, and three quarters of them are done so quickly that only the people closely interested and know of it. There are nearly a hundred women's organisations in Johannesburg all working in their own circles for the good of the whole city with practically no overlapping. They are the mixed communities on which men and women perform their labours of love.

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THROUGH TIME AND SPACE

XIV.—A Rocket Journey to the Sun

By SIR JAMES JEANS,

The famous Scientist and Author.

THE giant planet Jupiter is about eleven times the diameter of the earth. A box big enough to hold Jupiter would hold 11 x 11 x 11 or 1,331 earths—eleven each way.

Yet even Jupiter is quite small in comparison with the sun, and the sun is smaller still in comparison with the larger stars.

Broadly speaking, the sun is as much bigger than Jupiter as Jupiter is bigger than the earth—Jupiter could contain more than a thousand earths, but the sun could contain more than a thousand Jupiters.

To carry on the sequence, each of the blue stars we shall consider later could contain more than a thousand suns, while each of the "giant red" stars could contain more than a thousand blue stars.

And each of certain nebulae not only could contain, but actually does contain, thousands of millions of stars.

We can put this sequence in tabular form as follows, all the numbers of course, being only very rough approximations:

Earth	1
Jupiter	1,000
Sun	1,000,000
Blue stars	1,000,000,000
Red stars	1,000,000,000,000
Nebulae	1,000,000,000,000,000

Let us imagine that we go up in a rocket and examine the sun's surface from close quarters.

If the sun were solid or liquid, its surface would appear equally bright all over, as, of course, does the surface of a plain luminous globe. The apparent darkening seen at the edge provides a proof that the surface of the sun is gaseous.

SUNSPOTS

The other main detail we see in pictures consists of groups of sunspots. These are often large enough to swallow the earth quite easily, and occasionally sunspots appear which are large enough to swallow all the planets at one gulp.

We cannot see such sunspots at these every day, or even every year, but we can quite often see some spots. They do not come in a steady stream, but rather in gusts or waves, their numbers fluctuating up and down every eleven years or so.

Sunspots were especially numerous in 1906, 1917 and 1928, and will be so again in 1939.

When we search the face of the sun for sunspots, we must be careful to look through dark glass, or at least through a piece of heavily smoked glass, or else we may find our eyes damaged beyond repair.

Galileo, who was the first to study the spots on the sun, became blind in his old age, and attributed his misfortune to his gazing with unprotected eyes at the brightness of the sun.

People often discuss whether astronomical events, such as the coming of new or full moon, have any effect on the weather. Generally speaking, scientists are not able to trace any connection between the weather and any astronomical phenomena whatever, with the single exception of sunspots.

AN ELEVEN-YEAR CYCLE

There is, however, some evidence that the weather passes through a regular cycle having the same eleven-year period as the frequency of sunspots.

With the waxing and waning of the number of sunspots, the summers gradually change from being hot and dry to being cold and wet and then back again, the complete cycle taking about eleven years.

Two instances will illustrate the nature of the evidence.

When a tree is cut down, we see a succession of concentric rings in the cross-section of its trunk, and each ring is known to be the growth of a single summer. We can tell how many years old the tree is by counting these rings.

Yet, although the years must all have been of equal length, the rings are not of equal thickness. Some were formed in moist summers when the tree grew luxuriantly and added profusely to its girth, others in dry summers which added but little to the size of the tree.

By identifying the various rings with the successive years of the life of the tree, Professor Douglass claims that he can discover whether any particular

year was dry or wet; the tree is, so to speak, a standing record of the weather it experienced throughout its life.

Now, a careful study of such cross-sections of trees frequently shows that the rings change gradually in thickness in a cycle of eleven years, which coincides exactly with the sunspot period.

PROOF FROM TREES

The thickest rings were formed in those years when sunspots were most plentiful, and we see at once that abundance of sunspots goes with abundance of tree growth and so with moist summers.

Although the frequency of sunspots changes slowly and gradually, so that the complete cycle is a matter of years, individual sunspots seldom last more than a few days.

An exceptionally big spot may occasionally disappear, and subsequently come back, about a fortnight later, round the other edge of the sun. It was by measuring this motion of sunspots that Galileo first proved that the sun is rotating, and showed that its time of rotation is about twenty-six days.

Passing over one of these spots in our rocket will be like passing over the funnel of a steamer in an aeroplane. We shall notice a tremendous uprush of heated gas, and shall discover that sunspots are of the nature of vent holes from which masses of hot gas are shot out at terrific speeds.

The fierce heat of the sun's interior keeps the sun's outer layers in a state of continual agitation; they may be compared to water which is made to boil furiously by a hot fire underneath. We are all familiar with the large bubbles of air and steam which force their way upwards through boiling water.

When they finally reach the surface, the pressure which has so far compressed them is released, and they expand and mix with the outer air. The material which comes up in sunspots behaves in a similar way.

As soon as it reaches the sun's surface, the pressure on it is lessened, and it expands. As a consequence of this expansion it becomes cooler.

MAY CAUSE AURORA BOREALIS

It is because the sunspots consist of cooler matter than the rest of the sun's surface that they look black. Actually they are of a blinding brightness, and look black only by contrast—because they are less vivid than the hotter gases which surround them.

The matter which they eject is probably a mixture of complete atoms and fragments of atoms, which may include electrified particles of various kinds.

These are shot out and travel in all directions; after a day or two of journeying through space, some of them will reach the earth, and, penetrating its atmosphere, may produce a display of the Aurora Borealis.

Later they may ionise the air and so form the layers which reflect our wireless waves back earthward and enable us to hear distant wireless stations.

The column of gas which is ejected from a sunspot often rises to a great height above the surface of the sun, and is then described as a prominence.

