

instruments will have made the following observations. I only hope that these few words will incite more teachers to interest their pupils in the important and interesting factors of their local weather.

Kisubi rainfall is moderate. The average calculated on the last thirty years, is 55.23 inches. Entebbe rainfall averages about 60 inches and Kampala 50 inches. Kisubi, half-way between the two capitals, is also the mean as regards rainfall. The amount of rainfall varies from year to year as shown by the last eight years.

1933	...	60.33 inches.	1937	...	58.54 inches.
1934	...	49.17 inches.	1938	...	37.11 inches.
1935	...	56.73 inches.	1939	...	40.72 inches.
1936	...	62.54 inches.	1940	...	59.41 inches.

The rain falls in the morning between 3 a.m. and 12 noon. In 1940 rain fell on 119 days, it fell in the afternoon on 8 days, on 3 days it was a continuation of the morning shower, on 3 other days it fell after sunset, and twice only was there a shower between noon and 6 p.m. Although 1941 does not show such uniformity, yet most of the rain has fallen before 12 noon. From the records available at Kisubi, we conclude that more than 90% of the rain falls between 2 a.m. and noon.

The diagram shows the rainfall at Kisubi for 1940 and the average for 30 years.

It will be noticed that the rainfall peaks occur in April and November.

The rains are both heavier and of longer duration as the sun travels northwards. In October, November and December the rainfall is more showery and is usually accompanied with thunder. The highest rainfall recorded in one single shower is 5.67 inches in May, 1930. This is exceptional. A day's rainfall is seldom above 2 inches, and usually less than 1 inch. It will last as much as four to six hours during April, May and June. Two hours' duration is more common in October, November and December.

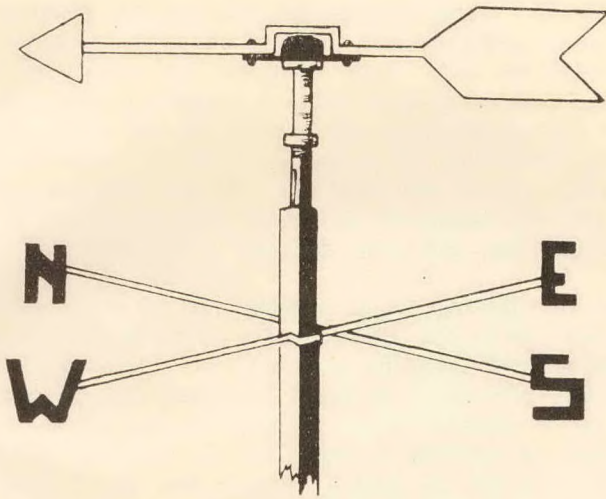
There is no month of absolute drought. A month with less than one inch is the exception.

Rainfall usually comes with the South-east wind. Rains from the North and North-west are not the rule, but when they occur, they are heavy and accompanied by thunder. It is a frequent occurrence at noon to see threatening clouds gathering in the northern portion of the sky, being dissipated before they reach Kisubi or moving westwards along Nambigirwa swamp. From the West and South-west, we get no rain, except an occasional drizzle. Lightning after sunset in the East forecasts rain for the following morning.

The temperature records of Kisubi extend over a few years only. The data on hand show that January is the hottest month, with an average maximum of 80°F., and July is the coolest with an average maximum of 77°F. The average minimum is 63°F. The absolute maximum is seldom above 86°F. and occurs in January. The absolute minimum is rarely lower than 58°F. and occurs in July.⁽¹⁾

The relative humidity has been recorded for less than two years. The average is above 80% in the morning and below 70% in the afternoon. The low yearly and diurnal range of temperature (among the lowest in Uganda) and the great relative humidity (one of the greatest in Uganda) are explained by the fact that Kisubi is situated at the neck of Entebbe peninsula.

(1) The altitude of Kisubi is 3,850 feet above sea level, *i.e.*, about 125 feet above the lake level.



A WIND-VANE MADE AT KISUBI.

