

A7/16.

TOAST TO SOUTH AFRICA - MR. YATES - OLD JOHANNIAN CLUB,  
FRIDAY, 21ST AUGUST, 1970.

WHAT IS IT THAT CREATES THIS FELLOWSHIP WHEN OLD BOYS GATHER?

THE RE-LIVING OF PAST EXPERIENCES AT SCHOOL?

THE FEELING FOR EACH OTHER, FOR OUR OWN SCHOOLS?

WE PLAYED TOGETHER FOR THE SAME TEAMS.

WE ENJOYED THE SCHOOL'S TRIUMPHS,

WE HAD THE COMMON EXPERIENCE OF THE MASTERS' LIKES AND DISLIKES

AND THEIR QUIRKS OF BEHAVIOUR.

THIS BOND GOES BEYOND, FOR WE INHERITED THE ATMOSPHERE AND TRADITION  
OF THE PAST.

WE NOW RE-LIVE WHAT HAPPENED, AND IF OUR CHILDREN ARE AT THE SCHOOL  
WE RECAPTURE THE PAST NOSTALGIA.

THIS LINKING OF THE MAN AND BOY OF THE SCHOOL IS SOMETHING WHICH  
CANNOT BE EXPLAINED.

IF ONE FALLS ALL FEEL THE SCAR.

IF ONE SUCCEEDS ALL BASK IN REFLECTED GLORY.

KANTOR'S FAILURE.

THREE MAYORS - JEPPE'S SENSE OF PRIDE.

WE ALL INTERPRET THINGS DIFFERENTLY.

JEPPE'S PRIDE MAY HAVE HAD THE REACTION AMONGST OLD JOHANNIANS  
THAT THE CITY WAS SCRAPING THE BARREL!

I HAVE BEEN ASKED TO PROPOSE A TOAST TO SOUTH AFRICA.

THROUGH WHOSE EYES MUST WE LOOK.

THE FILM "A MILLION CITIES OF GOLD".

WHY A "MILLION CITIES" - TO EVERYONE IT MEANS SOMETHING DIFFERENT.

WHEN WE THINK OF SOUTH AFRICA WHAT ARE WE THINKING OF.....

OUR ECONOMY

OUR SPORTSMEN

OUR POLITICAL SYSTEM

OUR MINERAL RESOURCES

OUR GAME RESERVES

OUR FARMERS

OUR INDUSTRIALISTS

OUR EDUCATIONAL INSTITUTIONS?

*In this atmosphere let us deal with Gwan*

- LET US LOOK BACK TO SOUTH AFRICA OF 150 YEARS AGO.  
 I WOULD LIKE TO FOCUS ATTENTION ON A SCOT NAMED JAMES ROSE-INNES.  
 - HE ARRIVED IN CAPE TOWN IN 1822 AFTER A FOUR-MONTHS' TRIP ON A  
 SAILING SHIP, AND WAS APPOINTED A SCHOOL MASTER AT A SALARY OF  
 £80: A YEAR, PLUS A HOUSE.

YOU ALL KNOW ABOUT THE DUTCH EAST INDIA COMPANY AND THE BRITISH. *occupate*  
 THE DUTCH EAST INDIA' COMPANY'S FORTUNES HAD SUFFERED, AND *the cap*  
 EDUCATION WAS NOT A THING WHICH THEY THOUGHT IT WAS NECESSARY  
 TO PROVIDE FOR THE RESIDENTS IN THE CAPE. ANY EDUCATED PERSON  
 AT THE CAPE AT THAT TIME HAD BEEN EDUCATED IN EUROPE.

THERE WERE VERY FEW SCHOOL TEACHERS IN THE CAPE. THERE WERE PEOPLE

There were people

65.

CALLED "MEESTERS" WHO TAUGHT IN THE HINTERLAND, BUT MOST OF THEM WERE VAGRANTS AND DRUNKS GIVING TO THE FARMERS' CHILDREN SCHOOLING OF THE MOST RUDIMENTARY KIND FOR £2: TO £3: A MONTH AND THEIR MEALS.

THIS WAS THE SOUTH AFRICA INTO WHICH ROSE-INNES CAME. HE FOUND LITTLE THIRST FOR EDUCATION. HOW COULD HE BRING THE CHILDREN REAL TEACHERS INSTEAD OF THE DRUNKEN "MEESTERS"? HE STARTED A SCHOOL AT UITENHAGE AND WAS WELCOMED BY A FARMER'S WIFE WITH A SCORNFUL EXCLAMATION: "A SCHOOLMASTER? AREN'T YOU ASHAMED TO BE A SCHOOLMASTER, A STRONG, HEALTHY YOUNG FELLOW LIKE YOU, WHO CAN DIG IN THE GARDEN AND EARN YOUR BREAD?". SO ACCUSTOMED WERE PEOPLE TO THE DRUNKEN, LAZY AND VICE-RIDDEN HOBOES WHO WERE THE MEESTERS, THAT THEY DID NOT KNOW THAT GENUINE SCHOOLMASTERS REALLY

EXISTED.

