

time supply the Department with details of the student's record and even make recommendations to the Department. The Department would then be in a position to decide whether the student should be permanently excluded from a teacher training course in an institution aided by it, or whether he should be allowed to seek re-admission to the course at some future date, either at his previous institution or at another. This would not of course imply any obligation on the part of the institution to re-admit the student. Cases may also arise where an institution is prepared to recommend re-admission, but the Department is unwilling to approve. Here we consider that the Department's ruling must be final.

ELIMINATION ON GROUNDS OF ALLAGED INCAPACITY.

Some institutions send students home after the first six months on the ground that they cannot manage the work of their class. The Committee considers that institutions which weed out weaklings in the first year of their secondary school course should change their procedure to the extent that the parent, when being notified of the poor progress made by his son or daughter, should be allowed to use his own discretion as to whether or not to send the student back after the vacation. The onus will then be thrown on the parent, who has been advised by the institution.

Moreover all teachers know that some pupils are slow starters. We are all familiar with the type of pupil who appears to sink into a deep coma for protracted periods, but who awakes to consciousness with a start and begins to make up lost ground surely and swiftly. Doubtless it is a severe strain on the patience of a keen teacher to see no apparent response to his brightest efforts. But it should be kept steadily in mind that some pupils react slowly to a new and strange environment. They come perhaps from a small rural day school, where things move at a leisurely pace. Suddenly they have to face new subjects taught by a strange teacher, often one who does not know their language and so is unable to throw beams of light on a dark topic by switching into the pupil's mother tongue.

There are weak pupils in every average class, and the competitive scramble for examination results that is so foreign to the true spirit of education is deplored.

In any event, if the pupil is really dull, plods slowly on, and still fails to pass his examination, his teachers may glean some comfort from the/ . . .

from the knowledge that, in the atmosphere of the institution, he has gained something that cannot be assessed in terms of examination symbols and Departmental certificates.

CHAPTER VIII.

S T A F F.

(1) THE FORT HARE GRADUATE.

The Committee has gathered evidence regarding the influence of Fort Hare graduates in African boarding institutions in relation to disturbances. On the one hand certain witnesses alleged these graduates to be generally unhelpful to good discipline. This is how these views were expressed:

"A good deal of trouble in institutions is caused by talk by graduate teachers inside and outside the classroom. They fail to understand that their task is to teach and not to bias."

"We find no religion in the young graduates."

"Some have proved weak teachers."

"Fort Hare is not making its contribution of men of discipline and morality."

On the other hand some witnesses submitted that

"African graduates co-operate reasonably well; we find in them no deliberate refusal to co-operate."

The first reception accorded to graduates largely determines their attitude. When welcomed with encouragement they are co-operative but shrink into isolation when received with suspicion. In explanation, one Fort Hare graduate said, "We are being watched and spied upon all the time, students being set to spy on us, and we have to watch our step."

Others explained that on first arrival at a school the European staff gave them little encouragement, suspecting them of pride without reason, driving them into a negative attitude by cutting them off from contact with the training of boys for sports and athletics, thus making the school generally an inhospitable community for them. From this cause they have become exclusive and forced to be constantly on the defensive.

With reference to the graduates who have been found to be weak in teaching, the Committee believes that a number probably entered the profession as the only avenue open to them.

The Committee/.....

The Committee however, had evidence of many African graduates from Fort Hare loyal to authority and efficient in the discharge of their duties.

In regard to some of the less satisfactory products, the Committee ventures to suggest that during the first few years of experience due allowance be made for a feeling of exaggerated self importance on the part of the African graduate; for it will, under sympathetic nursing, mellow down to cool commonsense. In this connection one African principal of a big day secondary school stated that he would not take any Fort Hare graduate who has not had at least five years experience. In the words of an African graduate of experience:

"We must remember that a University degree among Europeans is a common achievement arousing hardly any public comment among the Europeans; whilst among Africans it is something extraordinary - an unusual distinction secured often by great parental sacrifice. It thus inspires an understandable exultation in the young graduate who flourishes his hood and gown with boyish glee. It takes time to descend from this pinnacle of adulation by delighted admirers to the level of humdrum daily life."

(2) APPOINTMENT OF AFRICANS AS PRINCIPAL TEACHERS.

In the Union of S. Africa there is only one state-aided African educational institution with a boarding establishment that has an African as head of the training department or high school department, if the three institutions with an entirely African staff are excepted, these being Wilberforce (Transvaal), Ohlange (Natal) and Bensonvale (Cape).

