

EDUCATION.

Facilities for Agricultural Instruction.

There are three schools for teaching agriculture in the Transkei and one in the Ciskei, which are all very similar. The Diploma Course which lasts two years is intended, according to the prospectus, to give a thorough practical training in general agriculture and stock farming to Native men to enable them to make better use of their land.

The outstanding characteristic of all these schools is their similarity to the European agricultural schools in the Union, as regards their curriculum both theoretical and practical, and the system of teaching.

For the sake of brevity we give details of only one of the schools pointing out subsequently any variations of importance which occur at others.

I. Ciskei: Port Cox.

In extent about 1,200 morgen, it is well developed, being ring-fenced as well as divided into fourteen camps. There are about 100 acres capable of being irrigated. Pumps, run by oil engines, supply water for vegetable gardens, farm buildings, and the students quarters.

The students quarters consist of a large dining hall, well equipped dormitories, bath houses, kitchens etc., fitted with electric light and water borne sewerage. A lecture hall to accommodate about 200, and administrative offices are also provided. The most impressive section of the institution is the imposing block of farm buildings consisting of up-to-date byres, cow-sheds, stables, bull-boxes etc. built of brick with frame windows and plastered both inside and out.

The whole gives the impression of those "model" or cheque-book farms so frequently associated with Government agricultural work.

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It is suitably equipped with the usual farm implements including a tractor, a 2½ ton lorry, and a 2,500 capacity egg incubator.

The staff consists of a principal, vice principal, and five lecturers. In addition there is a Native boarding master and mistress, a carpenter, and a mason. The clerical staff consists of two Europeans and two Natives.

Besides the students, who do a certain amount of the farm work, seventeen farm hands are employed, and there are 11 servants to assist the boarding master.

At the time of our visit there were 77 students on the roll, although the school is equipped to take as many as 100.

A little over 100 morgen of crops are grown including maize, beans, lucerne, mangolds and kaffir corn. Forty-one oxen and a ten h.p. tractor are maintained to work this land.

About ten acres of citrus supply fruit to the school, but the grove, according to the principal, is kept - "primarily as a revenue producing proposition." There is also a four acre orchard of apples, which do quite well without irrigation, although the rainfall is very poor.

Commenting on the vegetable garden the principal said, :-

"The four acres devoted to vegetable growing supply the whole institution with vegetables throughout the year. This section affords valuable training to students in teaching them how to make a little land go a long way, wherever irrigation is available."

In this respect Port Cox is ahead of the three agricultural schools in the Transkei, as in many other ways.

The stock section consisted of a multitudinous number of breeds and crossbreeds of cattle, mainly Frieslands, Shorthorns, Red Polls, Dexters and Kerrys. It is gratifying to note that all these breeds are primarily dairy cattle, but we were informed that the inevitable Africander herd was to be introduced in the near future.

The most interesting breed from the point of view of the Natives, are the Kerrys and Dexters. These are small and exceptionally hardy

.../ cattle,

cattle, and in Ireland are considered the "poor man's cow." They give an excellent yield of milk, and are suited to the semi-desert and overcrowded conditions which exist in most of the reserves.

This is the only Native agricultural school where we saw them, and they have not yet been tried out in the Transkeian Territories.

Commenting on the cattle the Principal stated that :-

"The feeding and management of the herd is done on up-to-date lines and provides the students with training of a kind which should enable them to obtain employment on European dairy farms,"

The Merino sheep section is designed to train the students in flock management, selection of breeding animals, and the shearing, classing and marketing of wool.

Poultry is undertaken on a large scale. Incubators, artificially heated brooder houses, laying houses, and equipment for about 3,500 birds is provided. Draught and riding horses, the latter used by the probationer demonstrators to enable them to visit neighbouring Native locations, and a stallion, completes the horse section.

The curriculum is very similar to that of the European agricultural colleges. It consists mainly of lectures in field husbandry (including botany and entomology), horticulture, animal husbandry (which includes anatomy, physiology, veterinary science, and dairy-ing.) Economics includes book-keeping and the principles of farm economics and marketing. For practical work the students are divided into gangs, each gang working on a different section each week. Here as well as at the schools in the Transkei there appeared to be a lack of constant instruction in the field, the tendency being to regard the students as units of labour. This is a custom which is common to the Union agricultural schools, the students being left very much to themselves during their hours of manual work. During the two-year course the students at Fort Cox receive lectures only on two days of the week, and about 25 per cent to 30 per cent of their time is spent doing theoretical work, the rest being devoted to practical work and demonstrations.