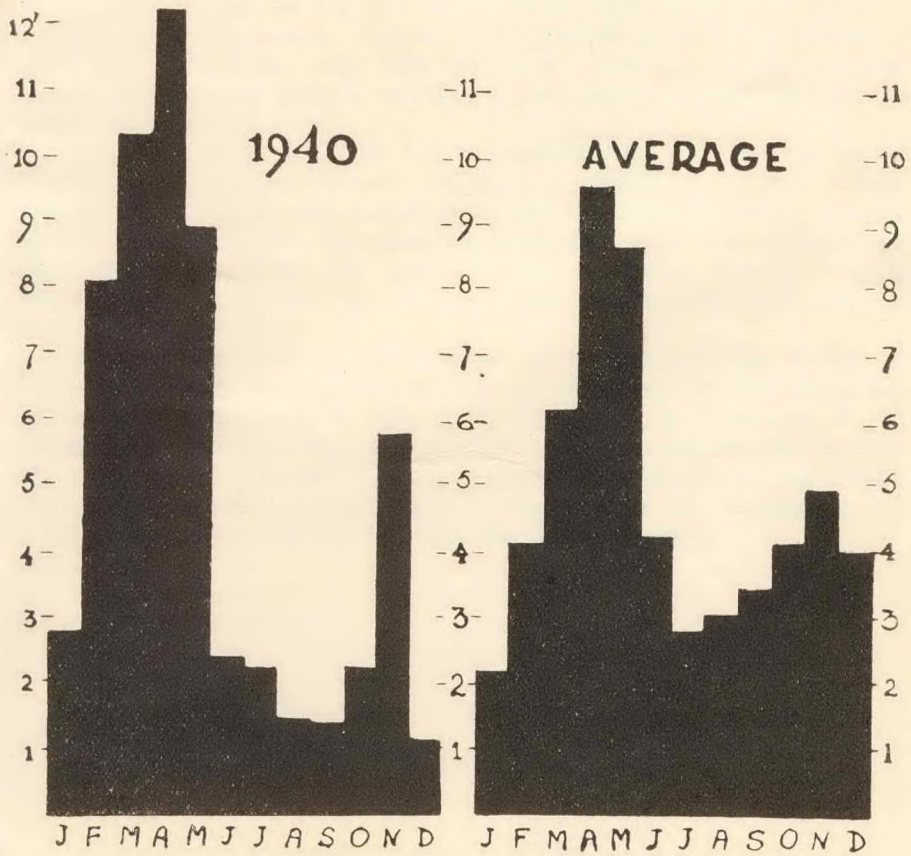


DIAGRAM SHOWING THE KISUBI RAINFALL FOR 1940 AND THE AVERAGE FOR 30 YEARS.

Our barometer has not been scientifically tested. We cannot therefore vouch for the accuracy of the records. The recording of the pressure has brought to light some very interesting data. It is noticeable that rainfall often follows a rise of pressure—a rather startling fact to a newcomer in the country. I am told that the cause of this is an obscure fact believed to be an upper cold wind. A slight lowering of the atmospheric pressure, which seems to be associated with the daily solar tide, is also noticed every day. The monthly average pressure varies little throughout the year and is about 26 inches. The barometer is higher in June, July and August and slightly lower in January and February.

The recording of the wind twice a day on two different roses shows the prevalence of the land breeze in the morning and of the lake breeze in the afternoon. At 8-30 a.m., the wind vane will point West or North-west. In the afternoon it points South-east, South or South-west. During the rainy seasons there is not such a regularity in the direction of the winds. The change between the land and sea breeze is preceded by calm and usually occurs between 9 a.m. and 10 a.m. During the day the wind vane turns through a complete cycle. It points North-westward in the morning, and it will turn to the North, East and South during the day and at night it will again point Westwards or North-westwards.

During the dry season, dew is of almost daily occurrence. Haze is peculiar to the dry season. Fog has been recorded in the early morning or after sunset, but it has never been very thick. Over the bays surrounding Kisubi, covering the papyrus swamps, a low cloud is often observed on bright mornings.

In conclusion, it might be well to emphasize the influence exerted on Kisubi climate by Lake Victoria. Much of its rainfall is a product of lake evaporation, it enjoys well-marked land and sea breezes. During the two periods of seasonal rain, the prevailing South-east winds are reinforced by lake breezes; moist air and relatively cool conditions prevail. Violent thunderstorms break over the area and water spouts have been observed from Kisubi hill.

The meteorological conditions which go to make up the climate or average weather of Uganda are extremely varied and do not lend themselves to ready formularization.⁽¹⁾ The above attempt at generalization is not complete but it shows, I hope, that the study of weather statistics may become interesting and captivating—a proof that geography is not a dead science dealing with the solid Mother Earth, the hydrosphere and atmosphere, but a living study connected with our daily life and its activities.

(1) *Uganda* by H. B. Thomas, and R. Scott. p. 48.

The Protectorate Museum, Kampala.

By MARGARET TROWELL, *Hon. Curator, Kampala Museum.*

IN MANY English towns there are "Folk Museums" of which the people are justly proud. In these museums are collections of the many things the "folk", or people, used before the days of mass-production of goods in the factories. You will find old carved chairs and cupboards, hand woven cloth and embroidered dresses, pottery, iron work and many other things. Perhaps you will wonder why these things are treasured and valued. Are not factory goods often stronger and cheaper? The answer is that things made hundreds at a time by a factory machine have no character, while a stool or pot made by a craftsman is exactly like no other pot, and from studying it we can learn much of the craftsman who made it. We can tell his tribe and his generation and what were his needs, for his pot or chair will be different from that of men who lived far away or who lived long before or long after him.

Here in Uganda we should have, and can have, a splendid "Folk Museum", for we have people of many races, Bantu, Nilotes, Hamites, Half-Hamites, etc.; and within those large groups many different tribes each with their own way of doing things and making things. The study of the agricultural tools, or the pottery or the musical instruments of the various tribes will tell us much of the history of the country.

The Museum at Kampala is trying to build up a collection of this kind to show the agricultural and pastoral implements, food vessels, iron work, clothing, adornment, musical instruments, weapons, shields, stools, mats, etc., used throughout the country. But we shall have to be quick about it for so much of the best work is a thing of the past. We hope very much that schoolmasters and other educated men will take an interest in this and teach their pupils to take a pride in the culture of their own people. Later on we hope to arrange talks for school children in the museum to teach them to value the things which are exhibited.