In all other boarding establishments the staff is mixed European and African. This very mixture of staff has so far precluded the possibility of an African principal being appointed except in the case noted above.

From these facts the Africans draw the following conclusions:

- (a) The majority of missionary institutions have not yet overcome the European prejudice against working under Africans.
- (b) The solitary instance where European teachers have served happily under an African principal seems to prove that under favourable circumstances the headship of an African is not an unthinkable proposition.

(c) That/.....

- (c) That the missionaries are missing an opportunity of promoting good race-relationships by withholding these posts from Africans.
- (d) In the past it has been taken for granted that the principal of a teacher training department as well as the majority of teachers in that department must be Europeans.

The department that holds out hope for the appointment of an African principal is that of the high school.

In day secondary and high schools there are already many schools presided over by African principals with a success that indicates possibilities in mixed schools.

The failure of missionary institutions to appoint Africans as principals of their high schools has been cited to the Committee as a grievance on the part of African teachers who gave instances of unfair dealing in this regard. They pointed out too that this discontent communicated itself to the students, creating a rankling feeling against European authority. For example they pointed out that in the Cape the system of advertising for a principal of a high school, either European or African, in a school with a mixed staff, was, in view of the ruling of the Education Department, a waste of time for African applicants.

The appointment of any teacher, African or European, to the principalship of a training department involves an educational principle. Students in the training departments of missionary institutions are being prepared for teaching posts in primary schools.

It is the practice of Education Departments therefore to require that only graduates with professional qualifications who have had successful experience in primary school work shall be eligible for appointment as principal of training schools.

(3) THE PLACE OF THE EUROPEAN IN SCHOOLS FOR AFRICANS.

The place of the European in schools for Africans can be seen in true perspective only when viewed in the light of the whole problem of the staffing of such schools and in the light also of that impalpable but vital factor known as "attitudes".

It is/....

It is frequently stated that the African people generally and their leaders particularly, in which class teachers must of course be placed, are opposed to mission institutions as such as well as to the presence of European teachers on the staffs of these institutions. The Committee endeavoured to test the strength of this allegation by inviting African teachers and other prominent Africans to express their feelings on this theme. The results as revealed by the evidence are of great interest. In only two institutions did African teachers openly state that they objected to mission control of educational institutions, though a considerable number complained of some European Heads and some European teachers. It came as a pleasant surprise to hear so many African teachers say that their relations with their European colleagues are harmonious. In institution after institution the Committee was compelled to feel that personalities are at least as important as policies. One group of teachers representing an African teachers' association was vehement in its advocacy of Government control and continued: 'The number of European teachers in Native institutions should be rapidly reduced with a view to staffing such institutions entirely with Africans'.

On the other hand a happy expression came from an African who declared 'The time is still distant when we can say that the European is no more needed. We have still to travel a long way with you - our helpers'. In the word "with", implying as it does co-operation, that African probed to the heart of the problem, for without wholehearted co-operation there can be no harmony.

It must here be stated that criticism of missionary heads was by no means confined to Africans. Several European teachers were equally strong, though doubtless for different reasons, in their criticisms.

The evidence further disclosed that in several institutions European teachers are as reluctant to speak well of their African colleagues as some African teachers are of Europeans.

The point we wish to make is that there are a number of teachers who are foci of friction, and a number, both European and African, who are out of place in mission institutions; whether wittingly or unwittingly they are causing disharmony and would be well advised to seek employment elsewhere.

MIXED STAFFS.

Some prominent witnesses expressed the view that mixed staffs are undesirable; they would prefer the staff of any department of an institution to be all African or all European. Racial relations in South Africa being as they are, tensions are easily set up in mixed staffs. But the Committee must accept the position as it is. Mixed staffs are the rule in the big majority of institutions, and it would be impossible to disturb the status quo without the consent of all concerned. All that can be said here is that where staffs are mixed, the principle of 'no avoidable discrimination on grounds of race' should be rigidly adhered to. We say 'avoidable' because we are informed that differential salary scales are a source of grievance to African teachers. This is natural, but it cannot fairly be held as a grievance against either the Head or the European teachers. Application of the principle stated means that all must be regarded and treated as staff members on equal footing. It is necessary to say this because the Committee is compelled to accept the evidence of witnesses that in some institutions the principal teacher does not accord African staff members the common courtesy of addressing them as 'Mr.' or 'Miss', but calls them by their christian names. Other instances were cited of African teachers being excluded from the confidence of the Head in matters affecting the school as a whole. The net result is that such African teachers feel they are being slighted because they are Africans; they become justifiably resentful, and hence fail to make their full contribution to the welfare of the class room and the institution.