The matter which is hurled upwards from a big explosion or a volcanic eruption on earth may travel at a speed of hundreds of miles an hour, but the matter in these prominences is frequently hurled upwards at hundreds of thousands of miles an hour.

(To be continued.)

THROUGH TIME
AND SPACEXVI.—The Dead World of
the MoonBy SIR JAMES JEANS,
The famous Scientist and Author.

GALILEO announced in 1609 that the moon was a world like our own, having its own seas and mountains.

We know now that the seas cannot be seas of real water, since we never see the glitter of sunshine reflected from them as we so often do from a distant lake in a landscape on earth.

We now believe that the so-called seas are really dry deserts.

Not only is there no water on the moon, but there is also no air or atmosphere of any kind, unless in quite inappreciable amount.

This is shown very clearly when the moon eclipses the sun by passing in front of it. Just at the end of the eclipse a moment comes, the last moment of darkness, when the vividly bright sun is just about to emerge from behind the dark moon—the sun is, so to speak, about to rise from behind the lunar mountains.

Now, if the moon possessed any atmosphere at all, the sun's coming would be heralded by tints of dawn, just as it is when the sun rises behind mountains on earth. But in the actual occurrence nothing is seen until the sun bursts forth in full brilliance.

We know how objects on earth cast very long shadows at sunrise and sunset, but shorter shadows when the sun is high up in the sky. It is the same, of course, on the moon, and the heights of the lunar mountains can be estimated from the lengths of the shadows they cast at various times of the lunar day.

HIGH LUNAR MOUNTAINS

Although the moon has only a quarter of the diameter of the earth, its mountains are found to be rather higher on the average than those of the earth, a great number being more than 15,000 feet in height, while many are far more precipitous.

So far we have merely been looking at the moon from a distance. Let us now charter a rocket to take us there, so that we can actually walk on its surface.

Our rocket must be shot off at a high speed—693 miles a second at least—for if it starts at any lesser speed it will merely fall back to earth, like the shot from an ordinary gun.

If it starts with a speed of exactly 833 miles a second, it will just get clear of the earth's gravitational pull, but after it has got clear it will have no appreciable speed left to carry us on our journey.

TWO DAYS' JOURNEY BY ROCKET

Let us start it with a speed of seven miles a second, then it will still have a speed of one mile a second left after it has got clear of the earth's pull, and we shall reach the moon in a little over two days.

We only take a few seconds to pass through the earth's atmosphere, which is relatively hardly thicker than the thin skin of a plum or a peach.

As we pass through this, we gradually leave beneath us all the particles of air, dust, water vapour and so on, which scatter the sun's light and make the sky look blue.

As the number of these particles decreases, we see the sky assuming in turn the colours—blue, dark blue, dark violet and black-grey.

Finally we leave the earth's atmosphere beneath us and see the sky become jet black, except for the sun, moon and stars.

These look brighter than they did from the earth and also bluer, because none of the blue light has been subtracted from them to make a blue sky. And the stars no longer twinkle at us as they did on earth because there is no atmosphere to disturb the even flow of their light.

STABS OF STARLIGHT

They seem now to stab our eyes with sharp steady needles of light.

If we look back at our earth, we shall see about half of its surface shrouded in mist, clouds and showers. But in front, the whole surface of the moon shines out perfectly clear; it has no atmosphere to scatter the sun's light, and no fogs and rains to obscure the illumination of its surface.

Naturally this clearness persists after we have arrived on the moon's surface, and far exceeds anything we have ever experienced on earth.

We have seen how our atmosphere is the cause of the soft tones that add so much to a terrestrial landscape—the oranges and reds of sunrise and sunset, the purples and greens of twilight, the blue sky of full day, the purple haze of the distance.

Here on the moon there is no atmosphere to break up the sun's rays into their different colours and distribute them—the blue to the sky, the red to the dawn, and so on. There are only two colours—sunshine and shadow, white and black; everything in the sunshine is white, everything else black.

We feel as though we were in a cinema studio lighted only by one terribly powerful light—the sun.

A valley stays utterly dark until the moment when the sun rises over the surrounding mountains; then full day comes, with all the suddenness of turning on an electric light.

CRICKET ON THE MOON

It is clear that if we want to step out of our rocket and walk about on the moon, we must bring our own air with us; we shall need an oxygen apparatus, such as the climbers on Mount Everest had.

We may perhaps think that the weight of this will make walking or climbing very arduous, but as soon as we set foot on the soil of the moon we shall find that the contrary is the case.

The moon contains less than an eightieth part of the substance of the earth, and so exerts a gravitational pull which is much smaller than the earth's—in fact, it is only about a sixth as great.

For this reason, we find we can carry extraordinary weights without fatigue, and as our bodies seem to weigh almost nothing, we can jump to great heights.

We feel so athletic that we may even try to break our own jumping records. It ought not to be difficult to break both our own and everybody else's; a good high jumper ought to jump about 36 feet, and the long jump of a fair athlete ought to be at least 120 feet.

If we feel inspired to play cricket, the ball will simply soar off our bat, so that if it is not to be entirely a batsman's game, the pitch and field must each be six times the size they are on earth.

Unfortunately all this will make the game six times as slow as on earth, and perhaps cricket, played six times as slowly as on earth, would not be much of a game after all.

Just because there is no atmosphere on the moon there can be no seas, rivers or water of any kind.

We are accustomed to think of water as a liquid which does not boil away until it reaches a temperature of 212 degrees, but if ever we picnic high up on a mountain we find out our mistake; we soon discover that water boils more easily and at a lower temperature there than on the plain below.

