



REPORT

**Committee on Native
Education, South Africa,**

1935-36

S. I. S., Poona.



UNION OF SOUTH AFRICA

REPORT

OF THE

INTERDEPARTMENTAL COMMITTEE

ON NATIVE EDUCATION

1935-1936

Published by Authority

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O.F.S. EDUCATION DEPARTMENT—NATIVE EDUCATION.

AGREEMENT to amalgamate Native Schools at.....

We, the undersigned, ministers (or accredited representatives) of the.....

the.....

the.....

the.....

at.....hereby agree to amalgamate

the Native schools under our control at.....
under the following conditions :—

1. This school shall be called " The.....
United Native School."

2. (a) All instruction shall be in accordance with the syllabuses issued by the Orange Free State Education Department and the instructions and regulations issued from time to time by the Department.

(b) Religious instruction remains outside the scope of the amalgamation and under the control of the respective denominations concerned in the amalgamation.

3. Any one of the denominational schools combining to form the amalgamation shall be at liberty to withdraw on giving six months' notice in writing, with a statement of reasons, to the other schools and to the Education Department.

Any schools so withdrawing shall be entitled to re-open independently and to such grants as are provided for in the then existing regulations.

4. The party that withdraws from the amalgamation shall have no claim to any property belonging to the United School.

5. All the property belonging to any of the denominational schools before the amalgamation shall remain the property of that denomination after the amalgamation, irrespective of the building in which it may be housed or used ; but any equipment or other property bought with the funds of the United Schools shall be the property of the United School in whichever building it may be housed or used.

6. The buildings in use by the denominational schools before the amalgamation are to be used by the United School as classrooms unless the Executive Committee, hereinafter mentioned, can make other satisfactory arrangements.

7. The School Committee shall consist of the fully accredited responsible minister of each of the denominations above-mentioned (or his duly appointed deputy, who may be either a European or a Native), who shall be ex-officio members of the Committee, and in addition.....European or Native members, two being nominated or chosen by each of the contracting parties.

8. The ex-officio members shall elect one of themselves to be Chairman of the Committee, another official Manager of the school and Secretary-Treasurer of the Committee, subject to the approval of the Education Department. The office of Manager-Secretary-Treasurer must be held by a European.

9. It is understood, however, that the position of Chairman or Manager-Secretary-Treasurer shall not be held by a representative of the same denomination for more than one consecutive year, unless unanimously agreed upon by the Executive Committee hereinafter mentioned, and subject to the approval of the Education Department.

10. (a) The above-mentioned ex-officio members shall constitute a Board of Appeal for the settlement of difficult cases, and the final decision in the appointment and dismissal of teachers rests with them.

(b) The ex-officio members shall form the Executive Committee which shall have power to take action in urgent cases.

11. (a) As far as the staffing regulations will allow, each of the denominations combining to form the amalgamation shall be represented by one teacher on the staff for the sake of the religious instruction and each denomination shall nominate the teacher by whom it is to be represented.

(b) These teachers are to be regarded as belonging to the denomination that nominated them, as well as to the United School.

(c) Where the number of teachers on the staff is larger than the number of denominations represented on the Committee, the additional teachers shall be appointed by the Committee, as a whole and the church membership of these additional teachers shall not be considered provided that their character is satisfactory.

(d) Whenever a vacancy occurs on the teaching staff, the body by whom the retiring teacher was nominated shall have the right and duty of nominating a successor. If it can be avoided, the principal shall not be nominated by a denomination.

(e) If any denomination is dissatisfied with its own teacher on moral or religious grounds, it may demand his dismissal; but should illegal dismissal be proved by the teacher, the denomination which made the demand shall be held responsible.

(f) All appointments shall be made on contract and the Secretary shall sign such contracts on behalf of the Committee. The Committee shall be bound by his signature, except in cases falling under Section 11 (e).

12. Not less than half an hour each day shall be devoted to religious instruction. The minister of each denomination shall either conduct this religious instruction himself for the children of his own denomination or arrange for it to be done by some person he approves, preferably the teacher representing his denomination on the staff. Religious instruction shall be given throughout the school at the same time.