In addition to the diploma course, a special course has recently

is started for probationary agricultural demonstrators. Natives applying for the post of demonstrator are required, if accepted, to attend a six months course at the school. While undergoing this initial training they receive a small salary and free board and lodging. The training is largely practical and as far as possible they are trained in actual field work in the surrounding locations. This is an innovation which is to be highly commended. Apart from giving the demonstrators some idea of the conditions under which they will be obliged to work in the future, it provides a link between the school and the life in the kraals.

It would be to the advantage of the Natives if the Diploma course could be made equally practical. At Fort Cox more emphasis is laid on the value of manual training than at the schools in the territories, but the Director of Agriculture for the Native Affairs Department, under whom Fort Cox is administered, states in his annual report for 1935-36 that, :-

" It is considered that in future importance will be attached to the training of young Natives for skilled work on European farms, and that the enhanced wage standard which these trained Natives can command will amply repay them for the years of training."

Apart from the fact that there is a strong prejudice against educated Natives among farmers, the present wage rate paid to a "boss boy," who is usually far more efficient and capable of handling labour than the ex-student, is seldom more than £2 to £3 per month, and hence it is doubtful if such students will succeed in finding this type of employment. The course at any of the agricultural schools in the Territories is not suitable for training Natives for work on European farms, nor has it any relation to the conditions they have to face either as agricultural demonstrators, or small-holders on their own allotments.

Fort Cox is maintained by funds granted through the Native Employment Fund, and although it is equipped and staffed to carry 100 students there are not very often more than 70 in residence. Fees of £22 are charged for the two-year course, and expenses for 1935-36, when there were 77 students in residence, exclusive of

capital charges or interest on capital were as follows :-

Maintenance	£ 4610
Salaries	<u>2545</u>
	£ 7155
less	
Students fees	£ 845
Sale of produce and stock	<u>1165 2012</u>

Total cost to Native Affairs Department £ 5143

With 77 students in attendance the cost per student would be :-

	<u>One Year.</u>	<u>Two Years.</u>
Cost to Native Development Fund	66-15-7	133-11-2
<u>Cost to student</u>	<u>11- 0-0</u>	<u>22-0 -0</u>
Total cost per student	£ 77-15-7	£ 155-11-2

A certain amount of field work is also done by the staff as well as short courses, farmer's days etc. arranged during the vacations, and until recently the Principal was also Assistant Director of Agriculture in charge of the department's activities in the Ciskei as well as other parts of the Cape and the Orange Free State. Nevertheless £153.11. 6 as the approximate cost of producing a two-year diploma student seems somewhat high.

2. Transkeian Agricultural Schools.

There are three agricultural schools in the Transkeian Territories under the administration of the Director of Agriculture for the General Council, and maintained with funds provided by the Council. The money is obtained from local tax, so that it may be fairly said that the Native people of the Transkei run these schools at their own expense, as well as other educational activities carried on by the Bunga.

The first agricultural college was started at Tsolo, a fairly central district in 1903, when a piece of land 1,641 morgen in extent was granted for the purpose. It was started with paid

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apprentices who were indentured to serve a period of three years, but the system was given up as unsatisfactory, and in 1912 the present system was commenced.

In 1921 another school was opened at Toko, near Butterworth, a farm of 641 morgen owned by the Council being used for the purpose. The third school was opened at Flagstaff in 1930. All three are very similar to the school at Port Cox though the buildings are not quite so large, nor the accommodation quite so extensive, but the curriculum is practically the same and the staff drawn from Union Agricultural colleges, mainly Grootfontein in the Cape.

Certain important differences must be pointed out. There are no special courses for probationer agricultural demonstrators as at Port Cox, and a greater proportion of the time, estimated by one principal to be about 60 per cent., is spent at lectures and study leaving only 40 per cent for practical work.

Each school has accommodation for about 50 pupils, or 150 in all. Recently a little more than half this number have been in residence at one time. There is a special third year 'practical' course but it is seldom made use of, there being only two third-year students in residence in 1935-36 out of 114.