The reason is that there is less weight of air to keep the molecules of the liquid pressed down, and so prevent them flying off by evaporation.

If there were no air-pressure at all, the water would evaporate no matter how low its temperature, and this is precisely what would happen on the moon.

Clearly then, we shall find no water on the moon; we must take drinking water with us, and it will not be well to pour it out and leave it standing, if we do it will have disappeared by the time we want to drink it—its molecules will have danced off, one by one, into space.

Knowing that there is neither air nor water on the moon, we shall hardly expect to find men or animals, trees or flowers. And in actual fact, the moon has been observed night after night and year after year for centuries, and no one has ever found any trace of forests, vegetation or life of any kind.

No changes are detected beyond the alternations of light and of dark, or heat and of cold, as the sun rises and sets over the arid landscapes.

The moon is a dead world—just a vast reflector poised in space, like a great mirror reflecting the sun's beams down on to us.

(To be continued.)

WHAT

Africans And Education

The Editor "Umteteli,"

MR. W. J. VOOI, All Saints',
Engcobo, C P, writes: Sir,—
It is disconcerting that, at this stage
of African educational develop-
ment, there should be signs which,
though may apparently be of trivial
consequence, yet indicate lack of
confidence in the African.

Any man of average intellect and
intelligence could not but be puz-
zled by the advertisement appear-
ing in the latest Education
Gazettes. One advertisement reads
as follows:—"Victoria East.—
Lovedale Practising; Princ.; M.
Eur. or Col."

This post is vacated or will be
vacated by an African teacher of
no small ability, as the majority of
teachers, White or Black will
testify. I am perfectly sure that
most African teachers envied Mr.
Kabane's responsible position as
principal of Lovedale Practising
School, and as such would very
much like to step into his boots or
succeed him. The number of Afri-
can teachers who hold this position
is infinitesimal, so infinitesimal
that one could say, with safety,
that the appointment of African
teachers as principals of African
practising schools is experimental.
There is nothing to prevent one
from concluding that the experi-
ment reveals that the time is not
yet ripe for African teachers to
principal these schools.

I do not, for a moment, hold
that it is not genuine for Lovedale
to look for a Coloured teacher,
inasmuch as I am not aware of
the reasons necessitating this un-
usual advertisement; I am merely
setting out, as indicated at the
beginning of this letter, to point
out how bewildering it is to read
such notices, notwithstanding that
the designation "Coloured" applies
to the Black man as well. But is
it an erroneous idea that African
teachers need not apply for this
post? Or is the advertisement
ambiguous? Perhaps the trend of
events is yet to tell!

FACTS IN SOCIAL HYGIENE—II.

PROBLEMS OF SEX, LOVE AND MARRIAGE

BY PROF. R. F. HOERNLE,
Professor of Philosophy, University of the Witwatersrand

The fine work which Miss Higson is doing in the addresses which she has been, and is still, giving on the misuse of sex and the need for a sane and constructive attitude in sex matters, deserves even greater support and interest than it has already aroused. Like the other articles in this series, this present article is intended as a tribute to her work. This does not imply that the views expressed in it are necessarily also hers. They claim to be no more than my personal views on some of the problems on which she has been speaking.

Meanwhile, it is much to be hoped that Miss Higson's visit will lead to the establishment of a permanent lectureship, and to the appointment of a qualified person to whom teachers and parents can turn for advice in the difficult matter of building up progressively a sound and wholesome attitude towards sex, so that when young people reach the point of entering on the great spiritual adventure of marriage, they understand the part which sex can, and ought to, play in making that adventure the success which, at its best, it can be. I would emphasise once more that this instruction must be "progressive," and that it depends on the age and experience and character of the persons to be instructed what is to be said, and how, and when. It is just here that, not only knowledge of sex-matters, but high ideals, human sympathy and a trained judgment, coupled with fine tact are above all necessary.

DEGRADING CONDITIONS.

With Miss Higson's campaign against commercialised vice and professional prostitution, we shall all agree. To sell sex-gratification for gain, or for a living, involves relationships which are degrading to all concerned. But, with this conclusion we are still only at the threshold of our problem.

Some years ago, a comment of mine on the cleanness of the London streets, in comparison with the solicitation to which men were exposed 20, and 30 years ago, was met by an experienced social worker with the reply: "Yes the professional prostitute's business is suffering seriously from the competition of the amateur." All who have means of knowing the facts confirm that pre-marital chastity is less common among unmarried girls than it used to be in a stricter age. In other words, those who uphold the ideal that sexual intercourse should take place only in marriage, have to face the fact that the major problem of modern sex morals is, not professional prostitution, but those pre-marital and extra-marital relations into which economic motives need not enter at all, and into which they frequently enter even less than they often enter into marriage.

A LESSER EVIL.

I hold myself that this is a moral advance. Compared with the woman who has no right to refuse her body to a customer, the woman who gives herself of her own free choice, even if she does so thoughtlessly, or as a casual sex-adventure, or (almost on principle, as it were) because she claims that women have a right to the same double standard of sex morality as men, stands on a higher moral plane. For, in asserting her freedom and her right to the unfolding of her own personality through whatever experiments she may choose to make with her life, she appeals to an ideal of which a different and higher interpretation can be shown to her. Like most men, so most women learn from such experiments that this is not what they really want of life, and that along this line they cannot find the supreme satisfaction and fulfilment of their being which they crave. I believe that, if man at all deserves the proud title of a "rational" being, it is because there is a self-righting tendency in most of us, which enables us to learn from our experience, and not least from our errors. I see no reason to think that pre-marital sex-experience necessarily destroys a man's chance of being a good husband and father, or a woman's chance of being a good wife and mother. And I say this deliberately, without thereby in the least abandoning the principle

that clean living and continence rank morally highest.

