

The Committee received very little evidence in support of departmentalisation. The chief difficulty appeared to be the reluctance of a missionary society to embark upon the very considerable expense involved in erecting the buildings for an entirely new institution. It was not possible for a Mission authority to contemplate the closing down of a portion of the existing institution without making provision in another place for the students thus displaced. Denominational considerations would thus impel each of the existing institutions, if it were to carry out the suggestion, to split into two and to build elsewhere.

It is common knowledge that all the secondary and high schools for Africans under Government control are situated within the bounds of municipalities and if it were to be insisted that the missions should confine themselves to the training of teachers, the effect would be to force a large number of African students to attend schools in urban areas where they would be subjected to influences and temptations which are undesirable.

In some of the institutions visited a secondary department was established in order that the products of that department might go on to their teacher-training courses in the same institution. The Heads of the institutions generally agreed that they preferred to have students from their own secondary schools rather than from those outside, either day or boarding, for the student was longer under their own set of influences and had less adjustments to make when he entered teacher training.

The Committee therefore felt that it could not make a recommendation which would place a still greater burden upon the already harassed missionary societies. At the same time it would like to say that where it is possible to carry out the suggestion, it is of opinion that the separation of the two types of school mentioned would make for a more successful administration of both, for their aims are unlike, and the treatment of their student body should be different.

CHAPTER VI.MACHINERY OF GOVERNMENT.(1) GOVERNING COUNCILS.

Recent disturbances have raised, in somewhat acute form, questions of the control of institutions and their policies as to handling of strikes, expulsions, and related matters. It is increasingly felt that the Head of an institution should not be required to act on his/her own initiative in these matters - that the community, both inside and outside the institution, should share in whatever takes place as to policies and procedures.

The number of institutions having Governing Councils has rapidly increased in the past very few years. There are still a number of "one-man shows" among the smaller institutions, under the almost complete control of the Heads. But most of the larger schools now have Governing Councils (variously called) which are composed largely of officials and adherents of the church. These Councils usually meet once or twice a year. Their formation is commonly regarded as an important step in the direction of stabilising the policy of the institutions; of giving the Heads the backing of an influential group of individuals, and informing church bodies as to the progress of the work of the schools. The primary functions of these Governing Councils seem to be the appointment of Heads; responsibility for finance; direction of policy, and the receiving of reports from the school authorities.

On all sides, the Committee found keen interest in the formation of these Governing Councils, it being generally felt that if these bodies could be made truly representative in membership and the Councils thus be kept fully informed, they would be an effective agency in creating greater harmony between the various individuals and groups living and working in the small institution world, a microcosm of the complex world order without.

In a number of instances, however, considerable disappointment was expressed by witnesses at the composition of the Governing Councils which have already been created. Criticisms were mainly along the following lines:

(1) Only church officials and members of the church supporting the institution were on the Council.

(2)/....

(2) Parents of the students are not represented.

(3) The membership of certain Governing Councils is made up, for the most part, of people who are not closely in touch with the African people, especially students. A Council, dealing principally with financing an institution, and composed largely of business men from a distance, cannot deal effectively with the increasingly delicate and difficult matters which centre so largely in the personalities of Head and staff members and the clash of these personalities on those of the student body.

(4) In some institutions African and European staff have no representation. It is felt that the staff, being in daily touch with the students, should be heard in any organisation which deals with matters affecting them.

(5) Governing Councils, meeting only once or twice a year, cannot keep in touch with day to day developments in the institutions. Disturbances thus often occur as the result of developments concerning which the Councils know practically nothing.

Arising out of the previous observations, the following recommendations are considered by the Committee as calculated to increase the efficiency of institutional control through Governing Councils.

(1) membership of the Governing Councils should be broadened to include:

- (a) Representatives of parents of the students.
- (b) European and African staff members, elected by staff.

(2) If the Governing Council is made up largely of members living at a distance from the institution an Executive Committee should be formed of members who can meet monthly, or oftener if necessary, to deal with current matters of detail, and to be available for consultation as the need arises.

(2) DISCIPLINE COMMITTEES.

In view of the fact that most African witnesses state that, in their opinion, all institutions should have discipline committees to deal with serious cases of breach of discipline and, further, that there should be African representation on such committees, we submit the

following/....

following statistics:

- (a) Of 45 institutions which completed our Questionnaire, 28 have ad hoc disciplinary committees. The details are:-

	<u>Institutions</u>	<u>Discipline Committees.</u>
Cape	* 15	12
Natal	13	6
Transvaal	13	7
O.F.S.	<u>4</u>	<u>3</u>
	<u>45</u>	<u>28</u>

* Excludes Fort Hare, which has a discipline Committee and Fort Cox, which has not.