The applicants for admission must have passed Standard VI, but according to many educational authorities, a Native having passed this Standard is equal to the European child of Standard III or IV. It is not surprising that a very large proportion fail to get the full benefit from the course, particularly the theoretical subjects such as, anatomy, physiology, entomology and economics. Furthermore, of the 150,000 children attending schools in the Cape only 2.61 per cent. ever reach Standard VI. Under the circumstances the agricultural schools can hardly be said to fulfill their object namely to teach Native men to make better use of their land.

Native students at Primary Schools seldom reach Standard VI before the age of 17 or 18, and consequently the average age of students when they enter the Agricultural School is about 19 or 20.

the majority have had no time to earn the minimum £22 necessary for the course, and are obliged to borrow the money from parents or relatives. But many of the families in the Territories are too impoverished to be able to spare their sons for further education, apart from the fees necessary, and the majority of boys, when they reach the age of 18, are obliged to seek work.

Many of the more fortunate minority who attend the schools of agriculture find themselves, at the end of the two years course in debt and unable to take up land in the Territories until they can marry. Their first concern therefore is to find remunerative work to enable them to pay off their fees, earn sufficient to buy 'lobola' cattle, and a certain amount to equip their holdings on a basis similar to that of the agricultural school, where they have been living for two years under fairly civilized conditions.

In the past employment as demonstrators was fairly easy to obtain. But for many years now the supply has exceeded the demand, and only a very small proportion can be employed in this way either by the Bunga or in other parts of the Union and the Protectorates.

It will be realized that the entrance standard prevents the majority, from attending the agricultural school, and of those who do very few take up land on their own in the Territories.

Many of the students have passed on from a primary school which they have attended from the age of 6 or 8. Their first contact with work in the locations is not infrequently when they complete the agricultural course at the age of 20 or 22, hence they may even find themselves at a disadvantage compared with the boy who has stayed at home, helping his father in the lands, and find difficulty in adapting the knowledge they have gained to life in the kraals.

3. System of Teaching.

No simple text books have been planned for the course, although it has been in operation for 25 years. Lectures are given in the ordinary way, b.t are followed by word for word dictation. The

students being obliged to take everything down in their note books, the lecturers are supposed to plan their own material from various text books, but the more common practice is to use the notes they collected at their European agricultural school, and the Native lecturers use the same notes taken down probably at the same school some years previously; a rather startling example of rigid continuity.

The question of revising the course has frequently been suggested at staff conferences, particularly the system of note taking at lectures, which the lecturers find very unsatisfactory. The Director does not feel disposed to change the system on the grounds that students like having a large collection of notes to take away with them at the end of the course, and if discontinued it might result in a fall-off in the attendance at the schools.

All lectures and other instruction is given in English, the majority of the staff being unable to speak the Native language. The subjects taught during the course require a high degree of technical skill for their application in practice; this will partly account for the fact that, more often than not, the students find it impossible to put into practice the very complicated theoretical ideas which they have learnt at the schools.

Perhaps the most striking feature of the schools is their complete isolation both from life in the kraals and similar activities outside the Transkei.

An example of the former was to be seen at Tsolo where the school is divided only by a fence from one of the most backward and unprogressive locations in the Territories. The kraal Native seldom visits the schools, except on special occasions and with the encouragement of the local headman or some other authority, when a few of the more progressive are persuaded to attend a "Farmer's Day."

Apart from their work as training schools the institutions are planned to supply seed and stock to the people in the kraals, in addition to three farms maintained by the Bungs for this purpose.

At one agricultural school we were informed that, although the sales of bulls and rams had been better in the past, for the last three years not more than five Merino rams and two bulls were sold each year.

The fall off in sales was said to be due to the heavy death rate among stock purchased and run on the commences. This is quite understandable if we consider that such stock is well fed and cared for both in summer and winter at the schools, then transferred to conditions where they are obliged to fend for themselves. The few natives who buy bulls are said to do so for show rather than breeding purposes, in the hope of making a small profit on the prize money.

As long as the system of communal grazing continues the few who can afford to buy pure bred bulls and rams, even at the very reasonable prices asked by the agricultural department, will not feel disposed to try and improve their stock. Under the present system a native buying good bulls or rams is obliged to run them with the scrub stock in the locations; hence under the present circumstances, it is not surprising that the sale of stud stock at the schools as well as the Bunga farms is almost negligible.

Apart from the sale of stock, an important function of the schools and farms should be the distribution of tested seed, fruit trees, and even young seedlings for establishing kraal plantations of timber.