Coming now to bare facts we give the following tables supplied to us by the Cape and Natal Provincial Education Departments. Corresponding statistics for the Transvaal and the Orange Free State are not in our hands:-

CAPE.(a) Number of African high and secondary schools.

	1940	'41	'42	'43	'44	'45	'46	'47
High schools (Std. VII-X)								
Under missions	5	5	5	5	5	7	7	8
" school boards	1	2	2	2	2	3	3	5
Secondary schools (Stds.VII&VIII)								
Under missions	9	9	10	11	12	11	17	20
" school boards	4	4	5	6	7	6	7	5
" ad hoc committees	-	1	1	1	2	2	2	3
* Totals	19	21	23	25	28	29	36	41

(b) Race of teachers in post-primary schools.

	1940	'41	'42	'43	'44	'45	'46	'47
Training E.	58	65	77	92	93	90	91	89
A.	15	17	20	25	26	31	36	44
High: E.	23	24	31	37	36	39	37	40
A.	17	22	34	60	79	91	107	105
Secondary: E.	5	5	9	11	14	14	16	16
A.	5	9	16	36	48	61	84	103

(c) Number of European and African teachers at present time in high/

secondary schools under missions:	E.	41
	A.	102
high/secondary schools not under missions:	E.	19
	A.	100

(d) Number of non-graduates in post primary schools:

E.	16 (and 56 specialist teachers with specialist qualifications in domestic science, physical training etc.)
A.	138.

(e) Number of African principals in post primary schools.

Under missions	13
Not under missions	9

NATAL.(a) Number of African high/secondary schools

	1940	'41	'42	'43	'44	'45	'46	'47
Aided (i.e. under missions)	30	33	33	29	31	31	34	-
Government	2	2	2	2	3	4	5	-
* Totals:	32	35	35	31	34	35	39	-

(b) Race of teachers in post primary schools.

Training: European	45	44	46	47
African	25	24	24	27
High/secondary: E.	47	47	48	51
A.	60	65	77	100

(c) No. of European and African teachers at present in high/secondary schools.

Under missions:	E.	51
	A.	80
Not under missions:	E.	Nil
	A.	20

(d) No. of non-graduates in post primary schools:

E.	56
A.	102

(e) No. of African principals in post primary schools:

Under missions:	2
Not under missions:	4
Features/.....	

* Statistics showing the number of secondary pupils would be more significant as showing rapid development of secondary education.

Features of above tables.

- (a) The rapid increase in the total no. of post-primary schools for Africans.
- (b) The increase in the proportion of African to European teachers in training schools.
- (c) The rapid increase in the number of African teachers in high and secondary schools.
- (d) The small increase in the number of European teachers in high and secondary schools.
- (e) The big preponderance of African teachers in both mission and non-mission high and secondary schools.
- (f) The high number of non-graduate African teachers.

Comments on these features:

The statistics given show convincingly the trend of policy viz. to employ African teachers in African schools, though this trend is less marked in the case of training schools than in other post-primary schools. It is however fair to state that the relatively small increase in the number of European teachers is probably due to some extent to the reluctance of well-qualified European teachers to enter this sphere of service.

The high number of non-graduate African teachers employed in post-primary schools reflects the shortage of supply of graduates, and is in the meantime, a conclusive reply to those who urge the immediate replacement of Europeans by Africans.

One complaint advanced by African witnesses was that whereas Africans are appointed to principalships in Government schools and in rural mission secondary schools, European missionary Heads will seldom appoint them to be principals of departments in their institutions. Indeed several African graduates told us that their prospects of being appointed to such posts are so gloomy that they have ceased to apply for them.

The Committee has no desire to shirk this issue, and while not disputing the right of mission institutions to appoint Europeans as principals if they are convinced that they are the most suitable applicants, would nevertheless suggest that it would be a graceful gesture if one or more institutions would prepare the way for the appointment of African principals by filling all assistantship vacancies as they occur with Africans and finally appointing African principals.

On two other matters the Committee cannot speak too strongly:

- (i) It/.....