AS FOR A REAL LADY BECOMING A SCHOOLMISTRESS - IF SHE SO LOWERED HERSELF, SHE COULD HARDLY EXPECT AN OFFER OF MARRIAGE FROM ANY RESPECTABLE MALE OF ANY STANDING IN THE COMMUNITY. FOR THIS STATEMENT WE HAVE THE AUTHORITY OF NO LESS A PERSON THAN THE FAMOUS DR. JOHN PHILIP. ANNOYED THAT HIS DAUGHTER ELIZABETH WAS EVEN CONTEMPLATING SUCH A DEGRADING STEP, HE WROTE HER THE FOLLOWING SCATHING LETTER :

"YOU ARE NOT WITHOUT DIGNIFIED SENTIMENTS BUT IN THE PRESENT CASE I CANNOT HELP THINKING THAT YOU HAVE LOST SIGHT OF YOUR OWN DIGNITY. DIMINISHING IDEAS ARE INVARIABLY CONNECTED WITH THE OFFICE OF A STIPENDARY SCHOOL TEACHER. HOWEVER YOUR PRESENT

EQUALS IN SOCIETY MIGHT SPEAK TO YOU, THEY WOULD INSTANTLY FEEL THAT YOU WERE BELOW THEM AS SOON AS IT SHOULD BE KNOWN YOU WERE A SCHOOLMISTRESS. ALTHOUGH I WANT TO SEE YOU INDEPENDENT, AS FAR AS HAPPINESS IS CONCERNED, OF THE MARRIAGE STATE, YET I DO NOT WISH TO SEE YOU IN A SITUATION WHICH MIGHT PRECLUDE YOU FROM A REPUTABLE OFFER. I MUST TELL YOU PLAINLY WITH THE PRESENT IDEAS OF SOCIETY YOU WOULD HAVE NO CHANCE OF AN OFFER OF MARRIAGE SUCH AS I WOULD WISH TO SEE YOU ACCEPT."

SO YOUNG INNES, AT 22, SET UP A ONE-MAN SCHOOL AT UITENHAGE, TAKING ALL THE CLASSES IN CONFINED ROOMS WITH MUD FLOORS. HE NOTED: "WHEN

THE CHILDREN WALKED YOU HAD A FOG OF DUST IN THE SCHOOLROOM".  
THE SCHOOL GREW TO 160 AND STILL ROSE-INNES TAUGHT ALONE FROM  
KINDERGARTEN TO AS HIGH AS HE COULD GET THE CHILDREN. APPLIC-  
ATIONS FOR AN ASSISTANT TEACHER FELL ON DEAF EARS, AND HIS LETTERS  
OF REQUEST WERE NOT EVEN ACKNOWLEDGED. FOR A LONG TIME THE  
INHABITANTS OF UITENHAGE ITSELF DOUBTED WHETHER THE EMINENTLY  
RESPECTABLE MR. ROSE-INNES COULD REALLY BE A GENUINE SCHOOLMASTER  
AS NO ONE EVER SAW HIM DRUNK.

INNES MARRIED MARGARET, THE 21 YEAR OLD DAUGHTER OF AN OFFICER. SHE  
QUIETLY TOOK OVER THE BOARDING ARRANGEMENTS FOR FARMERS' CHILDREN  
AND KEPT HOUSE FOR A NUMBER OF BOARDERS AND HER OWN CHILDREN.



AFTER 8 YEARS ROSE-INNES WENT TO CAPE TOWN TO HELP FOUND THE FIRST HIGH SCHOOL, TEACHING MATHEMATICS. THIS SCHOOL LATER BECAME THE FAMOUS SOUTH AFRICAN COLLEGE.