Meanwhile this is how schoolmasters can help the museum and encourage their pupils' interest. From time to time I am offering a prize of Shs. 10 for the best essay on a certain subject; this may be the work of one man, or it may be the combined work of a class or school. It may be in English or Luganda, it will be judged not so much for the way it is written as for the amount of accurate information it gives. This time the subject is "The way pottery is made in my district". The following points must be given. Material (description of clay and "Nsibo"), where clay is dug, and how it is mixed. How the potter builds, dries, decorates and fires his pots. Careful drawings of all his tools, types of pots made, etc. "Taboo" which are, or were, observed in pottery making. If pots are decorated with patterns scratched on in your district, some typical patterns must be copied, if they are decorated with "rollers" of plaited reeds or carved wood the actual "rollers" should be sent.

Those who have written the best accounts may be asked later to collect specimens of the pots, etc., of their district for the museum. The museum will, of course, pay for these and the helper will receive a printed certificate just as do those who do such work for the British Museum. We hope that many schools will take a pride in earning these certificates.

Essays for this competition should be sent to "Mrs. Trowell, Mulago, Kampala," not later than October 31st, 1941.

Girl Guide Activities in Uganda.

IN VIEW of the encouraging progress made in Uganda in respect of Girl Guide activities in schools, we are pleased to publish the following extracts from the Annual Report 1940, of the Uganda Girl Guides Association, written by Mrs. A. O. Jenkins, the Protectorate Commissioner.

"In addition to numerical increases, a good spirit is discernible everywhere. This has been helped enormously by the 'Empire Gift Fund Scheme', whereby the Girl Guides of the Empire collected over £50,000 for various purposes such as the provision of air ambulances, motor life-saving boats, motor ambulances, Y.M.C.A. rest rooms and army quiet rooms, etc., each department of the War Office having been asked what they considered the most useful contribution to their sphere. The results of participation in this scheme (apart from the monetary side, which far exceeded expectations) have been most beneficial and have enabled individuals to realise more clearly the meaning of belonging to the 'Guide Family'. The scheme called for initiative and ingenuity and we are proud that the Uganda Guides and Brownies proved equal to the effort, some details of which are reported later.

"Although we are still short of Guiders, the formation of the Buloba School Cadets, under the Commissioner of Training, and a Cadet Patrol at the C.M.S. Kabwangasi, should prove a great help in this direction. Shortage of Guiders naturally means curtailment of activity and limits numbers. In many cases recruits cannot be accepted as companies already are too large; and in others older Guides have to leave to make room for the younger ones coming on. The latter step must be taken (however unwillingly) if we are to adhere to the principle of giving each girl an opportunity to develop her powers of leadership, self-reliance and initiative.

"A training camp in June was attended by Acting Guiders of the East Uganda District; Kampala-Entebbe District organised a Patrol Leaders' Training Day in July; and perhaps most noteworthy was the training held at Nkokonjeru Convent (by kind permission of Rev. Mother Kevin) and which 30 Roman Catholic Sisters attended. One of these writes as follows:—

'Very varied activities filled three crowded days. However, no one felt that too much had been attempted. Each day's programme left periods for rest and discussion during which exhausted spirits were able to recuperate. The 30 Sisters were divided into four patrols, the leaders of which met daily in Court of Honour. As far as possible the days were spent as in a real camp and each patrol had its appointed duties. Every morning a chosen colour party hoisted the flag and morning and evening sessions were spent either in the forest or in a large hall lent by Mother Kevin. In spite of very unfavourable weather, several thrilling tracking and stalking games were played in the forest, and one evening a real camp fire with flames leaping several feet high, told the world that the Franciscan Sisters were being real Guides.

'During the course Miss Steinitz gave five most helpful and inspiring lectures on various aspects of Guiding, her own delightful enthusiasm proving quite infectious. She ran a model company meeting with roll-call, inspection, patrol corners, games, group work for badges, the flag, more

games, and proved absolutely indefatigable in leading tracks and preparing ingenious test games. When she said good-bye she said she hoped it was not to be the last Sisters' camp she would run. The campers hope so too.'

"War-time conditions have naturally interfered with our camping activities but in addition to the training camp mentioned above, Kampala-Entebbe held one at Bwabye, Ngogwe, in Kyagwe District, of which the following account has been received:—

'The site was upon one of the flat-topped hills of Kyagwe, with glorious views of inlets of the lake on two sides. The Europeans said that they were reminded of Scotland and everyone enjoyed the ever changing aspect of the lake from sunrise to sunset; and we were fortunate in getting full moon during the week's stay.

'This camp was a training camp in which Guiders were trained for their Campers' Licence and Guides and Cadets for the Pioneer's Badge.

'On the night of the full moon there was a supper hike when the Guides cooked matoke, dampers and tea on the hillside overlooking the moonlit expanse of the lake below.

'Other afternoons and evenings were spent in tracking or observing games, or a long walk, or entertaining visitors. Besides a few Europeans who came from Kampala, the Sekibobo and Mr. Hamu Mukasa and the Gombolola Chief visited the camp and were entertained to a meal. The local Muluka Chief was a frequent visitor and very helpful in many ways.

'When Mr. Hamu Mukasa came he told the Guides very interesting things about the receding lake and then enthusiastically demonstrated a little known method of roasting bananas in an ant-hill oven—a method which the campers wished they had heard of before as it would have saved so much washing of pots.'"