(i) It is deplorable that the view should be current that some European failures in European work seek and find refuge in African schools. African teachers keep a steady and critical eye on European teachers, and it is common knowledge that African pupils have a fine scent for skilful teaching and respond to it readily and with zest. African parents cannot afford to waste money, but do not readily blame teachers for failure by their children to pass their examinations. Efficient teaching is a sedative as well as a fine tonic; and while a modicum of incompetent teaching may be tolerated and even overlooked in African teachers, it is rigorously condemned, and rightly so, in European teachers. We sympathise fully with the opinion expressed by one highly qualified prominent African principal when he says: 'Criticism by students is very quick on the European who demonstrates that he is not worth the higher salary paid to him'.

(ii) A few instances (happily only a few) were brought to the notice of the Committee of European teachers making derogatory remarks to students, calling them 'bobbajaan' or 'kefir', or calling pupils by numbers instead of by names - as one girl student put it 'Some of our European teachers won't treat us as their children' - or slapping their faces ('Clapping us' was the phrase used). These are not trivial matters; they are important. In many of our institutions human relationships are delicately poised. Even a thoughtless act or word may upset the state of unstable equilibrium. A European teacher told the Committee in evidence 'You must be careful in the choice of your words in dealing with students today'. Among the African people news is transmitted with startling rapidity. At their association meetings students discuss these matters, and resentment is kindled. Instances such as those cited are the exception, but there is no doubt that they do occur. The Committee wishes to affirm with the strongest possible emphasis its conviction that any teacher, African or European but particularly European, who fails to treat pupils with respect should, after due warning be subjected to disciplinary action.

(4) PENSIONS.

Institution Heads in all the Provinces draw the Committee's attention to the increasing difficulty they are experiencing in obtaining adequate and suitable staffs. The supply of African graduates does not meet the demand, and European teachers are becoming more and more reluctant to enter this sphere of service.

The Cape is the only Province in which teachers (European and African) in institutions have pension rights, and many witnesses pointed out to us that Provinces which offer neither security of tenure nor pension privileges cannot expect to attract and keep the best type of European teachers, excepting of course those who enter the work as a vocation.

During the enquiry the Committee interviewed a European teacher who had recently retired after 32 years' service as head of a training department in one African institution. On his retiral he was entitled to neither pension nor gratuity because the Provincial Ordinance governing pensions makes no provision for teachers engaged in African work.

It may be added that this institution has recently contracted with an Insurance Company for the establishment of a provident fund to which all its teachers, European and African, will have the option of contributing, half the premium being borne by the teacher and half by the institution.

The Committee recommends that the investigation by the Government now proceeding into the possibility of introducing a pension scheme for all teachers engaged in African Government aided schools be expedited.

CHAPTER IX.

ACCOMMODATION.

(1) AFRICAN STAFF HOUSING.

The Committee has discovered in all the institutions visited that there is a vital connection between the conditions of African staff housing and the attitude of students towards authority. Many students respect their African teachers and are ambitious to enter the teaching profession. For this reason they feel gratified when the living conditions of their African teachers are satisfactory. They proportionately feel disgruntled when they note that their own future dwelling quarters may be squalid.

One witness, an official of mature experience, said, "The quality of the housing provided for African teachers at institutions may have an important bearing on student disturbances. A married African graduate should have a house of a size and design which would enable him to make a comfortable home of it. If students see such houses provided for the White staff, and very inferior ones, or none at all for the African staff, they will/.....

will naturally tend to regard this as a grievance. The risk that married African teachers might not be willing to occupy better houses if they were provided, and that the money spent on their erection would thus be wasted, is no longer a real risk. African graduate teachers, and African teachers of lower grade too, are willing now-a-days, to pay reasonable rents, and are anxious to have their families living with them."

In one institution, which impressed the Committee as a model for housing African staff, the Committee found well furnished and spacious quarters for African bachelor staff with the usual modern fittings, and the contentment therewith was reflected in the general happiness of the student boarders.

By contrast, in another institution where the housing of the African staff could only be described as deplorable and where there had been a series of riots, the Committee found one teacher living in a cottage consisting of three rooms and a kitchen. Here he accommodated two bachelor teachers in a room about 13 feet square where they slept, studied, and relaxed while he himself with his wife and four children were huddled in a room of similar size, and a maid servant was lodged in the kitchen. The central room was employed as a dining room common to all. The resulting congestion was acute.