IN 1839 HE WAS APPOINTED THE SUPERINTENDENT OF EDUCATION IN THE CAPE COVERING HIS TERRITORY OF 150,000 SQUARE MILES ON INDIFFERENT ROADS BY HORSE AND CART. HE RETURNED TO SCOTLAND TO RECRUIT MORE TEACHERS AND BROUGHT WITH HIM TEXTBOOKS AND CLASSROOM MAPS. AT THAT TIME THERE WERE IN ALL 11 SCHOOLS AT THE CAPE, WITH 500 PUPILS. IT WAS ROSE-INNES WHO PATIENTLY AND DOGGEDLY BUILT THE FOUNDATION OF EDUCATION IN SOUTH AFRICA. HE KNEW HOW LITTLE FUTURE THERE WAS FOR AN UNEDUCATED PEOPLE. HE IS ONE OF MY HEROES, BECAUSE HE DID AN ORDINARY JOB IN AN EXTRAORDINARY MANNER BECAUSE OF HIS DEDICATION,

HIS FINE VALUES, AND STANDARDS, AND HIS GROWING LOVE FOR THE PEOPLE OF HIS NEW COUNTRY. HE WAS A DEVOUT CHRISTIAN.

WHEN HE RETIRED IN 1859 HE LEFT 38 PRIMARY SCHOOLS, 47 STATE-AIDED FARM SCHOOLS AND 112 MISSION SCHOOLS. A NEW CLASS OF EDUCATED SOUTH AFRICAN HAD ARISEN. HE HAD THE SCOTTISH CHARACTERISTICS OF THOROUGHNESS AND DETERMINATION, AND HE PUT ALL THE STRENGTH AT HIS COMMAND INTO BUILDING THE BASIS OF A SOUND EDUCATIONAL SYSTEM. IN HIS OWN QUIET WAY HE LAID THE FOUNDATION OF EDUCATION IN SOUTH AFRICA, FOR HE REALISED THAT AN ILLITERATE PEOPLE HAD NO FUTURE.

COMMENT ON PRESENT-DAY PEOPLE WHO STICK AT SEEMINGLY ORDINARY JOBS.

AND WHO MAKE BIG CONTRIBUTIONS.

WHEN I SPOKE ABOUT THE ATTITUDE TO TEACHERS IN THE 1820's WE ALL LAUGHED, BUT HAS OUR ATTITUDE CHANGED SO MUCH FROM ROSE-INNES' DAY? WHY IS THERE A SHORTAGE OF TEACHERS? IS IT JUST PART OF THE GENERAL MANPOWER SHORTAGE? I DON'T THINK SO. I BELIEVE WE EXPECT TOO GREAT A SACRIFICE FROM PEOPLE ENTERING THE TEACHING PROFESSION, ESPECIALLY THE MEN. WE ARE GLAD WHEN PEOPLE WITH A SENSE OF DEDICATION DECIDE TO BECOME TEACHERS, BUT ~~DO WE~~ MAKE THE JOB <sup>financially</sup> ATTRACTIVE? ~~we do not~~

YESTERDAY I MADE ENQUIRIES ABOUT THE SALARY GRADES IN THE TRANSVAAL PROVINCE. I SHOULD HAVE KNOWN WHAT THESE SALARIES WERE, BUT I

AM ASHAMED TO SAY I DID NOT. WHEN PEOPLE START ON A CAREER THEY LIKE TO KNOW WHERE THAT CAREER WILL LEAD. DO YOU KNOW THAT THE HEAD OF A BOYS' HIGH SCHOOL COMMENCES AT R6300: AND ULTIMATELY REACHES R6900: ANY YOUNG ACCOUNTANT OF ABILITY IS EARNING THAT SALARY BEFORE HE IS 30. Quote.....

Female 3 year T.C: 1560.

~~Female 6 year T.C: 1560.  
welfare officer 3 year Training: 1908  
2484~~

4 year Degree 2460

acc. had over 30 earning more than the Principal  
for teacher training college.

Female. 3. T.C. 1560.

4 year Ag. 2460.

Had to keep herself 4 year.  
Hay fees.

Female blackwit balance

	<u>120</u>
	1560
	<u>1740</u>
2004.	<u>5300</u>
3-4.	<u>1908</u>
	<u>5208</u>
400.	<u>2160</u>

Should be Typist Here  
with value

2484  
~~2700~~

The same ~~6878~~ 4 years

4 year 7500

not necessary.

How many can be principals

Vice Principal H/S. 5100 - 5700

D.P. H/S. 6000

COMPARE THE RESPONSIBILITY OF THESE JOBS I HAVE MENTIONED WITH THE RESPONSIBILITY OF A HEADMASTER WHO IS HELPING TO FORM THE CHARACTER OF THE PUPILS IN HIS SCHOOL. WE OVERBURDEN PRINCIPALS AND TEACHERS WITH ADMINISTRATIVE DETAILS WHICH SO ENSLAVE THEM THAT THEIR REAL LOVE FOR TEACHING IS PUSHED INTO THE BACKGROUND.

DO YOU NOW AGREE WITH ME THAT OUR ATTITUDE TO THE TEACHING PROFESSION IS NOT SO MUCH BETTER THAN IT WAS IN 1820?