AEROPLANE AND GIRL GUIDES.

Book Reviews.

Tropical Africa in World History. Book IV, The Modern World.

By T. R. BATTEN, *Education Officer, Nigeria.*
Oxford University Press, 1940 (2/6d.)

THE PUBLICATION of this book completes the series of History text-books specially prepared for Secondary Schools in British Tropical Africa under the auspices of a distinguished Editorial Board, including Professor R. Coupland, Miss Margery Perham, and Mr. David Somervell.

We are of opinion that this last book is the best of the series. In his Preface the author states that he has been a little diffident concerning his action in giving somewhat detailed treatment to the development of British industry and social and civic institutions during the last 150 years. We think, however, that his fears were quite groundless, for these are subjects which it is imperative that the African Secondary School boy should understand, if he is to be able, as he should be able, to view the importance of Africa generally, and of his own part of Africa in particular, in the world of to-day with a right sense of proportion, and also to understand properly the disordered state of 20th Century Europe.

Mr. Batten's account of the Industrial Revolution is particularly lucid, as also is the way in which he connects it with the opening up of Africa owing to the demand for raw materials which it produced. Nor does he attempt to disguise the evils of the factory system and the difficulties that social and political reformers had to contend with in 19th Century Great Britain, difficulties which happily they succeeded in great measure in surmounting.

The illustrations in this section are of considerable interest. They include pictures of an early power loom, of Newcomen's steam pump, of one of George Stephenson's first railway engines, of a modern oil engine, of Wilbur Wright's aeroplane, and of an early specimen of a motor car (1902).

In Chapter 6 there is a brief account of social and political development in Tropical Africa during the last half Century, concluding with a frank reminder to those who may be in too much of a hurry that circumstances in our Continent do not yet justify the introduction of democratic methods of Government. Possibly the subject of this chapter might have received fuller treatment.

Part II of the book is designated "The British Empire in the Modern World." Its first two chapters contain surveys of the recent history of the various Dominions and of the Colonies and Dependencies. These chapters do not call for any particular comment; such surveys are difficult to write when space is limited, and on the whole the author has been successful in his treatment of the subject matter, though we venture to think that at times he has included too much detail and too many dates.

Later chapters deal adequately with the Great War and its causes, and give a very fair picture of Europe's failure during the post-war generation to achieve disarmament and to make a success of the League of Nations. They show, in fact, that from 1919 onwards there was no change of heart, and so lead up to the rise of the Dictatorships and the origins of the present war.

The peculiarly repulsive portraits of Hitler, Mussolini, and Stalin, which the author has selected for his illustrations, constitute a peculiarly fitting commentary on this melancholy period. His postscript concerning the general aims of historical study is particularly good reading and to be commended to the notice of all teachers and scholars.

There is a sensible Bibliography, and it is evident also that considerable care has been given to the preparation of the Glossary, which is much more satisfactory than those of the earlier books of the series.

J.S.

Discovering Geography.

EDITED By L. DUDLEY STAMP, B.A., D.Sc. and T. HERDMAN, M.Sc. *London, Longmans. Books 1 and 2 (1938), Books 3 and 4 (1940).*

7¼ × 5 inches: illustrations, diagrams and maps. No index.

Book	I	In Britain	...	pages	152
	..	II	Abroad 154
	..	III	Our Food 120
	..	IV	Industry 122

THE MAJOR PART of the text of the first two books was prepared by a committee of eight geographers whilst the text of the last two books was adapted from part of Dr. Stamp's, "An Introduction to Commercial Geography".

There is therefore evidence that these books have been very carefully planned primarily for school children in the British Isles and to carry out the Board of Education's suggestions that:—

"The first part of the course should be of such length that the majority of children have time to complete it before they leave. This will entail a rigorous selection and the elimination of much which usually finds a place in a school course. *Only the essential and most suggestive points can be dealt with*, and it is better to deal adequately with these than to attempt to cover a larger field in a more perfunctory manner . . ."

Very careful selection was therefore necessary and in doing this a freshness of approach has been attempted with success. A distinctive feature of the books apart from a wealth of selected photographs and many diagrams are the questions which both precede and succeed each chapter. The introductory exercises are designed to teach the pupil to observe and build up an interest in local geography whilst the questions at the end of each chapter trains the pupil to apply the knowledge he has learnt in one type region to others in a similar major geographical region of the world. This is therefore a process of "discovering geography" so that the title of the series is aptly chosen.

In Book I nine typical areas of the home region have been selected for treatment. In Book II the rest of the world is divided into such major regions as The Monsoon Lands, etc., and one smaller part is studied as an illustration of life and activities in the major region as a whole. Thus the Sahara is selected as a typical hot desert and the Rhodesias as an illustration of the savanas (hot grasslands) in general. Books III and IV really provide a revision of the principles learnt in the earlier books by applying them firstly to man's needs in the way of food and secondly to other needs that have led to trade and the growth of industrial areas.

I should like to see an African edition of such books with East Africa as the home land, then proceeding to a study of the natural regions of Africa as typical of similar major regions in the world. Then would come in lesser

detail a study of other regions not found in Africa. Books III and IV of the series under review could then follow on and in fact fit into the scheme now adopted for our schools. There would, however, be need to make a selection of "the essential and most suggestive points".