- (b) Of the 28 institutions with such committees, 22 have African representation; the constitution of 2 of these 22 makes specific provision for representation by African parents.

The fact that 17 of the 45 institutions have no specially constituted discipline committees does not necessarily mean that decisions on serious charges are taken by the Head alone. It may be assumed that consultation with staff members takes place. As to whether African staff members are in all cases consulted we are unable to say.

Replies to the Committee's Questionnaire indicate that the main function of the discipline committee is to hear and consider serious charges made against any student, and more particularly charges which may result in the expulsion or suspension of the student.

In order that parents and students may be reasonably satisfied that charges are fully investigated and that justice has been done, the Committee recommends: that all institutions should establish discipline committees with African representation, and, if possible, African parent representation.

We feel that this will do much to allay suspicion. The Committee realises that the widely scattered constituency of most institutions makes it impossible for an African parent to be elected by the parents of the students. We discussed this matter fully with many African witnesses and were assured that the appointment of any African parent residing within easy reach of the institution would be acceptable to the African people.

(3) DUTIES OF STAFF.

With regard to staff duties in some institutions, a sharp division of functions appears to have developed, by which the teaching staff is responsible for the students during school hours, and the Head, through the Boarding Master and prefects, for the rest of the day. Pushed to its logical issue this would mean that a teacher's responsibility to the institution ceases as soon as he leaves the classroom.

In the opinion of the Committee this arrangement is neither desirable nor healthy, masking as it does the essential unity or wholesome institution life.

In the Questionnaire sent out by the Committee, institutions were requested to detail the supervisory duties undertaken by the staff. Analysis of the replies shows that in most institutions some European and African members of the teaching staff take part in the supervision of manual work, sport, cultural activities, and evening study. In five institutions the teaching staff does scarcely anything, outside actual teaching, beyond a little supervision of sport. Six institutions say that the African teachers take no part at all, and one makes the depressing observation that female teachers, both African and European, cheerfully assist with all activities, but that the male teachers of both races do very little and do this little grudgingly.

This analysis calls for comment. A few, but only a few, institutions are situated near to towns. At such institutions no accommodation, except for the principal teacher, is provided; the teachers live in the town and might suffer a good deal of inconvenience if they were required to return regularly to the institution for extra-mural activities and evening study. Moreover the financial resources of many institutions are sorely straitened and could not stand the strain of building staff houses.

A similar problem exists, in a more acute form, in regard to the African staff.

But the problem of supervisory duties is much more than a problem of accommodation; it is a question of tone and relationships. If the institution is a happy place, where each is working for the good of all, the division of duties is readily solved by mutual agreement. But where,

as unfortunately does happen, one side or the other is forever stressing its rights, even making "extra" duties a matter of commercial bargaining, disharmony pervades the whole life of the institution, the students quickly sense the friction and take sides, and discipline becomes difficult to maintain.

It is necessary to emphasise this point as it was so often made in the evidence given before us, e.g. the principal teacher of one large institution said:

"Every member of the staff is more than willing to contribute to the well-being of the institution, but there is no encouragement. The fault lies with the autocratic powers of the Head."

The Head of this same institution, with equal fervour, stated:

"The male European teaching staff do practically no supervisory duties. Some express willingness to do so, but are wholly unreliable as there is a feeling that it is not their business to do more than school work within the classroom. Female European teachers are busy every day organising girls' games. This service is done willingly and well. Much the same can be said of the African staff; everyone is invited to help; some have refused because they are not paid for it."

At another large institution one of the European teachers stated:

"I don't know what the African staff do in their leisure time. Many are studying. They know only too well that they will be welcomed in extra-mural activities but there is a disinclination to assist. In my opinion this is a reflection of their dissatisfaction about living conditions."

An African teacher on the staff of the same institution stated:

"Although some of us are studying we would not resent being asked to help and we do not expect payment. We will help willingly if we are given something responsible to do and a free hand."

Still another African staff member at another institution said:

"I do not perform any supervisory duties as I live out. If accommodation were provided for us the position would be different, but I feel our help is not wanted."