Actually only small quantities of such seed are sold. The demand is very small and little is done to improve it by means of propaganda.

We consider this to be every important aspect of improving food production, and an incalculable amount of waste occurs every season through the use of untested and poor quality seed. After a bad season, when the Natives have been unable to keep back any of their own grain as seed, they are obliged to purchase from the trader. Such seed is often of the poorest quality, diseased, and in some cases fails to germinate at all. A favourite variety of

maize is a small yellow, very hardy and quick maturing, which usually produces some sort of crop even during a drought season. At the seed bought from the Traders is often a white mealie, slow maturing and quite unsuited to the uncertain and ill distributed rainfall common in the Territories.

4. Short Courses.

In addition to the usual two-year Diploma Course, short courses are organized during vacation time for both men and women. It is significant that, while the attendance for all these short courses has been rather poor, those organized for the women have been more satisfactory and better attended than those for the men.

There is also a 'refresher' course for agricultural demonstrators which they are compelled to attend once a year. None of the courses last for more than a few days, and there is considerable scope for their improvement.

5. Experimental Plots.

At all three schools in the Transkei there is an experimental plot of ten acres in various stages of development.

The idea of establishing these was to duplicate, as far as possible the conditions which exist on the average holding in the locations.

Actually, the plots are run under far more favourable conditions than could possibly be procured by the average family unit. Stock have the advantage of not being overcrowded, and are grazed in well fenced camps, with good supplies of winter feed and are of good quality. The housing and equipment of the plots is much more costly than the average location Native could possibly afford.

At only one of the schools had the experiment been in operation long enough to show any results. This plot was being run by an ex-student with the help of occasional extra labour. After all expenses had been paid, and an allowance made for food consumed by an average family of five, a profit of £12,12.10 was shown for the year 1933-34.

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plus a slight increase in the number of stock, including poultry and sheep.

No doubt the other two schools will benefit by the experience gained from this experiment, and we noticed that the lay-out etc. of the plots which had just been started was an improvement on the earlier one. However, it would appear that the experiment would have far more valuable results, as well as being a useful example to the students if it were situated in a location near the school, instead of on the school property.

6. Ex-students.

Very few of the students on leaving the agricultural schools take up agricultural work in the reserves, although a certain number are employed by the Administration as dipping supervisors, plantation foremen, as well as agricultural demonstrators.

The following extracts from a letter written by an agricultural officer of many years' experience give an excellent idea of the reasons why so few of the students carry on their agricultural work after leaving the schools, and will also indicate that many of the staff, constantly working with the Natives in the locations, are fully aware of the shortcomings of the present system.

"..... As you are aware, something approaching 100 per cent of students enter the school in the hope of obtaining employment as demonstrators, this notwithstanding that the fact is stressed in the printed prospectus, and impressed upon the Native public generally whenever the opportunity occurs, that very few can obtain such employment.

In order to find other avenues of employment, attempts have been made to place ex-students with farmers as boss-boys. We have so far met with scant success, as the average farmer is unwilling to employ an educated native; only six men have so far been placed, and I regret to state that two have already been dismissed.

One employer gave as his reason for dismissal that the man in question was quite unable to control the other farm hands. This will always be a formidable obstacle to overcome, for few of these youths have sufficient strength of character to overcome their traditional feeling of inferiority as youths; the native is a stickler for etiquette, and a strange youth has a heavy handicap to overcome when put in charge of old hands on a farm We are faced with the fact, of which we are constantly getting more proof, that a

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very large number of ex-students are drifting off the land. If this is to continue, the probability is that applications for admission to the school will fall off. I believe that the Transkeian schools are experiencing difficulty in getting their full quota of students; if this is the case, after a generation of agricultural education and extension work, it is of little use our deluding ourselves that the same course of events will not be followed here

An Old Boy's Union was formed two years ago with the object of keeping touch with ex-students. The results are disappointing. It is a common experience for the Committee of the Union to receive a letter from an ex-student of n years standing describing his farming activities, nothing is heard of him for a year after that, A letter is then received from him from one of the large towns, saying that he has had to go to work to raise cash, and applying for a post as a demonstrator.

The vast majority apply for these posts as soon as they reach their homes.

While admittedly comparatively few men apart from demonstrators keep in touch with the school, it is logical to assume that these few are those who have stayed on the land, and that most of the others have sought some other form of work. We often hear of them being employed as messengers, night porters, mine boys and what-not.