R.E.P.

Rubber and its Many Uses.

By HERBERT MCKAY, *London, Oxford University Press, 1940.*

Pages 76, Illustrated, Price 10d.

THIS IS one of "the Empire at work" series designed to show how British subjects are co-operating in the work of the Empire.

The series is based on a standard vocabulary of 1,500 of the commonest English words, a glossary is provided and the text is illustrated by suitable drawings and reproductions from photographs.

The volume under review will appeal to Uganda children since in the wetter parts wild rubber vines flourish in the forests and were at one time exploited, but now the export of the country is limited to the plantation product. In peace time owing to transport costs it does not pay to tap these trees when the price of rubber becomes too low. Although the war has given a renewed stimulus to the industry the Uganda output is so very small as to be practically negligible when compared with the three main producing countries which are British Malaya, the Dutch East Indies and Ceylon.

Rubber is to-day one of the Empire's chief exports and provides a larger amount of foreign exchange that is used for buying war supplies in the United States. Children should therefore know something of the history of the rubber industry and this book is recommended for class or library use in Secondary Schools.

R.E.P.

Learning Our Language.

By D. BENZIES, M.A., *Principal, Presbyterian Training College, Akropong, Gold Coast. Published by Messrs. Longmans Green & Company, Shs. 3.*

ALTHOUGH this book is written in English, its aims and methods are intended for training in any vernacular. Masters and Mistresses of Method, and English-speaking teachers generally, whether they be concerned with Luganda, Gang, Gujerati or English will find it stimulating and suggestive.

The earlier chapters contain valuable hints on the teaching of oral language, due attention being paid to speech-training, correlation of language training with other subjects, and the development of oral composition through games, drama and pictures. In his zeal to provide adequately for training in correct speaking, the author tends, perhaps, to attach undue importance to the learning by heart of imaginary conversations on pictures, a proceeding which might defeat his other aim of encouraging spontaneous conversation. He defends this attitude on a later page, but, in a book which is so rich in other suggestions for the encouragement of clear speaking, it seems hardly worth while to risk stultifying the child's instinct for dramatisation.

The place of grammar in language teaching is adequately dealt with in a later chapter, while the treatment of written composition is exceptionally well graded, and the suggestions for eliminating errors likely to occur will repay careful study. A wide range of subjects for composition is included.

A.B.R.

Language Teaching in African Schools.

By ELLIOT AND GURREY,

Published by Longmans, Green & Co.

WITHIN THE compass of twelve dozen pages, all easy to read, teachers in African schools now have available a valuable guide to the all important problems of language teaching within their schools. Upon the effective solution of those problems the results of their teaching largely depend.

The writer, Mr. A. V. P. Elliott is especially qualified to guide African teachers in these matters because of his intimate knowledge of the African scene and his experience in the training of teachers in the Sudan, and at Bishop Tucker College and Makerere College, Uganda. His collaborator, Dr. Gurrey, as the Head of the Division of English Teaching at the University of London Institute of Education, has for many years specialised in the teaching of English to non-English speaking peoples. Hence it follows that the book is written by those competent to guide, and is essentially concerned with practical issues.

Five chapters are devoted to the Vernacular and four to the teaching of English, and throughout there is a happy blending of principles and methods and constant reference to the influence of the environment.

Early in the book occurs the following significant statement:—"It is necessary to insist, however, that language training is not just a matter of teaching children to read and write and speak clearly. We saw in the last chapter that peoples' language is an important part of their lives, and it is therefore an important way of connecting school teaching with the home life of the child. Secondly, language plays a useful part in thinking, and language training may therefore to some extent be training in thinking. Thirdly, language training helps in the development of personality, because, if done on sound lines, it enables a child to express his own feelings, thoughts and opinions, and not merely to listen to those of others".

Later occur such sayings as these:—"Informal discussion should not be attempted in oral work until after the age of seven, since it is not a feature of the young child's life".

"If you have proverbs with no stories the class will enjoy making up stories to illustrate them".

"If children are acting . . . a meeting between two friends, their voices as well as their actions must show that they are glad to see one another".

"What is also needed is a more liberal interpretation of 'English Medium'. In the early stages at least, a good deal of vernacular explanation is necessary, and it is better not to have too sudden a break between the two languages".

"To think that we can teach English by teaching formal grammar is about as sensible as to think that we can teach somebody to ride a bicycle by telling him all about the parts of bicycle".

The few examples cited above may whet your appetite for more. Certain it is that you cannot read this book without profit to yourselves, nor apply its advice without profit to your pupils.

In a country so unfortunately prone to "Speech Days" as Uganda, it is natural that frequent reference to them should be made. One is tempted to wonder whether an annual spate of speeches on such occasions throughout the country for more than a generation has raised or lowered the standard of Oral Vernacular and Oral English, and fortunately this is veiled from us.

At all events one may express the hope that some of the suggestions made may brighten these formidable occasions, and the conviction that the wealth of other suggestions made will lead to the improvement of language teaching in many an African School.