In this school, as in others with like conditions, there was constant migration of African staff due to discontent, and teachers fresh from training were constantly on the look out for a transfer to other schools where accommodation might be more satisfactory.

Even where suitable dwellings were provided they were often located in isolated and unattractive surroundings reached by stony, dusty roads.

Some African teachers have perforce to dwell in the neighbouring Native villages and travel to and from the institution through tall wet grass. The distance from school precludes their assisting in after-class activity. Thus the institutions concerned lose the assistance of African staff that would otherwise be available.

(2) PROVISION FOR AFRICAN VISITORS.

Evidence was led before the Committee to the effect that absence of arrangements for the accommodation of African visitors to institutions was ground for complaints. Such visitors in finding for themselves became a burden/.....

a burden upon African staff and they felt they were unwelcome at the school. This complaint readily communicated itself to the pupils because these visitors were usually parents, near relatives of pupils, Chiefs, Ministers of Religion, travelling secretaries of the Students' Christian Association, Departmental Visiting Teachers, and other Africans of standing. Europeans of similar standing would normally be the guests of the Head, the European staff, or would occupy special guest accommodation. The Students' Christian Association travelling secretary has sometimes to find himself a bed among the boys in the dormitories.

According to African custom visitors, especially people of some status, are accorded the best of welcomes. The Heads of a generation or two back were noted for their hospitality to Africans visiting their institutions and in that way rallying the loyalty of their public around their school.

The Africans of the present time tend to misunderstand this lack of hospitality at institutions and interpret it as just one more expression of colour prejudice.

It may be argued with some reason that a genuine missionary programme cannot exclude this provision for African guests.

(3) SANITATION.

The Committee took a serious view of any inadequacy in sanitary arrangements in each institution visited. Extremes of conditions were met with. In some institutions lavatories and latrines were grossly neglected. As a result the seats and floor-level pit holes were in an unsightly condition. There were no partitions to separate one student from sight of another. Construction was of old rusted iron. Flies buzzed to and from the dormitories and dining hall. There were three or four such institutions guilty of extreme negligence. On the other hand the Committee found some institutions where the lavatories were models of cleanliness.

In between the two extremes there were all grades of cleanliness.

From many of these institutions students go to Fort Hare. Fort Hare is thus a convenient testing ground of their previous training in regard to cleanliness and capacity to make proper use of modern sanitary conveniences. Many students from the institutions, on entering Fort Hare show their ignorance of sanitary matters, being unaccustomed to using the

stool/.....

stool and sanitary paper in the right way.

Some authorities fail to recognise that the education of Africans should include practical enlightenment on sanitation and that, in this respect, until a tradition is built up the best educated Africans, along with the illiterate, cannot be socially acceptable in cultured homes.

Training in cleanly personal habits was given in one institution in a practical way by requiring the students to clean their own lavatories.

Although the Committee recognises that there are many difficulties it recommends that as soon as possible water-borne sanitation be installed in all institutions.

(4) FOOD AND DIET.

Complaints about food are chronic among students everywhere. There is a substantial basis for complaint in most institutions in the Union, because as a prominent official points out, "At the present time the Churches are attempting what is impossible. They are trying to keep education within the means of parents to pay for them. Wages haven't kept pace with the rising cost of living. Yet schools are trying to keep fees at pre-war rates."

In some few schools students complain of an actual shortage of food. One strike, according to the students, was "through anger at insufficient food." At a large institution the acting Head admits that "the students have some justification. They have a real craving for food."

The quality of the food is a matter of concern to the students when pebbles are found in the beans, and weevils in the mealie meal. A sick cow sold to a butcher which later came back to the school as meat was enough to cause a strike.

Wise administrators have reduced the amount of actual disturbances due to lack of food and poor quality by frankly explaining the situation faced by them to the students. When the students are taken into the confidence of those in charge, they show an amazing willingness to cooperate in making the best of things. Many statements like the following were made to the Committee by students:

"We are not satisfied with our food. We would like more fruit. But reasons have been given to us which make us understand."

And they carry on without grumbling over much.

Where trouble has occurred over food it has usually been, we are convinced/.....

convinced, where the authorities have ignored repeated representations by students. For example, the following statement is from students where a food riot occurred:

"When we complain about food we are given promises which are never fulfilled. If we were told that the authorities cannot get better food we would be satisfied."

In most schools complaints about food concern its preparation and the monotony of the diet. In many instances the cooking is done by unqualified, untrained cooks. As one witness puts it:

"The only qualification our cooks have is that they are women."