The above quotations from the evidence will serve to show how the whole atmosphere of some of the institutions is poisoned by suspicion. It need scarcely be added that the three institutions referred to have not been free from disturbances of a serious nature.

Happily, the spirit prevailing in some of the institutions is different from this; staff members, both African and European, pull their weight and pull as a team.

The Committee recognises fully that teaching is exhausting work, but it recognises too that disciplinary difficulties seldom arise in the classroom. If therefore the teaching staff declines to help where help

is most needed i.e. out of school, it is certainly not making its full contribution to the well-being of the institution. To quote the words of a prominent African witness:

"Boarding masters and their assistants cannot do the whole job. All members of the staff should consider they are a part of the machinery for (i) supervising evening study, (ii) assisting students' societies, (iii) supervising manual work, etc."

We are strongly of opinion that supervision of evening study on a rota that will not impose undue burdens on any one member, is the least that should be expected of the teaching staff, both European and African, while active interest and even participation in the students' sports would give the teachers the chance to mix with their students in a more joyous atmosphere than often pervades the classroom.

(4) THE BOARDING DEPARTMENT.

The following summary shows the numbers of Europeans and Africans responsible for the supervision and control of hostels.

BOYS' HOSTELS:

There are 42 institutions with boys' hostels.

19 have European boarding or house masters, 4 of whom have African assistants.

23 have African boarding masters.

GIRLS' HOSTELS:

There are 40 institutions with girls' hostels.

34 have European lady-superintendents or matrons, most with African assistant matrons.

5 have African matrons.

In 1 the Head's wife, a European, acts as matron.

The Lady Superintendent gives her whole time to the work in large institutions. In smaller institutions she is often a member of the teaching staff. Matrons are full-time, and where they are Europeans, they usually have African assistants.

The duties of the boarding master naturally vary with the size of the institution. In some the full-time boarding master is charged with responsibilities that only a superman could overtake. In others the term boarding master appears to be a courtesy title, for he is little more than a senior prefect. One African boarding master told us:

"In effect I am nothing more than a disciplinary officer".

Between these extremes come a wide range of full-time or part-time boarding master with varying degrees of responsibility.

It is/....

It is interesting to note that several institutions, in an endeavour to introduce a more homely atmosphere, use the designation 'house master' instead of 'boarding master'. A few have both house master and boarding master; the boarding master is responsible for the material side (food, kitchens, etc.), the house master, generally a teacher, with the more personal and intimate side of the boys' lives.

In order to give a clearer picture we give below the organisation of four institutions of different sizes.

(A) The boarding master is an African, the Lady-Superintendent is a European with a competent African assistant. Duties are: 'complete charge of students out of school hours - including provision of school meals, control of manual work but with games and sports under the sports committee, S.C.A., and other societies. Boarding master is also in charge of roads and grounds, maintaining a paid labour force for the purpose. Boarding master keeps juniors, say up to 17, under his own eye and sleeps in the same building with them to give them special attention.'

(B) Boys' department: full-time African house master, who is the Chaplain of the institution.

2 African teachers of suitable gifts and personality act as part-time assistant house masters, one having special charge of the junior boys, to whose dormitory his quarters are adjacent. A European matron (a trained nurse) is in charge of boys' kitchen and is also responsible for boys' sick room.

Girls' hostel: Lady Superintendent a European. African house mother is full-time and an African lady teacher acts as part-time assistant. An African nurse assists in girls' kitchen.

House master and Lady Superintendent have control of dormitories and dining-halls. They supervise the prefects and have complete charge of students outside classrooms. Food and other supplies are purchased through the office, the Principal of the institution being responsible.

(C) Boys' warden is a full-time European teacher. Boarding master an African. Lady-Superintendent has a full teaching programme; is on almost continuous/.....

continuous duty from 6.30 a.m. to 9.15 p.m. She receives no remuneration for her heavy extra-teaching duties. Matron an African.

(D) Boys' department: house master and boarding master African.

House master in personal charge of boys in dormitories and generally.

Boarding master in charge of boys' kitchen and dining-hall.

Girls' department: matron a European; in charge of girls in dormitories and generally, also in charge of girls' kitchen and dining hall.

POSITION OF BOARDING MASTER.

Nearly all the witnesses who gave evidence emphasised that the key positions in African institutions are those of the Head and the boarding master, and no one with knowledge of the facts will doubt that this is a modest statement of the truth.

The vital importance of the boarding master in the régime of boarding institutions is effectively stressed in the following quotation from the evidence of an Inspector of Schools, with long and intimate experience of institution life.