I MENTIONED EARLIER THAT WE ALL SEE SITUATIONS THROUGH DIFFERENT EYES. HOW DO NON-WHITES VIEW THE SITUATION. THINK BACK TO THE MIRACLE OF WHAT HAS HAPPENED TO THE DESCENDENTS OF THOSE PEOPLE WHO KICKED

UP THE DUST IN ROSE-INNES' SCHOOLROOM IN UITENHAGE. COULD ROSE-INNES IN HIS WILDEST DREAMS HAVE VISUALISED THE PROFESSORS, THE SCIENTISTS, ETC. COULD NOT THE SAME HAPPEN TO NON-WHITES IF GIVEN THE OPPORTUNITY? ROSE-INNES FOUND NO DESIRE FOR EDUCATION AMONGST THE FARMERS AND THEIR CHILDREN, BUT THAT IS NOT THE POSITION TODAY, FOR WE ALL KNOW HOW AFRICAN PARENTS STRIVE TO GIVE THEIR CHILDREN THE BENEFIT OF EDUCATION.

I READ WITH GREAT INTEREST THE PRINCIPAL'S ADDRESS ON SPEECH DAY IN DECEMBER LAST YEAR. I COULD NOT HELP BUT THINK OF MR. YATES IN RELATION TO DR. ROSE-INNES. THE CHALLENGE HE ACCEPTED ON BEING APPOINTED AS HEADMASTER OF ST. JOHN'S. THE DEDICATION WITH WHICH



HE UNDERTOOK THAT TASK. THE EXPANSION OF THE SCHOOL DURING HIS TERM OF OFFICE. THE INITIATIVE HE TOOK REGARDING THE ST. JOHN'S FOUNDATION APPEAL. THE IDEALS HE HELD OUT TO THE BOYS. I QUOTE FROM HIS SPEECH :

"FOR EDUCATION DID NOT MEAN MERELY THE AMASSING OF KNOWLEDGE CONTAINED IN BOOKS AS WAS INCREASINGLY BELIEVED IN THIS CRAZY WORLD OF OURS, BUT INVOLVED 'NOTHING LESS THAN THE EDUCATION OF THE WHOLE MAN, HIS MIND, HIS SOUL AND HIS BODY' ".

AND THEN HIS DECISION, AND COURAGE, THAT WHEN HE HAD ACHIEVED WHAT HE HAD SET OUT TO DO HE WOULD BE PREPARED TO HAND OVER.

HOW MANY OF US ARE SO CONCEITED ABOUT OUR ABILITIES THAT WE WILL NOT MAKE WAY FOR THE NEXT MAN. THEN HIS SEEKING FOR PASTURES NEW WHERE HE COULD FIND INSPIRATION. HIS DECISION AFTER MUCH THOUGHT AND PRAYER TO SET OUT ON HIS NEW VENTURE. I QUOTE AGAIN : AFTER DEALING WITH THE MINERAL POTENTIAL OF BOTSWANA HE STATES :

"THE INDUSTRIAL REVOLUTION WHICH WILL OVERTAKE IT WILL HAVE NO EQUAL IN SOUTHERN AFRICA SINCE THE DISCOVERY OF GOLD ON THE WITWATERSRAND. SINCE APRIL 1968, OUR FAINT HOPE HAS BECOME A CONFIDENT CERTAINTY, AND THE PLEDGE OF SUPPORT FROM PROMINENT MEN AND INSTITUTIONS BOTH HERE AND OVERSEAS, HAS CONVINCED US THAT WE ARE EMBARKING NOT ON A

"FOOLHARDY ESCAPADE, BUT ON A VENTURE OF FAITH. HOW ELSE BUT THROUGH EDUCATION CAN THE MEMBERS OF AN AGRARIAN SOCIETY BECOME THE SOPHISTICATED CITIZENS OF THE TWENTIETH CENTURY?". IS THIS NOT MUCH THE SAME AS ROSE-INNES' STATEMENT "HOW LITTLE FUTURE THERE IS FOR AN UNEDUCATED PEOPLE".

THE TOAST I HAVE BEEN ASKED TO PROPOSE IS TO SOUTH AFRICA. I HAVE GREAT FAITH IN THE FUTURE OF THIS COUNTRY, KNOWING OF ALL THE ROSE-INNESES OF THIS WORLD, OF THE VAST NUMBER OF PEOPLE I HAVE MET WHO ARE PREPARED TO PUT MORE INTO LIFE THAN THEY TAKE OUT .....

LADIES AND GENTLEMEN I GIVE YOU THE TOAST - SOUTH AFRICA.

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