Occasionally one differs from the writer in minor matters. Thus it is difficult to endorse the proposal that English folk dances should be taught in African schools as a bait to induce the local Africans later to approve of African dances in those schools. Following this line of argument one might introduce boarding schools to chocolate eclairs to stimulate their enthusiasm for bananas, or English nursery rhymes to induce them to reverence their own.

In general, however, this is a book warmly to be commended for use in all English medium teacher training centres, and as a guide to all who can read English and who are responsible for language teaching.

It is hoped that a future edition may include an index, and deal with problems connected with the teaching of Swahili or any similar dominant vernacular as distinct from the mother-tongue.

H. J.

4-8
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The greatest
good to
the greatest
number

PUBLIC WELFARE FOUNDATION



Jamaica — “In the first year alone, twenty-two thousand children were clothed . . . playgrounds were put up. . . .”



Jamaica — “Soup Kitchens have been established where people may get a hot nourishing meal. . . .”

PUBLIC WELFARE FOUNDATION

The Greatest Good to the Greatest Number



PUBLIC WELFARE FOUNDATION is a group of men and women organized to promote human welfare through giving anonymously, without overhead or red tape, to individuals or groups who have no one else to turn to when in need. Its concept of human welfare is broad; its scope is world wide.

The only pattern to Public Welfare's work is one of intelligent sympathy for the problems of others, regardless of race, religion, color or geography. Its aim is to seek out individuals or groups of people whose need is genuine and urgent—to help them within the limits of its resources in a manner which destroys neither the dignity nor initiative of the receiver. As a matter of policy it competes with no other organized welfare activity, state or privately endowed.

The funds of the Foundation are derived from an intimate and gradually increasing circle of people who have been drawn to the idea purely by example, and whose basic condition of giving is anonymity. Its work is directed by five Trustees who are unpaid. They themselves make it a matter of policy to insure that their workers deduct nothing for expenses wherever they may be. In fact no money is taken out of the funds for expenses except for postage, stationery, and for salaries of the small trained staff, the need for which is obvious.

The idea of Public Welfare was originally planned and tested on a small and very personal basis, but soon others became interested. Although there never has been, or ever will be, any active solicitation of money, a series of pledged monthly contributions enabled it to expand at considerable speed. By the time the Foundation itself was incorporated with government approval as a non-taxable, charitable institution on May 1, 1947, two main projects were already under way: the children's camp and the Jamaican project in the Caribbean area.

Today the Foundation's efforts are directed toward several separate established lines of endeavor:

1. The camp in Alabama
2. The Caribbean area and/or the Jamaican project
3. Agents
4. Other projects in the United States
5. Day to day cases

☛ THE CAMP IN ALABAMA:

In May 1949 Public Welfare Foundation received a gift of a large house and barn with twenty-six acres of land on Cape Cod, Massachusetts, with the understanding that the Foundation would use this gift as a boys and/or girls camp.

After one year it was found that this location was impractical because of the distance from the southeast where most of the campers lived. The property was sold and the proceeds used to lease a one hundred acre tract of land on the Tennessee Valley Authority property at Lake Guntersville in northern Alabama.

In March 1950 the building program was started and the first group of boy campers came to Camp Neyati in July. There were two groups of forty each that first summer. The following year the camp was further developed and now consists of five dormitory cabins which take sixteen campers each and a counsellor; a recreation building with television, piano, ping-pong tables, etc.; a main dining hall and kitchen; two latrine units; a Director's house; a cooks' house; and an infirmary.

The camp is operated with funds of Public Welfare Foundation and its contributors. The campers pay nothing for the opportunity of attending. They are chosen through recommendations from newspaper publishers, school principals, and welfare-minded individuals in their communities.



The dining room at Camp Neyati. There are also five dormitory cabins, a recreation building and an infirmary.



There's boating and swimming on Lake Guntersville for guests at Camp Neyati, Public Welfare's 100-acre camp for boys in Northern Alabama.

☛ THE CARIBBEAN AREA:

The work in the Caribbean area started in 1948 in Jamaica, in close cooperation with the then Governor's wife who was active among the native women of the island. She had organized the Jamaican Federation of Women whose membership is over twenty thousand and increasing all the time. These women, with little opportunity for normal social life, uneducated, poorly clothed, and undernourished, gave the Foundation its initial opportunity. First twenty-eight sewing machines were purchased—two for each Parish or County. These were loaned from group to group in each Parish—and still are in circulation. In the first year alone twenty-two thousand school children were clothed who otherwise could not have gone to school due to being naked. Assistance was given to purchase equipment to provide hot lunches in several schools; also a number of home canners were purchased so that the women could can not only for their families but for the schools in which the equipment for hot lunches had been installed. Soup kitchens in some of the poorer city areas have been established where once or twice a week people may get a hot, nourishing meat meal. Stations for the distribution of supplementary milk for babies have been set up in a number of places. The Foundation has helped purchase gold plated wedding rings by the gross, which strangely enough, encourages these people to marry in a country which had eighty per cent illegitimacy. Often they can not afford either ring or ceremony.