It has been pointed out to the Committee that the teachers in their hygiene lessons teach children the values of various foods and food elements, but the food provided in the kitchen violates every principle taught. This is true in actual practice in the majority of the institutions visited.

There is a preponderance of carbohydrates in mealie porridge and samp, and a relatively small amount of protein and fat in the vegetables and meat provided. One school serves mealie meal porridge only for breakfast and supper²⁷ with samp and beans (or cow peas) for dinner, with meat provided twice a week. It came as no surprise to the Committee that the Head of this institution had saved £100 in 1946 on a boarding fee of £8 per student! The cost of diet in other institutions ranges from £7.11.6d (a country school with gardens) to £14 per student per year. Most schools try to provide vegetables and meat two or more times per week. The fees of from £9 to £18.2.6 per year barely cover the cost of food and services involved. A number of institutions are making an annual loss at the present time on their boarding department. ~~xx~~

In connection/.....

x The Executive Committee of the United Transkeian Territories General Council suggests that much of the monotony of the diet in the schools can be reduced by cooks who are trained to use mealies in various ways. They refer to an article in "Umcebisi", the Bunga Agricultural Bulletin, which is incorporated as Appendix D. They remind us that "unless the boarding master or his assistant is a man well versed in the preparation and cooking of Native as well as European foodstuffs, the food will remain defective and offensive."

xx

The Transvaal Education Department Occupational Training College at Middelburg, provides a better diet than that found in any of the missionary institutions at a cost of £17 per annum per student. Milk is provided by the institution's cows; over 2000 pounds of vegetables were grown on the school gardens in 1946, and fruit is easily and cheaply obtainable in the neighbourhood. There is only one meatless day in the week.

In connection with the remarks mentioned above by a prominent official, it is interesting to discover that the St. John's College at Johannesburg with 250 to 300 European lads to feed, found that while their diet cost £15. 8. 8d per pupil in 1943, it has leaped to £30. 1. 4d in 1946, an increase of over 90%. I has been impossible to get comparable figures for the African institutions. It may be expected, however, that the cost of the basic diet has increased considerably during the war years, an advance hardly met by the £2 to £3 increase in fees made by most institutions.

The logic of the situation, however, is quite plain. Either more funds must be made available for food, or cheaper food sources found. The following suggestions have been made.

(1) The provision of institution gardens.

A small minority of institutions are adding vegetables and fruit to the student diet by utilising part of their grounds for vegetable gardens and fruit orchards and for grazing herds of cows for milking. One or two institutions which should be doing more than they are, have allowed their former gardens to fall into disuse, a state bemoaned by those who remember the plentiful supplies of vegetables in bygone days raised by student effort under competent direction.

Two main difficulties have been faced by institutions in making gardens pay dividends in actual produce: (1) the reluctance of students to undertake this manual labour, and (2) The great difficulty of providing that this work shall go on over the summer holidays. Experienced educationalists report the not uncommon experience of students and staff returning to the institution after a vacation to find the gardens a wilderness of weeds, any vegetables produced having been eaten by marauding cows or goats.

Some of the difficulty experienced by school authorities in persuading students cheerfully to undertake garden work is due to the practice of allocating manual work as a punishment for various minor offences. Authorities and staff members of institutions have regretted the fact that manual labour, as the result of this practice, has become associated
/to a real extent, in the students' minds, with expiation for delinquent behaviour. Of course, the big obstacle is the natural reluctance of

adolescent/.....

adolescent youths to undertake any hard, physical labour. In any case, an institution programme which provides work for each student and emphasizes the dignity of that work and its value to the institution would, in time, overcome both of these difficulties and provide wholesome physical activity which would share with sport as an important and not unwelcome alternative to the hours spent in the classroom.

The difficulty of so organising the institution's calendar as to provide the necessary number of garden workers over the important growing season (the summer vacation), can only be overcome by employing a skeleton full-time staff which will have the gardens or farm as their responsibility. We are informed that those trained at the Fort Cox Agricultural school find employment opportunities very limited at the present time. It is probable that these well-trained men would welcome more openings in the institution. In addition, there are always impecunious students who would be glad to stay on over the holidays and earn part or all of their boarding fees working under the direction of the farm or garden manager.

The Committee recommends that this question be given serious consideration by the institution authorities.