"The post of boarding master" he says, "must be regarded as a key position. His appointment should be confirmed by the Education Department, which should pay his salary in full or in part. In the larger institutions at least it should be expected that he should be sufficiently well qualified to command the respect of teachers. He should work in close co-operation with house masters under the Head of the institution."

It came as a shock to the Committee to observe in personal interviews that in some institutions the boarding master is a man of weak personality, completely lacking in resource, and badly paid. We were informed that one such boarding master, an ex-teacher with a poor record, regarded his job as that of a policeman. He himself stated to us:

"Some students do not like me; the conscience of evil-doers troubles them when they see me".

He receives £5.10.0 per month plus food and quarters.

We are aware that these are exceptional instances, but it is depressing to find them at all. It is a pleasure therefore to be able to state that we met a number of boarding masters who were intelligent, alert, keen, efficient, and sympathetic, discharging their heavy responsibilities cheerfully and well; and we met also two or three men with a fine capacity for leadership, organisation and control.

Girls' /...

GIRLS' AND BOYS' HOSTELS COMPARED.

The Committee formed the opinion that as a rule the girls' boarding departments are much more homely and much more efficiently organised and supervised than the boys'. In one respect girls' and boys' hostels are essentially alike; all the girls have their meals in one large dining hall, and all the boys have their meals in another large hall. In both cases there is no separation of students on a basis of age or student type. This is not because the institutions approve this plan; communal feeding has been forced on them because it is cheaper. In the arrangement of dormitories however decentralisation has been carried much further with girls than with boys. The boys' dormitories are often scattered over a wide area, and while African teachers sometimes have rooms in them, supervision is generally left to prefects. In the case of the girls' dormitories the Lady Superintendent or the matron and some members of the teaching staff reside in or near and in the majority of institutions African teachers have rooms in the dormitories.

More staff members take part in the life of the girls' hostels than in the boys', and much greater attention is given to the cultivation of the refinements of living. The Lady Superintendents are women of marked ability and culture, often with high educational qualifications; the matrons also are competent, practical, highly conscientious, sympathetic, and imbued with the same spirit as marks the Lady Superintendents. Their African assistants, too, have been carefully chosen and co-operate wholeheartedly with their European counterparts, cheerfully and effectively contributing to the common fund their intimate knowledge of their charges.

EUROPEAN AND AFRICAN BOARDING ESTABLISHMENTS COMPARED.

It is a striking fact that although in the machinery of government African institutions have modelled themselves on European boarding schools and colleges, e.g., in the appointment of councils, committees, prefects etc., the fundamental feature of European boarding school life, viz. the house system, has not in the big majority of institutions been adopted. Nor is this surprising when the history of African boarding institutions is remembered. In most of the older institutions the entire supervision was initially carried out by the missionary and his wife. Next a matron was introduced to assist with the domestic side, and then, where there
were/.....

were boys, a man was appointed to help in the maintenance of discipline and supervise outdoor work. In course of time, with the growth of the institution, the missionary and his wife delegated the domestic duties to the matron or the boarding master, who gradually came to have charge of the students out of school hours. The system just 'happened' under the pressure of circumstances, shortage of funds being the main determining factor in the evolution. Except in the newer establishments, there has been little preliminary planning with a view to determining size, essential buildings, equipment etc.

On the whole it must be conceded that this unplanned development has worked moderately well, and for such defects as are inherent in it the churches and institution authorities cannot be held to blame. They have faced a difficult task with very limited resources, and for such success as has been achieved (and this is great) they merit the gratitude of the Government and all concerned in African education. Funds had somehow to be increased; fees were small, as they still are, and the only way for the institution to pay its way was to swell its numbers and thus its total income from fees. With increase in income old buildings have been modified or displaced, new and better buildings have been added, grounds have been developed, and efforts have been made to make the whole environment more attractive.

In European school and college boarding establishments with large numbers the boarders are usually grouped on an age basis and divided amongst several houses. The houses are separate buildings; each has its own resident master or mistress in charge, with a competent matron and domestic staff; supervisory duties are usually shared by a number of members of the teaching staff, who live in the hostels and are in close contact with the boarders.

European hostels, particularly those under the direct control of the Provincial Administrations, have been planned by experts with a view to comfort and convenience and efficiency. Moreover they are regularly inspected by Departmental Boarding House Inspectors and Departmental Dietitians. The Committee is confident that Heads of African institutions would welcome such inspections and would, within their financial means, be only too ready to act on advice tendered.