I am glad that Miss Higson has repeatedly emphasised that the best modern opinion, both medical and psychological, denies that there is anything necessarily detrimental to health in continence. In particular, I would emphasise—for there is much misconception on this point—that the "repression," against the injurious effects of which the psycho-analysts warn us, does not refer to self-control and self-mastery on the conscious plane. A victory in a moral struggle with oneself, which is fought out on the conscious plane, may leave its scars, but it is attended by none of the disorders which characterise a soul sick with complexes repressed in the unconscious.

NATURAL FORCES AND ARTIFICIAL HANDICAPS.

Still, whilst this truth is ever worth emphasising, those who, like Miss Higson, uphold marriage and parenthood as the ideal form of sex life, must, I think, assume—and if they do, I agree with them—that, in the first place, sex-activity is in itself normal and natural, and not, as such, inherently wicked and unclean; and, secondly, that for most human beings life is not complete without sex-activity. Lest these affirmations be misunderstood, I hasten to add that no one can build a life out of the mere act of sexual intercourse, repeated an indefinite number of times with varying partners. The true function of that act is to play a part, and an essential part, in that union of soul and body, that perfect love and understanding and companionship in which a happy marriage consists, and which we all mean when we speak of marriage as the ideal form of sex-relationship between man and woman.

One of the chief directions of constructive effort for all who uphold this ideal should, I suggest, be to deal with the many economic difficulties (low wages, irregular employment, unemployment, expense of current standards of living, expense of care for and education of children), which nowadays tend to delay marriage unduly precisely among those who take the responsibilities of marriage most seriously, or which even forbid marriage altogether. In this connection may I urge that, whilst a marriage crowned with parenthood is better than a childless marriage, a childless marriage is better than no marriage at all? Unless we recognise this frankly, we must expect an increase, not a decrease, of sex-relations without marriage.

One last point: One of the reasons of the misuse of sex is the fact that sex-intercourse can be divorced from love. It can be indulged in between strangers; it is compatible with complete emotional indifference. Hence, Miss Higson rightly urges that this intensely personal act should take place only where there is genuine love and deep personal attraction and respect of the partners for each other.

IMPORTANCE OF UNDERSTANDING.

Now the fulfilment of this condition is presupposed, but it is not guaranteed, by a religious ceremony or a civil contract, whereas it is sometimes fulfilled in the extra-marital relations which we condemn. Above all, it is worth stressing that very many marriages which begin with love are wrecked, or are at least not as happy as they might be, because the two partners are not suited to each other sexually, or, most commonly, because they have never realised that perfect mutual adjustment is an art which they have to help each other to learn, and failure to learn which is a standing source of unhappiness in married life. Particularly this state of things is blamed on the woman, who is said to be "cold." But the fault is far more likely to lie in the ignorance of both partners who do not know that mutual satisfaction can be achieved, and, not knowing, take no trouble to learn to achieve it with, and for, one another.

For those who have the ideal of a happy marriage at heart, and who are not afraid of speaking out on matters of sex, is there not here a fruitful field for positive instruction on the misuse and the right use of sex? They can, I am convinced, do more in this direction for the realisation of the ideal of a happy and stable marriage than in any other single way.

CINDERELLAS

PLIGHT OF EXTERNAL STUDENTS

To the Editor of The Star

Sir,—The present move by the University of South Africa against the status presently enjoyed by external students and graduates may be interpreted as a measure sponsored by the established universities so as to safeguard their student enrolment, and thus their revenue income.

For several years past the external student's handicap has annually been becoming progressively more formidable. It should be remembered that although usually writing the same or equivalent papers as the internal student the external student must pass on the examination percentage of marks alone while the internal student passes on the percentage of marks obtained in the examination and college record combined.

Commencing with 1939, external students for all first degrees, who have not attended a university institution for at least one academic year, are required to devote a minimum period to the course of at least one year longer than the period prescribed for internal students.

The position of the part-time and external student in South Africa has heretofore compared very favourably with the position of such students in the United States, Europe and Great Britain. A very real need has been the lack of tuition supplied by the university authorities themselves. But this project they have refused to countenance, and the staffs of the constituent colleges are forbidden to undertake work for commercial correspondence colleges. The latter are neither subject to registration nor supervision by the educational authorities.

That external students have achieved meritorious success despite the often insurmountable difficulties that beset their path is all the more to their credit. Numbered among the graduates are two blind B.A.'s, a distinguished professor, the rector of a South African university, a Rhodes scholar, and natives who have obtained the degrees of B.A., B.Sc., and M.A. The internal student has the advantages of a reference library, study facilities, the speedy solution of any study problems through the agency of the lecturers, the remarking of papers, and the personal contact with the examiners that counts for so much in examinations.

It is indeed a great pity that external students throughout South Africa have never considered the advisability of forming a student union, so that at a juncture such as the present they are able to speak with an assurance that the authorities will pay considerably more heed to their requests than has hitherto been the case.

The external student is the Cinderella of our higher education. But he does not cost the State or community anything, whereas over 40 per cent. of the total income of our universities comes from State grants, and a considerable part of the remainder from public sources. The external students are usually more mature than the ex-high school students at a university and are therefore able to derive more permanent benefit through taking a degree. It may be remarked that were the universities to provide adequate extra mural facilities that met the needs of students, then the number of external students would show an appreciable decrease. The universities were recently described by Professor M. C. Botha as "in reality merely vocational schools for the higher professions."

It is sincerely to be hoped that our members of Parliament will take an equitable and liberal view of the position of the external student in his unenviable fight to improve his qualifications despite great obstacles. After all, how knowledge and experience are gained is of less importance than how both are assimilated and applied.