It is in fact becoming evident that the school is failing to a great extent in its chief function, to turn out peasant farmers, who will return to the land.

This being the case, a thorough investigation as to the reasons is immediately necessary, and I beg to submit my own views on the subject, which are the result of observations and enquiries during the past five years. I may say that I have discussed these views with the rest of the staff, and they are in full agreement with me.

I consider that we are preaching a doctrine which we have not proved is practicable.

We have not to work on the hypothesis of an ideal state of affairs existing in the reserves, but have to consider the actual conditions to which students return on leaving here. I am unable to estimate how long it will be before the commonages are cut up into small holdings, but it is definitely a very long time. Our training should surely be based on conditions under which the large majority of rural natives live. I do not believe that an ex-student living under commonage conditions can make what is commensurate with a decent standard of living Further, of the seventy students at present in residence, nine only are supported here entirely from the proceeds of farming, and of these nine, one only comes of a family which does not own land. It is apparent that the course is beyond the resources of the man it is next necessary to get at, the dweller on the commonages.

We instruct students that they should adopt certain methods, but an examination of the difficulties they encounter on returning home, readily shows that these are seldom put into practice. The patriarchal tradition is still strong in the rural areas, the unmarried youth is expected to work for his father, he carries no weight in the communal affairs, and if he does attempt to start on his own, he is, in the eyes of his fellows, not so much displaying an amount of initiative which is very rare, but is actually committing a misdemeanour. I consider this sociological aspect of the question an important one. Further, in an unsurveyed location, he cannot get a land of his own even if he wants one until he is married, while in a surveyed location he must buy or hire, small wonder that this somewhat brittle lack of capital and his enthusiasm breaks down, and he leaves the land in search of a job carrying a cash wage."

We are in full agreement with the foregoing observations, and our evidence only confirms what the writer has to say. His observations apply with even greater force to the ex-students in the territories, and his criticism of the curriculum and its lamentable results are even more obvious there than in the Ciskei.

2. Native Agricultural Demonstrators.

The most successful form of agricultural instruction undertaken in the Transkei and Ciskei, if we base our conclusions on actual results is undoubtedly the establishment of Native agricultural demonstrators in the locations.

Solid progress has been made by demonstrating to the plot-holders what can be done by using improved methods, and a great deal of prejudice has been broken down. There is no doubt that such a scheme is along the right lines, and offers considerable possibilities, far more so than the agricultural schools.

At the same time we must point out that effort, time and money has been wasted owing to the fact that the demonstrators have been haphazardly trained and owing to a lack of European supervision. Such progress as has been made is not keeping pace with the steady deterioration of the land and the changing economic conditions.

At the present time there are close on 130 demonstrators in the Transkei scattered over an area of 18,500 square miles with only three European supervisors to look after them. These men are obliged to undertake other work besides looking after the demonstrators, and in the majority of cases cannot visit the men at their work more than four times a year.

One supervisor has no less than thirty-eight districts to cover

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and found it impossible to visit each demonstrator more than three times a year. Recently the Bantu decided to appoint an additional European supervisor, and four Native supervisors, but in all probability the latter will only prove an additional burden on the existing European staff, rather than a help.

Similar conditions exist in the Ciskei, although the demonstrators are not so widely scattered. There is the same shortage of European supervisors, and their duties include soil reclamation as well as a fair amount of clerical work.

All demonstrators employed, not only in the Transkei and Ciskei, but in other parts of the Union as well as the Protectorates have been trained either at one of the three agricultural schools in the Transkei or at Fort Cox. No special training is given for demonstration work, and the impractical two-year Diploma Course is all the experience the majority of these men have received. There is no doubt that their work has suffered in consequence, as well as that of the European supervisors who labour under a similar handicap. Had a special course of training been arranged in addition to whatever experience they had before taking up work in the reserves, much work would have been much more effective.

It is interesting to note that in Northern Rhodesia the appointment of Native agricultural demonstrators has been postponed pending the time when sufficient knowledge of local conditions and the appointment of adequate European supervision can be acquired.

One of the main reasons why the demonstrators so frequently fail to make any impression on the locations in which they work is their extreme youth. It is essential that they gain the confidence of the headman and chiefs in the location, as well as the older members of the community, and this they often fail to do.