In brief/....

In brief, in the case of European boarding schools all the conditions favour efficiency and ease of control, whereas conditions in African boarding institutions militate against them.

COMPARATIVE SIZES OF AFRICAN AND EUROPEAN BOARDING ESTABLISHMENTS.

The Committee thinks that the subjoined tables will be found of considerable interest. They give, for boys' and girls' hostels separately, the number of boarders falling within selected number ranges.

Boarders	BOYS				GIRLS.			
	Cape.	Natal.	Trans-vaal.	O.F.S.	Cape.	Natal.	Tvaal.	O.F.S.
- 100	4	2	3	2	1	4	8	2
101 - 200	4	5	8	1	7	5	3	2
201 - 300	2	3	1	1	4	2	1	-
301 - 400	2	-	-	-	-	-	-	-
‡	1	-	-	-	1	-	-	-

For boys and girls combined the details are as follows:-

Total number of boarders.

	Cape.	Natal.	Tvaal.	O.F.S.
- 100	1	1	1	1
101 - 200	5	3	7	1
201 - 300	-	5	3	1
301 - 400	7	2	1	1
401 - 500	1	-	-	-
501 - 600	-	1	1	-
601 - 700	1	-	-	-
701 - 800	-	-	-	-
‡ 800	1	-	-	-

The corresponding statistics for European boarding establishments are available for the Cape only, and here for combined totals only. Of 134 European high schools and training colleges with hostels only 26 have over 100 boarders, and only 10 over 200.

BOARDING MASTER OR HOUSE MASTER.

The Committee recommends the following as the essentials of a satisfactory boarding establishment:

- a. Division into small units on an age basis, i.e., into separate houses.
- b. Control of each house by persons with knowledge of student life in all its aspects, men and women living in close contact with

the students/...

the students, and thus able to share their interests,
receive their confidences, and advise them.

c. Appointment of adequate and suitable non-teaching staff.

While it is fully recognised that in the existing institutions ideal arrangements of this kind may be impracticable, it is considered that the adoption of the "house system" should be regarded as basic. It is therefore further recommended: (a) that large dormitories should be partitioned into 'houses'; (b) that comfortable, well-equipped quarters be provided for supervising African staff members, either in the dormitory block or closely adjacent to it.

Under this arrangement the functions of the boarding master would be limited to the preparation and distribution of food, supervision of cooks and additional African working staff.

The really important person, so far as the intimate life of the student is concerned, would be the house master. He should be an ordinary staff member, specially selected on grounds of ability and personality, and should be given free board and accommodation for himself and family. Each dormitory should have not more than 20 boys, of approximately similar age. Each house master should have personal charge of three or four dormitories; the boys in his dormitories would be 'his boys', and if possible they should have meals together with him. They would be grouped on an age basis. At least one of these house masters should have special training in the organisation of leisure-time activities as discussed under the section on Social Life.

As an indication of the successful efforts made by some institutions to decentralise and secure more effective control of dormitories we select four institutions and append the notes made during our personal tour of inspection of the premises.

A. European matron, a qualified teacher of Domestic Science, £260 p.a. plus cost of living allowance.
 African staff bedrooms (single and double) very comfortable and well-furnished; all within hostel and adjacent to girls' dormitories.
 Boys': Single African staff bedrooms; very comfortable and well-furnished; all in close proximity to boys' dormitories.

B. Girls' dormitories spacious and well-ventilated; largest dormitory 39 beds; teachers' bedroom, occupied by 2 African teachers; well-furnished with own bathroom.

C. Girls' dormitories; number of beds varies from 20 to 45;

prefects/...

prefects in charge, but 4 African teachers occupy two rooms spaced between the dormitories.

- D. Boys': 18 beds in each dormitory; matric. class has its own block, consisting of dormitory (6 beds), study with tables, fireplace etc., box room.
Girls': 4 dormitories in each of two blocks; common room for each block.

(5) THE MACHINERY OF DISCIPLINE.

The Head.

The ultimate authority in the administration of discipline is the Head of the institution (variously designated Head, Principal, Governor, Warden, Superintendent). For ordinary routine classroom discipline the head master/mistress of each department (training, secondary, etc.) draws up his/her own rules and deals with defaulters at his/her discretion. In all that concerns the boarding department and general out-of-school activities, either the Head himself or the boarding master (or Lady Superintendent), acting as the Head's representative, is in virtual command.