Those of us who have already graduated as external students feel that the University of South Africa has violated a great trust. We have sacrificed our vacations and our leisure time, we have experienced heart-breaking discouragement and setbacks, but have persevered and won through. Unlike the internal students, there are no external students who embark on a degree course for the sake of the good time to be had as a result. So why place greater disabilities on the shoulders of those who, by all conceptions of justice deserve every encouragement? Is this not an attempt to undermine a democratic institution at a time when we are being admonished daily to protect such dearly won rights?

EXTERNAL GRADUATE.

"DAILY DISPATCH" South African Teachers in Conference.

SOUTH AFRICAN TEACHERS IN CONFERENCE

PRESIDENT AND POLITICS IN THE SCHOOLS

Government Legislation Threatened

WHY NOT SET UP TEACHERS' COUNCIL ?

Dr. Jean van der Poel, President of the South African Teachers' Association, in her presidential address to the 52nd annual conference at East London last night said greatly daring she proposed to say something about teachers and politics. "I might perhaps first touch upon the narrower and more immediate aspect of the subject," she said.

Teachers throughout the Union have been considerably disturbed by reports that the Government proposes to introduce legislation to prohibit teachers from taking part in politics because certain teachers have used and are using their position as teachers to further the cause of party politics. So far the exact nature of the proposed legislation has not been disclosed and so far the Provincial authorities, at any rate in the Cape, have not received any complaints against teachers of misuse of their position in the interests of a political party. Nevertheless the whole issue is a vital one for teachers—and undoubtedly for the Government as well.

"Let it be admitted at once that no government could be expected to tolerate the use of state schools by state-paid teachers as instruments of party propaganda. Dictator governments, of course, openly exploit the schools to inculcate their own political ideas but for a government based on the parliamentary system there can be no other attitude than that of insisting upon the politically impartial school. Any teacher therefore who, in his capacity as a teacher, transgresses this principle cannot expect to have his conduct condoned. With that, I am sure, every responsible teacher will agree. The question is: how is this necessary discipline to be applied so that it will be both effective and fair?"

PANACEA OF LEGISLATION.

The Government, quite naturally, flies to the panacea of legislation. But what could a disciplinary law lay down? It might say that teachers shall not use their position as teachers to further party political ends—but in that case it would merely be repeating provincial ordinances that already exist. Presumably, then, a law of this kind would go further. It would have to prohibit persons who also happen to be teachers from forming any party connections whatever. This, to begin with, would amount to a far-reaching discrimination against one section of the population. It would mean that persons who happen to be teachers are to be deprived of the exercise of a right regarded as fundamental in a democratic state. Those who must train future citizens, who are expected to teach civics with conviction, will themselves become something less than citizens. Logically, too, if they may not

belong to parties they ought not to be allowed to vote.

Furthermore, if a teacher were to be prohibited by law from connection with or activity in a political party, he would, in effect, be prevented from taking any action which might be construed as political for obviously such a law, if it is to serve its purpose, would have to operate not only against teachers who openly become members of a party but also against those who support it in any way whatever. In fact there is no limit to the restrictions on freedom of speech, opinion and action which might not be imposed on teachers under a law of that kind. 'Political activity' simply cannot be defined with sufficient precision to prevent improper conduct on the part of teachers and at the same time to protect their civic freedom. It may be said that nothing so drastic is contemplated.

"The answer to that is that a law of this nature cannot be otherwise than dangerously elastic, that, however liberally the present Government may administer such a law, the trend of government throughout the world today is in the direction of dictatorship. The bastions of civic freedom are failing and teachers cannot risk an invasion of their liberty which may easily end in civic impotence.

PROFESSIONAL DISCIPLINE.

"To devise disciplinary legislation, then, in order to curb the improper political partisanship of teachers would be disastrous and would not only be resisted by the whole profession but resisted with the deep and lasting bitterness which a sense of injustice always evokes. But, if we teachers adopt this attitude, our critics have every right to ask what alternative discipline can be exercised since we admit that the class-room propagandist must be curbed. I should imagine our answer would be that improper professional conduct should be judged and punished by the members of the profession concerned. We should ask for the application to the teaching profession of a principle already recognised in the case of other professions. There is no reason to fear that a Teachers' Council would be lenient. The jealousy with which existing professional councils guard their reputations is well-known to err on the side of severity rather than of leniency. Moreover, the exercise of professional discipline by this method would not only avoid an unjustifiable discrimination against the whole body of teachers but would be much more likely to detect the real sinners than would be the cumbersome machinery of the law. It is obvious that offences of this kind are not likely to be easily verifiable cases of open transgression. There will be subtleties of influence, of manner, of emphasis involved which could be investigated with far greater success by professional teachers, familiar with the ground, than by remote administrators. Further, such cases could not easily be brought within the letter of the law whereas they could not escape the jurisdiction of a professional council.

CIVIC STATUS UNIMPAIRED.

"It is not my business to make detailed suggestions for the setting up of a Teachers' Council to investigate charges of unprofessional conduct against teachers. But I am convinced,

and I am sure the great majority of teachers are convinced, that some such method of dealing with the offenders is the only one which is commensurate with the dignity and importance of our profession, which leaves our civic status unimpaired and which offers a chance of dealing effectively with a type of offence which will be extremely difficult to check by means of legislation.

"Quite apart from the question of keeping the party politician out of the school, the establishment of a Teachers' Council is long overdue. There are other offences against the ethics of our profession which should be castigated—touting for pupils, for instance. There are pedagogical as well as medical quacks from whom the school population should be defended. And has the time not arrived to raise the standard of entrance to the profession? At any rate it is high time that the teachers of South Africa consolidated their professional status and enlarged their professional prestige. Had a Teachers' Council existed, we should hardly have been faced, as we are now, with, to put it plainly, the degrading suggestion that we should be prevented, by special legislation, from forgetting our obligations as teachers.