Credit should be given, in this connection, to several institutions which have attempted to supplement the deficient vitamin content of the students' diet by including hake oil and soya bean products and by purchasing quantities of fruit in season.

(2) Most institutions, however, lacking suitable land for gardens and/or water for irrigation, must face up to the fact of increased income if their diet is to be improved. And here several suggestions have been made:

a. Africans do not consider it unfair to ask parents for more money in the matter of fees. They point out, however, that the institutions have never taken the parents into their confidence. Only one or two institutions have circulated a financial statement to parents and others interested showing how the boarding fees are spent. Everywhere, students, teachers and parents have a keen desire to know what becomes of the (to them) large sums of money paid to the institutions. In the absence of an accounting by the authorities, there has grown up a suspicion in the minds of many that the authorities of the schools are not spending the money on food. A number of students have informed the Committee that they do not believe they are getting value for the money they spend in fees. Parents have displayed considerable/....

considerable scepticism on this point. A prominent member of the Transkeian Organised Bodies reminded the Committee that:

"Some mature students (e.g. teachers seeking to improve their qualifications) are in the training schools, paying fees from their own pockets. They see no reduction in fees, even when the diet is reduced. They don't understand."

The Committee strongly recommends that the institutions prepare statements of income and expenditure, especially on the boarding department side, for handing to intelligent Africans, giving in detail the actual cost of buying so many bags of mealies, so many pounds of meat, and the way in which this works out at so much per student per year. Africans are only gradually realising that food costs money - a great deal of it - amounting in the course of a year to a very sizeable total.

With the facts in hand, representative parents could be asked to decide:

(1) Whether they are satisfied with the present arrangement.

"Parents from predominantly rural areas might feel that the food provided was as good as the student received at home."

(2) Whether, if they feel a more expensive diet should be provided, they are content to have the loss on feeding their children made up by church constituencies in South Africa or elsewhere. A prominent African woman states:

"Parents don't feel too good knowing that the people in Scotland have to pay to feed their children."

(3) If not, whether they are prepared to meet considerable advances on the present boarding fees.

The question has been raised by several witnesses whether the Government should not do something to assist in this matter, as it is doing with respect to buildings and maintenance, salaries of teachers, etc. Two suggestions have been put forward which deserve serious consideration:

(1) The Chief Inspector of Native Education in the Transvaal suggests that, inasmuch as students in the teacher-training departments are planning to take up work which will bring them quite a respectable salary as soon as they begin to teach. Loan Bursaries be offered to them to be repaid on the stop-order system. The suggestion is that the Government set aside £100,000 to £500,000 to be utilised as a permanent loan fund, available to students in the training institutions to meet a more adequate school fee.

to quote/.....

To quote this official:

"This would be a very fine investment. With the good conditions in the teaching services now, we would not lose much money, for it is automatically covered by stop-orders."

(2) Various witnesses suggested that some sort of a Government subsidy should be provided, perhaps

(a) on the basis of locality - a higher subsidy for urban than for rural institutions, or

(b) on the provision of an approved diet, with suitable substitutes.

On this basis institutions would be required to show the cost to them or providing what the department considered a minimum satisfactory diet necessary for students. This would vary considerably from school to school. On this basis, of course, institutions would be required to accept a larger amount of Government control which would be provided by Inspectors of Hostels.

With respect to the Bursary Loans, the Committee would more strongly favour the suggestion, were it not for the experience of members that a good many teachers drift out of the profession into business and other work within a few years of leaving the institutions. This would make more difficult the collection of loans, and might possibly mean a considerably larger loss than otherwise might be anticipated. A study of the results of the Bursary Loan systems in Provincial Education and in some of the schools would be illuminating here.

On the whole, the suggestion of a Departmental grant to those institutions which undertook to provide an approved diet would seem the most practicable. It would enable the Department to satisfy itself that the preparation of the food was satisfactory and would mean subjecting the accounts to inspection. It might also mean a saving in the cost of food through the purchase in bulk from Trust farms and wholesale concerns. It would also have the effect of standardising the boarding fees chargeable to parents, for a formula would necessarily be arrived at stabilising that figure.

As a guide to the preparation of a minimum diet schedule we append three memcrands in the Appendices E, F and G: (1) By Dr. W.C.J. Cooper, Superintendent of the Victoria Hospital, Lovedale; (2) By the Cape Education Department, and (3) the diet sheet prepared for the Middelburg Departmental Occupational Training College.

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