Serious breaches of discipline in either school or hostel are usually reported to the Head, who sometimes takes action on his own responsibility, but usually first consults either with the whole staff or with those members of the staff more immediately concerned in the offence committed. In extreme cases the discipline committee, where such committee exists, is called in consultation, and the Governing Council will finally endorse, accept or modify the action taken or proposed to be taken.

Classroom discipline.

It is unnecessary to discuss this at length, since serious trouble does not often arise in the school itself. It may however, be pointed out that during the war several institutions released staff members for active service and these were often the most competent teachers (in several instances the head masters). To fill their places the institution authorities were compelled to take any teacher they could get. Sometimes they were fortunate in securing the services of highly competent men and women pensioners; in other cases they were less fortunate. The net result is that at a time when the students were more than usually restive the requisite staff to keep them actively happy was not available; discipline tended to become lax, especially among the male students, and this led to a sudden tightening of discipline on the return of the staff members from active/....

active service, where they had grown accustomed to military discipline.

THE PREFECT SYSTEM.

In most institutions this is the sphere of influence of the boarding master (or Lady Superintendent). In other sections of this Report we have discussed the place of the boarding master in the institution régime, and we have pointed out that African boarding institutions have modelled themselves on European boarding schools in their effort to govern the students through the students, i.e. by making use of the prefect system. There is much to be said for the system. In addition to the merits usually claimed for it, it has this further value: in the process of exercising their limited authority, many African students realise for the first time the need and purpose of rules and regulations and appreciate the chaos that would supervene if rules could be broken with impunity. In this way the prefect system gives some of the students at any rate the feeling that they have a share in the government of the institutions and in the process they receive a certain training in leadership and shouldering responsibility. In any event we found some form of the prefect system in operation in every institution we visited and in connection with the system the thorny problems are those relating to the method of appointment, the privileges and the powers of prefects.

Appointment of prefects. There are two extreme schools of thought on this vexed question; one argues in favour of selection by the authorities (the traditional English Public School method), the other argues for election by the students. Between these extremes are various compromise modes. During our tour we found both extremes and compromises in vogue.

As the matter seemed to be of such surpassing interest to African students and others, the Committee requested the institutions to explain their method of appointment.

Forty-five institutions replied to the question and we summarise the methods adopted.

Appointed by Head alone.	1	institution.
" " whole staff.	11	institutions.
" " Head and boarding master or Lady Superintendent.	4	"
" " Head with heads of departments and boarding master.	4	"
Elected by students alone	2	"

Appointed/...

Appointed by staff from students nominations.	13 institutions.
" " Head in consultation with senior students.	2 "
" " boarding master with Head's approval.	2 "
Elected by students from boarding master's selection.	2 "
Mixed method (i.e. some by staff some by students)	<u>4</u> "
Total	<u>45</u> "

In some cases the outgoing students have an important say.

From the rich variety of methods indicated above, the interesting fact emerges that in 25 of 45 institutions the students themselves have a voice in the appointment.

No method is perfect and the Committee does not presume to select any one. We feel rather that each institution must be guided by its own past experiences. All things considered, however, we think it desirable that the students should have a say in the appointments.

Relation of prefects to students.

The big majority of Institution Heads told us that their prefects are regarded with respect by the students, but added the significant proviso that "everything depends on whether they act impartially or not". A few Heads, on the other hand, said that those prefects who do their duty are "hated and even threatened by the students."

Among the students themselves, the African teachers and other Africans who gave evidence we found no unanimity. Some regard prefects as "spies, crawlers, favourites of the Head", others regard them as valuable helpers and essential links between students and Head. Ultimately, we are convinced, the success or failure of the prefect system depends on the tone of the institution and the relation between students and staff. In those institutions which were felt by the Committee to be wholesome and happy, we were informed that the system is the pivot on which the whole organisation turns.

Privileges.

It seems necessary to point out that a few institutions apparently overlook the fact that prefects are students and should not be segregated from the student body by the grant of special privileges which must appear to their fellows not as marks of honourable promotion but as bribes to secure their loyalty to the authorities when disturbances break out. It is of/.....

Collection Number: AD1760

Collection Name: COMMITTEE APPOINTED TO ENQUIRE INTO DISTURBANCES AT NATIVE EDUCATIONAL INSTITUTIONS, Report, 1947

PUBLISHER:

Publisher: Historical Papers Research Archive

Location: Johannesburg

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