"Surely it is not too much to hope that our legislators will not have recourse to a disciplinary method as crude and ineffective as the old-fashioned and now discredited forms of school punishment to which our immediate past-president referred in his address last year. We look to them instead to help us to create, through a professional ethic maintained by a Teachers' Council, that self-discipline, that strongest of all deterrents—the sanction of what is professionally 'not done' which will be the only real safeguard against the invasion of the school by the party politician disguised as a teacher."

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THE STAR, JOH

NATIVE EDUCATION

DR. BROOKES ON FINANCIAL ASPECTS

Dr. Edgar Brookes, Mrs. Laura Ruxton, Mr. George Findlay and Mrs. Colenbrander were the speakers at the Women's Club in Pretoria last night, the subject being, "Is it in the Interests of White South Africa that a Native Should be Educated?"

Mrs. Ruxton said as things were to-day it was impossible to segregate the natives and allow them to develop on their own lines. All races living in South Africa had to make their contribution to the building up of the country, but the native alone was excluded. She appealed for a wider vision.

Dr. Brookes said that the lack of funds was the root cause of inefficiency in native education. The policy of tolerating education was the worst that could be followed. Native education should either be suppressed or the Government should do its job thoroughly and make a success of it. This would be impossible unless the European community, besides those few interested people, urged the Government towards this object.

Discussing the financial aspect, Dr. Brookes referred to a case of a native principal of a native school in Pretoria who was in charge of 264 children and received a salary of £4 3s. a month, out of which he had to find food and rent. Most native schools were understaffed. It was quite usual to find a native teacher running classes of 60 to 70 children, while he knew of one teacher who was running single-handed a school of 128 pupils. Under the present financial system it would be impossible to open any more Government-aided schools.

The apathy of the general public towards the question was perhaps excusable, but the dilatory indifference of Ministers and other Government officials who drew salaries from the State and never lifted a finger to improve the condition of affairs was inexcusable.

DISMISSAL AND TAXATION.

"This is a wonderful country," said the speaker. "Our Government is to-day dismissing natives from its employ and encouraging municipalities and private employers to do the same. And last year 50,000 natives were arrested for inability to pay taxes!" The Native Economic Commission had said that in order to prevent locations from becoming deserts 440 native agricultural demonstrators would have to be appointed in the next 10 years. Their salaries would be taken from what should be spent on native education.

"In a town like Pretoria the most remunerative career open to a native woman is illicit liquor-selling or prostitution, and the most remunerative career for a native man is domestic service. In the face of all this and much else we have absolute inaction on the part of authority. How long are the thinking people of South Africa going to tolerate this state of affairs? There is a certain type of European who will do everything he can to keep the advance guard of the native behind the rear guard of the white."

"We pay £2 per head for native education and £35 per head for European education. Native education has been studiously neglected. We have left native education to the cranks and the idealists," said Mr. George Findlay. The society of South Africa was an aristocracy, with the white man as the aristocrat, an aristocrat with an average of £7 to £8 a month as an economic basis. The native must either be raised to the level of the "aristocracy" or the "aristocracy" must be depressed to the level of the native.

The policy in South Africa in regard to the poor white was to depress him until he reached the level of the native—a characteristically South African policy, because it was unintelligent. The right thing was to raise the native until he reached the level of the white, and Mr. Findlay could only describe as unintelligent a society which provided free education for the well-to-do at the expense of the poorer class. The only hope lay in a sensible recognition of the economic value of education for the native.

Mrs. Colenbrander made a strong plea for complete segregation.

M.P.s DISCUSS EDUCATION AND SOCIAL WELFARE

CONTINUED FROM PAGE 13

farmers were receiving assistance to which they were not entitled. It might be true, but to try to eliminate these cases by creating machinery to examine a thousand and one points in every case would make administration almost impossible.

Referring to the demand for a commission of inquiry, the Minister said: "If I had any hope that a commission could help us I would gladly support the proposal, but it cannot. We have all the facts about the condition of farming."

A commission could only recommend a certain course of action which the Government had already examined but decided against. The Government took the responsibility.

The Bill was read a second time without a division, and the committee stage was set down for Wednesday.

The House resumed in committee of supply on the Industrial Schools and Reformatories vote (£183,491).

Dr. Van der Merwe said that the Minister of Education, Mr. H. A. Fagan, had been guilty in the Free State of one of the most ruthless actions in the Government's "ultskop beleid" ("kicking out policy") by dismissing four members of a committee which administered an industrial school at Roodepoort, near Dewetsdorp. These officials had given long and valuable service and no charge had been made against them of failure to carry out their duties properly or of attempting to introduce party politics into the school.

On the contrary, they had been dismissed because they would not allow themselves to be used for party political ends.

The Prime Minister, said Dr. Van der Merwe, had heard they did not belong to his party and had asked Mr. Fagan to dismiss them. Just before the last general election several United Party supporters had desired to hold a function at the school which the Prime Minister would attend.

The function was intended to serve a political purpose. The four members of the committee to whom he had referred had been invited to attend this function, but had refused, stating that they would be pleased to welcome the Prime Minister in this way at any time other than just before an election.

Subsequently several prominent members of the United Party had asked the Prime Minister to dismiss these men, and three of them had been replaced by men who were all chairmen of United Party branches.

Mr. A. J. WERTH (Nat., George) asked the Minister if the Government now regarded membership of an ordinary educational body as a political appointment. If that were so, it was a sign that the Government had become "politically mad" and that it feared the "healthy national instincts of the Afrikaner people."