Work with the Federation has branched to many other lines. The Foundation works in close cooperation with the government departments of Medicine, Education, Agriculture, and the local Parochial Boards. Water has been installed in public markets so that the food handlers may have showers, toilets, and taps in their stalls to insure cleaner food being sold. Revolving funds have been set up for fishermen. When they lose boats and equipment by storm they can borrow from their fishermen's bank to replace such equipment and get started again. Low cost housing revolving funds have also been set up—the prospective home owners doing some of the labor for each other, with materials purchased at cost. There are Day Nurseries with free medical attention for the babies of working mothers. X-Ray and Laboratory equipment has been purchased for hospitals which had no means of accurate diagnosis except the



Jamaica — One of Public Welfare's Day Nurseries to care for children of working mothers and to provide them with free medical attention.



Jamaica — "Water has been installed in public markets so that food handlers may have showers, toilets and washbasins."



Jamaica — One of Public Welfare's Shower baths, an important and greatly appreciated addition.

clinical experience of the excellent and over-worked doctors. Scholarships are made available not only to give boys and girls training on the island, but to send exceptional students of either sex to England or the United States for special training in many fields. Recreational equipment is purchased such as gramophones for giving recorded concerts, projectors to show movies and slides, and much playground equipment. There is a craft teacher moving around the island teaching the people to make attractive native products which they sell to eke out their meager cash incomes. A shop is to be established with girls and boys being trained to make the merchandise for sale—furniture of the beautiful native woods, woven blankets, table mats, straw shoes, hats, handbags, etc., which the tourist loves to buy. One of the big problems in this part of the world is that of the old people and physically disabled. The families of these people are much too poor to take care of those unable to work. There are a number of centers where small groups of these people may go once a week to receive either fifteen or thirty cents (one or two shillings), or food for one good meal, or in some instances, both. Much work is being done with the young people—boys clubs where they learn to make their work clothes and shoes, and girls clubs where they are taught to sew and cook. In connection with this teaching program, there are playground facilities. Many layettes have been made for babies who would otherwise have been born with nothing to receive them but an old piece of cloth. There are clinics for dental work, venereal disease, and planned parenthood. Groups of doctors have gone to Jamaica from the United States to discuss the island's health problems with the Department of Medicine. These specialists are prepared to give lectures, if requested, as well as clinic demonstrations to medical students and nurses. An agronomist has been in consultation with the department of Agriculture to determine how best to use the climate and soil for the development of local agriculture. The Foundation has established some of these projects itself, but in many instances has merely filled the gap between funds on hand and funds needed to start a plan functioning promptly. It hopes to undertake new projects in the Caribbean area as well as to enlarge those in operation. The above gives an idea of the type of need which is found and how the Foundation can cooperate with the local governments.



Jamaica — Typical native family house.



One of many new houses being constructed with the help of Public Welfare's revolving fund system.

AGENTS:

The "agent principle" evolved gradually and naturally as the most effective method of distributing funds in places throughout the world where it was impossible for the Trustees to be in frequent contact. It is a simple arrangement whereby a man or woman desirous of helping people, and with an intelligent appreciation of how this may most effectively be done, is appointed as the distributor. This person is allocated a monthly sum which varies according to the individual and community need. A check is sent each month in the allocated amount. The agent is free to spend this money as he wishes (except on his own relatives). The Foundation can not demand a detailed accounting of this expenditure because of the different currencies and fluctuating rates of dollar exchange. It does ask for letters reporting progress and giving a summary of the use to which the funds have been put. Many agents write monthly reports of their own volition, enclosing letters they have received from people they have helped. Many letters come direct to the Foundation. An agent therefore is chosen with great care; the success or failure of the principle is dependent entirely upon this. The selection is made by the Trustees who, in their travels, are constantly on the lookout for suitable candidates. They are also often helped by recommendations from others interested actively in Public Welfare. When a person has been found and has willingly consented to act, he or she is appointed for one year. Toward the end of the year a letter is written to each agent asking if the individual wishes to continue for another year. In some cases such splendid work has been done that they are asked if they are willing to have the monthly check increased. If there is a lack of interest or pressure of other work or some other reason, the agent is dropped, but there is always another to be found who will use the funds thus freed. The percentage of "dropped" agents is almost nil. It is the opinion of the Trustees that the agent principle, when carefully and widely established, is an extremely satisfactory method for distributing charitable funds. They deal directly with an appointed individual in whose honesty and sensitivity they have personal confidence, and who, moving within his own section of the community, is able to practice the best kind of personal generosity. The person to whom the agent gives is aware that this is no self-righteous, patronizing, impersonal hand-out, but an opportunity to help himself which may be accepted with dignity.

There are agents in the United States, England, Scotland, Holland, Portugal, France, Italy, Siam, India, Hongkong, Greece, Egypt, Norway, Austria and South Africa.

In Austria a fine family was found who own a large and very old castle in beautiful mountain country. This family each summer plans to have as guests for probably about two weeks each, a number of outstanding people in the field of writing, music, science, medicine, painting, etc., who have been broken financially and physically by the hardships of war. It is hoped that by giving them an opportunity for rest and freedom from anxiety in healthful and beautiful surroundings they will be able to continue the valuable work interrupted by war. It is hoped to have more of these rest houses in Europe, extending the idea to children as well as adults.