In the Lady Frere district an attempt was made to establish ex-students on their own holdings. Six men who had completed the course at Tsolo Agricultural School were each given one acre of garden, 5 acres of irrigated land, 5 acres of dry land, as well as pigs,

.../ poultry.

poultry, fruit trees, and cows. They were equipped with the necessary implements as well as six oxen and twenty sheep. A surcharge of 2½ per cent. per annum on the cost was made. In view of the fact that most of them had been employed as demonstrators, and were therefore accustomed to working on their own, they were permitted to run the scheme without supervision. None of them succeeded in making the 2½ per cent. off their plots, and all had to be discharged as unsatisfactory, due largely to a lack of proper training.

In spite of these almost overwhelming handicaps many of the demonstrators have done good work, and this fact is an indication of what might be done if they were given proper training, were adequately supervised, and encouraged to take a greater interest in their work.

We have already pointed out that in the Ciskei a special course of training has been started for probationer demonstrators, but nothing along these lines is being done in the Transkei, where the need is even greater.

E. Extension Work.

In addition to the work at the agricultural schools, and that of the Native demonstrators, a certain amount of extension work and propaganda is undertaken by the agricultural department.

The most important are maize growing competitions, the formation of farmer's associations, the holding of several agricultural shows at various centres once a year, and the organization of an occasional caravan tour in the outlying districts.

I. Maize Growing Competitions.

Probably the most important of all the department's activities outside the agricultural schools apart from the work of the demonstrators, are maize growing competitions. They are organized by the demonstrators with the aid of the European supervisor. Marks

are given, not only for yield, but for cultivation, the use of manure and the method of ploughing. Prizes are given to the competitor with the highest number of marks, and usually consist of a farm implement. Similar competitions are organized to encourage vegetable growing. So far results have been very satisfactory but activity in this direction is limited owing to the lack of personnel, and money for the purchase of prizes. There is no doubt that some of the thousands of pounds devoted to the agricultural schools every year would be better spent in developing these competitions.

10. Farmer's Associations.

Many of these have been formed, and have done something towards bridging the gap between the agricultural schools, supervisors, and demonstrators and the people in the kraals. In some cases they have been successfully used for the purpose of co-operating in the purchase of grain tanks, farm implements, and the formation of co-operative credit societies.

11. Caravan Tours.

These tours were started in 1928. A lorry equipped with sheep, poultry, seeds, fertilizers etc. visited various districts. Three lectures and demonstrations were given at each meeting, and an effort was made to have at least one meeting in each district every year. During the last seven tours about 45,000 people, mostly school children, attended the meetings, and no doubt some good propaganda was done, but recently the attendance dropped so heavily that there was a possibility of their being discontinued. Probably the main cause of the fall off in attendance, was not so much due to the idea, which has excellent possibilities and provided the only opportunity the staff of the agricultural schools had of getting in touch with the kraals, so much as the fact that the lectures and demonstrations had so little relation to the conditions which the families in the Territories have to contend with.

H. Agricultural Shows.

We had the opportunity of visiting several agricultural shows. All of them were in every way similar to those held in European areas, except, of course, that the exhibits were of poorer quality and much smaller. Recently entries have dropped considerably and, according to the agricultural department staff, the attendance becomes less every year.

At the present time they only appeal mainly to the wealthier natives, and it is to be regretted that so little has been done to adapt the idea to local requirements instead of merely copying the European agricultural shows. There is no doubt that they could be made a very effective means of propaganda if organised in such a way as to appeal to the bulk of the Native people.

At some of these shows sections for home-industries, cooking etc., were provided; these receive greater support from the women than the men give to the agricultural sections.

H. Propaganda:Literature.

This is limited to a journal called "Umcebisai Womlimi Nomfuyi," edited by the Director of Agriculture and published every second month. It is printed partly in Xosa and partly in English and has a circulation of only 3,500 copies. Its main purpose is the dissemination of agricultural matters, and is the only medium through which the Department can spread such information as may be useful to the Natives. The bulk of its circulation can be accounted for when we realise that there are nearly 2,500 teachers, besides a large number of demonstrators as well as officials and other interested Europeans such as missionaries, traders, etc., the majority of whom obtain copies; it would not be an exaggeration to say that very few copies find their way into the kraals. We were told that one advertiser who had a full page advertisement in the journal for sometime had never received a single enquiry.

In all these activities there are possibilities of development.

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