CHARGES DENIED

THE MINISTER OF EDUCATION, Mr. H. A. Fagan, said he had been accused of dismissing the men to whom Dr. Van der Merwe had referred. A man could only be dismissed when his period of service had expired. The period of service of the men concerned had ended on December 31, 1938. On December 6 he had written to the principal of the institution asking that they remain in office until he had further considered the appointment of new officials.

He had heard that there had been discourtesy towards the Prime Minister, and while he did not know whether there was any ground for such complaint, he had thought it advisable that a change should be made. He had also been influenced by the fact that the school had been changed from an industrial and agricultural school to a school at which subnormal children would receive training as semi-skilled workers.

The three new members of the committee, said the Minister, were all prominent local business men who would be able to assist children leaving the school to find work, and it made no difference to him whether they were chairmen of branches of any party or not. He denied that he was obliged to go on appointing people to committees after they had been once appointed.

Dr. van der Merwe said the Minister had made out a very weak case. It was obvious that the members of the committee had not been reappointed because the Prime Minister wanted "revenge."

In the House To-day

From Our Political Correspondent
Capetown, Monday.

IN the House of Assembly tomorrow afternoon the debate in committee of supply on the estimates of expenditure will be resumed. Subsequent business includes the second reading of the Natives Taxation (Amendment) Bill.

Mr. J. H. VILJOEN (U.P., Hoopstad), said he had attended the function at the school with the Prime Minister. There had been no suggestion of political propaganda and the Prime Minister had simply addressed the pupils.

Major P. W. A. PIETERSE (Nat., Senekal) said the Minister had acted on slanderous talk without making a proper inquiry.

Dr. van der Merwe said Mr. Viljoen's presence in Dewetsdorp with the Prime Minister showed that the visit had been for party propaganda purposes.

MOST EXPENSIVE EDUCATION

Mr. W. B. MADELEY (Labour, Benoni) asked what was the nature of the work taught in industrial schools and whether pupils received training sufficient to enable them to take their places beside ordinary journeymen who had served an apprenticeship. In the estimates provision was made for eight principals of industrial schools, but there were only seven schools, and he asked the Minister for an explanation.

Mr. Madeley criticised the placing of reformatories, industrial schools, higher education and native affairs under the care of one Minister.

Mr. Werth said that according to the annual report of the Department of Education the cost per unit of children at industrial schools had risen between 1937 and 1938 by more than £10. In the four industrial schools for boys the cost per unit had increased by £15 during that period; thus industrial schools were now the most expensive form of education in the country.

PSYCHOLOGICAL TREATMENT

Replying to the debate, Mr. Fagan said that reformatories had been taken over from the Prisons Department five years ago and the change had been most beneficial. The institutions were managed by qualified teachers who treated their charges psychologically.

The inmates were given the usual schooling as well as practical training in furniture-making, upholstery work, shoe-making, masonry and welding. On the completion of the courses chosen by the inmates the Department tried to place them as apprentices, and the training they had received was deducted from the apprenticeship period.

Mr. Fagan said that the subjects raised by Mr. Werth were fully dealt with in the Department of Education's annual report. There had been fluctuations in the number of children placed in reformatories, and the State had no control over their numbers.

Industrial schools would have to be brought to their maximum of usefulness before further extensions could be contemplated. He would make no promises, but the Department would consider the claims of the north-western districts.

The vote was agreed to.

SOCIAL WELFARE

On the Social Welfare Vote (£202,262) Dr. K. BREMER (Nat., Graaff Reinet) said it was necessary that the Social Welfare Department be a connecting link between the Departments of Education, Public Health, and Labour. In collaboration with the Department of Public Health the Department should conduct an inquiry into the health conditions which affected the country as a whole, particularly the incidence and prevention of tuberculosis. There should be a separate section which would be able to investigate and report on undernourishment and advise the Government how best the problem could be solved.

Dr. Bremer said a State Institution for epileptics should be established, preferably on a farm under the control of the Department of Public Health.

Difficulties were being encountered in the granting of allowances to unfit and semi-fit persons. One of the principal functions of the Department, however,

THE POPE AT THE BASILIQUE: The scene when the Pope left the Vatican for the Basilique of St. Jean to take possession of the title of the Bishop of Rome. Pope Pius XII. is shown blessing the crowd in front of the entrance to the Basilique.



DR. N. J. VAN DER MERWE (Nat., Winburg), who attacked the Minister of Education, Mr. H. A. Fagan, and General Hertzog for what he described as one of the most ruthless actions in the Government's "ultskop beleid" ("kicking out policy") by dismissing four members of an industrial school committee.

should be to place these persons in work for which they were suited, and in this way the demands for allowances could be decreased.

Dr. H. GLUCKMAN (U.P., Yeoville) said he wished to raise the matter of boys' and girls' clubs. From dealing with boys inclined to run around the streets, boys' clubs had increased in scope until they were now intended to fit boys for proper citizenship, and they were fulfilling an extraordinarily useful social function.

Girls' clubs did similar work in caring for girls who had left school and were devoid of parental control. At present about 1,500 boys were availing themselves of club facilities, but the movement was beginning to suffer from lack of funds. Money was required for spreading the clubs, for buildings and for administrative work, and it was felt that the time had come for the Government to assist the movement.

The Rev. C. F. M. CADMAN (Lab., Durban North) suggested that boys' and girls' clubs might be combined with the gymnasia and clubs which he said were being more and more developed in the larger towns.

Mr. C. W. CLARK (U.P., Pretoria East) said the Government should consider establishing nursery schools to cater for children between the ages of two and five years. The system had been adopted in Great Britain and America with favourable results.