OTHER PROJECTS IN THE UNITED STATES:

In addition to the camp, funds have been given for the purchase of land and the building of a negro hospital in Temple, Texas. Here working closely in collaboration with the Board of Directors of the Scott & White Memorial Hospitals, an initial grant was made in 1951 for the purchase of land in the town, close to the main hospital, on which to build a hospital for negroes that will be operated by the Directors of Scott & White. No patient is refused advice and treatment. Those who can, pay according to their means. In time it is hoped to have a staff of negro doctors and nurses, trained by Scott & White, to run the hospital.

There is a clinic in rural Virginia, in the same area as there is a visiting nurse. A group of boys has been given agricultural and 4-H training in the hope that some will develop into scholarship material for agricultural college. Food has been sent to England at Christmas time, particularly to the Limehouse and Rotherhithe districts of London. Funds have been allocated to help displaced persons get to the United States from Europe. Equipment has been provided in rural areas for the schools to have hot lunches for the children. One agent is specifically working with the physically handicapped—helping them purchase wheelchairs, artificial limbs, etc. Scholarships are given for students in the United States, for others coming to the United States from Europe and for some going to Europe from the United States.



Schloss Friedberg, Austrian Tyrol — Public Welfare rents this beautiful castle to give free holidays to those who have greatest need.



United States — Public Welfare's agent has helped these physically handicapped people to purchase their equipment.

☛ DAY TO DAY CASES:

The day to day cases are legion. In some cases the need may be for a loan or donation to get a person "over the hump." A widow, with a home and rooms she could rent to boarders but who does not have funds on hand to purchase coal to heat these rooms, is given the money for coal to get started. A man who could be a taxi driver if he had an overcoat, is given a coat. There are doctors available to give attention to persons needing dental work, a diagnostic opinion, or ear-nose-throat attention. Many emergency operations are needed where there are no funds—or it may be an operation though not an emergency. The Foundation can help such a person get back to health and activity. A doctor in rural France has patients who need modern and expensive drugs such as penicillin. Such a patient may recover, but it would take more time which they can not afford to lose from their farm or vineyard work. The doctor is given a sum to use for such cases. A rural town in Italy, far from a hospital, is trying to raise funds to buy an ambulance to take its people in emergencies to the nearest hospital, but it will take years to raise enough. Here the difference can be made up and possibly many lives saved. A badly bombed town on the coast of France, where once there were luxury hotels and summer visitors, is struggling to rebuild so that it may resume its pre-war self-sufficiency. The Mayor of such a town may be given a fund to help buy paint, plaster, boards, etc., for repairing. A person may be offered a job in some other part of the country than where he lives, but there is no money to get there to go to work. It is not a big thing to buy a bus ticket for him, but this might mean his whole future.

Probably the most difficult task Public Welfare Foundation has is accurately to spend the funds at its disposal, for the greatest good to the greatest number. Each year much is learned, and each year those interested in the Foundation become better able to see what there is to be done. The ever increasing group of its friends give much invaluable assistance in advice and ideas as well as contributions. Because most people in the world prefer to work out their own problems without asking for help, it is a challenge to find them. Only through experience and hard work can such individuals be found.



Greece — Five children of a basket-binder clothed and fed by Public Welfare's agent.



Holland — Dressed as St. Nicholas, Public Welfare's agent distributes gifts.



Rappahannock County, Virginia — Public Welfare pays this doctor and his visiting nurse to care for patients who could not otherwise afford treatment.

✿ Letters ✿

1. U.S.A. You will find enclosed the report for July, August and September. I am enjoying my work very much, and a few people are very happy over what we have been able to do for them, which helps them more than anyone could know.

I hope that I am handling this satisfactorily, and any suggestions you may have would be greatly appreciated.

The wheel chairs that I have made a down payment on will be paid by the month, but the used chair I was trying to buy could not be used at all.

I wish to thank you again for giving me this chance to help these people that really have a hard struggle in life.

2. ENGLAND. Many thanks for your letter and I do hope your journey was successful. I am greatly looking forward to the booklet. It will give me a much wider knowledge about the most uplifting work I have had the great fortune to come in personal contact with.

Now, with regard to the increase you wish to make next year, I don't feel I have the right to refuse your wish.

You know what I have been doing these last few weeks. I have been attending a court every so often and as the cases come up I have waited until one came along which I thought warranted help. Some were beyond financial help, but there was a young boy there who I think will appreciate the help. He is only twenty years old and he is accused of selling a stolen camera. He is remanded until next week. I met his mother and she tells me she has never been able to provide a home for him. I presume he has no father. His mother lives in one furnished room where naturally she can't have the son with her and she has no money but a weekly wage which is swallowed up each time paying her own way. But she tells me if her son is fined and I pay the fine for her, she will get two rooms and have her son with her. That I am sure will be best for them. I do hope it is only a fine and not prison, but if what the mother and solicitor have told me is true, he can't possibly be sent to prison.

3. JAMAICA. The money sent to me for distribution among the poor in this section of the island is being expended for the benefit of seven adults and ten children. Part is used to help to care for and clothe ten children whose parents are in straightened financial circumstances. I have been able to provide these children with clothes and to see that they attend school. The parents are given a small weekly allowance to help with their food.

The remainder (about \$30) a month is divided into weekly allowances for seven adults in desperate need of help. These are supplied with regular quantities of foodstuffs and groceries and with clothing where necessary. And in some cases I have had to help them get proper medical attention. These people are advanced in age and can do very little for themselves.

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