The system had also been adopted in the Transvaal, but nothing seemed to have been done in the Cape Province.

Mr. A. GOLDBERG (Dom., Umlazi) said there should be more control over orphanages. Complaints had been made a short while ago against the treatment of children in certain orphanages, and investigations had shown that they had been subjected to cruelty.

Replying to the discussion, Mr. Fagan informed Dr. Bremer that there was already full co-ordination of the work of the Social Welfare, Public Health and Labour Departments. The Department was also endeavouring to place semi-fit and unfit persons in those positions for which they were best fitted.

Mr. Fagan said that boys' and girls' clubs were attracting a great deal of attention from the Department of Social Welfare. A small committee, which included a member of the Department of Education, was going into this matter with the intention of advising and assisting the movement.

Answering Mr. Goldberg, Mr. Fagan said that a full-time official had inspected orphanages and made a report to the Department. If this report were unfavourable to an orphanage, children were not sent there and the Government subsidy was withdrawn.

The Government was examining a scheme by which deaf persons would be assisted.

The vote was approved and progress was reported, the House rising at 12.5 a.m.

News by J. C. Butherford, C. S. Morgan, H. E. O'Connor and J. M. Lawless, Press Gallery, House of Assembly, Cape Town.

AFRIKAANS MEDICAL RECOMMENDED But Standard Must Be Raised, Says Committee

THE establishment of an Afrikaans medical faculty at Pretoria is recommended by the special committee appointed by the Government to inquire into medical training in the Union. But side by side with this recommendation the committee lays down that the standard in the pre-medical sciences in South Africa should be raised rather than lowered, and that students should be encouraged to take a degree in science either before or concurrently with their medical course.

University authorities should consider taking steps to obtain the right to eliminate undesirable students, it is further recommended; while the Government is advised to invite an expert on medical education from Europe or America to investigate and report on the whole problem of the medical curriculum in South Africa.

"A year of compulsory internship to registration should be instituted and more attention should be paid to the training of specialists, post graduate instruction, and research," the committee recommends.

"Full-time deans of medical faculties should be appointed and professors of medicine, surgery, obstetrics and gynaecology should be full-time without private practice.

"The Union Government should finance the extra cost incurred by

teaching hospitals in providing for the clinical training of medical students.

"An Afrikaans medical faculty should be established at Pretoria, and the existing schools should be brought up-to-date in regard to staff, accommodation and equipment.

"Provision should be made for the clinical training of non-European students in South Africa and facilities for training of medical aids should be expanded as the demand increases."

It is further urged that, in any reorganisation of medical training, the opportunity should be seized to still further introducing the preventive idea of all stages of the course.

COST OF FACILITIES

The report states that it would cost the Government at least £250,000 if the facilities for training at an Afrikaans Medical School were to be such as to ensure effective medical training. The following general estimation is made of the expenditure to establish an Afrikaans Medical School:

CAPITAL EXPENDITURE	
Building and equipment of Medical School	£150,000
Additional accommodation at University for pre-medical training	50,000
Provision of teaching facilities at hospital	30,000
	£230,000

CURRENT EXPENDITURE PER ANNUM

Maintenance of Medical School (salaries, including interest and redemption)	£10,000
Contribution towards teaching hospital	7,500
	£17,500
Say	£250,000

It is pointed out that the capital expenditure involved could be spread over a period of three years. The committee adds that the provision for additional accommodation at the University is high, because the existing facilities for science teaching at the University are inadequate, quite apart from the question whether a medical school is established or not.

The Pretoria University authorities in their evidence before us made it quite clear, however, that they were not in a position to make any financial contribution towards either the establishment or the maintenance of the medical school. In this connection it is necessary to point out that the two existing medical schools have not at any time received special grants from the Government. Apart from what they were entitled to under whatever general system of grants and loans there may have been in operation at the time," the report states.

PRETORIA AS SITE

On the question of Pretoria as a site for the proposed Afrikaans medical faculty, the committee remarks:

"It may be argued that Pretoria is too near to Johannesburg to have a medical faculty attached to the University. We do not hold this opinion. On the contrary, we think that its proximity to the Rand, with its enormous European and non-European population and its many excellent hospitals and medical specialists, would be an added attraction for Pretoria as a medical training centre.

"We do not expect that a medical faculty in Pretoria would draw a large number of students to begin with, nor do we think that the object of a third medical faculty should be to increase the number of medical students substantially—at any rate not in the immediate future. But a school of, say, 200 would relieve the present congestion at the existing schools considerably and would facilitate that intensive scientific training as well as research upon which a medical school's reputation must ultimately rest. The best medical schools in the United States of America limit their numbers for this very reason."

The racial origin of medical students at Witwatersrand and Capetown Universities was also examined by the committee. The results revealed that 25 per cent. of the medical students were of English origin and 35 per cent. were Jewish, the rest being of Afrikaans origin (with the exception of 1.8 per cent. who were of other nationalities). The percentage of English students in the two universities was the same. The percentage of Afrikaans students at Witwatersrand was 23 per cent. compared with 31 per cent. at Capetown. The percentage of Jewish students was 43 per cent. at Witwatersrand and 23 per cent. at Capetown.

The members of the committee were: Professor M. C. Botha, Secretary for Education, who was chairman; Dr. H. M. de Kock, vice-chairman of the General Medical Council; Dr. Karl Bremer, M.P., member of the General Medical Council; Mr. Edward Thornton, formerly Secretary for Public Health, and Dr. P. J. du Toit, Director of Veterinary Services; with Dr. R. J. Malherbe, Director of the National Bureau of Educational and Social Research, as secretary.

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