13. Every minister of the denominations uniting to form the amalgamation has the right of entry during the religious lesson, and may enter at other times provided he enters the visit into the school log book.

14. There shall be no attempt at proselytising. When a scholar joins the school, the name of the denomination to which his parents belong shall be entered in the register after his name and the scholar shall attend the religious lesson of that denomination. When a scholar joins, whose parents do not belong to any of the denominations uniting to form the United School, the parents of that child shall be asked to which denomination they wish the child to go for religious instructions. It shall be the duty of the teachers to send out of the religious classes which they conduct, any children who do not belong there.

15. The Committee shall meet at least once a quarter, and one-half of the members plus one shall form a quorum. The Chairman shall have a deliberative and a casting vote.

16. At its first meeting the Committee shall consider the status of the teachers of the amalgamated school, i.e. who shall be principal, first assistant, etc., and make recommendations to the Department, and the Department shall have the right either to act upon these recommendations or to decide upon the status of the different teachers independently.

17. A copy of this agreement shall be kept by the minister of each of the denominations represented and one copy is to be sent to the Education Department and one to the governing body of each of the denominations concerned.

Addenda.....
.....
.....

Signed on behalf of.....
.....
.....
.....
.....
.....

At.....
Date.....

NATIVE DEVELOPMENT ACCOUNT.

Appendix B.

Statement of operations on Development "A" Account for period 1/1/26—31/3/36.

REVENUE.

YEAR.	General tax £1 per annum. 4s. due to Development Account, from 1/1/26 to 31/3/35; 7s. from 1/4/35 to 31/3/36, and 8s. from 1/4/36 onwards.					From Consolidated Revenue.	(A) Miscellaneous Revenue.	(B) Fort Cox School.	(C) Interest.	Total Revenue.
	Cape.	Natal.	Transvaal.	O.F.S.	Union.					
	£	£	£	£	£	£	£	£	£	£
1926-27.....	87,000	64,917	60,614	20,817	233,348	340,000	6,412	—	2,996	582,756
1927-28.....	85,802	61,161	63,913	22,070	232,946	340,000	8	3	7,670	580,627
1928-29.....	88,917	62,224	64,799	21,323	237,263	340,000	29	—	11,470	588,762
1929-30.....	90,841	65,051	67,145	22,267	245,304	340,000	669	—	13,211	599,184
1930-31.....	92,718	65,181	69,419	21,338	248,656	340,000	444	949	14,094	604,143
1931-32.....	82,472	56,034	67,143	21,449	227,098	340,000	96	2,204	12,492	581,889
1932-33.....	77,815	51,360	61,667	19,821	210,663	340,000	206	2,672	10,712	564,253
1933-34.....	80,647	53,741	63,208	16,992	214,588	340,000	1,367	2,277	6,998	565,231
1934-35.....	93,021	60,775	70,057	22,559	246,412	340,000	51,996	2,093	7,034	647,535
1935-36.....	147,500	114,000	103,500	30,000	395,000	340,000	360	2,106	3,000	740,400
TOTAL.....	926,733	654,444	691,465	218,636	2,491,278	3,400,000	61,527	12,298	89,677	6,054,780

EXPENDITURE.

YEAR.	EDUCATION GRANTS TO PROVINCE.					(D) Treasury Loan Repayments.	(E) Agricultural Education.	(F) Fort Cox School.	Miscellaneous Expenditure.	(G) Hospital Grants.	Losses on Realisation of Investments.	Total Expenditure.
	Cape.	Natal.	Transvaal.	O.F.S.	Union.							
	£	£	£	£	£	£	£	£	£	£	£	£
1926-27.....	298,385	71,561	61,450	18,313	449,709	44,728	1,327	5,635	300	—	—	501,699
1927-28.....	303,324	79,428	70,998	21,142	474,892	25,560	3,772	1,593	72	—	—	505,889
1928-29.....	319,067	91,963	78,884	30,405	520,319	25,560	5,286	8,292	1,139	1,050	—	561,640
1929-30.....	331,156	103,118	92,051	35,999	562,323	25,560	6,766	15,401	293	450	—	610,793
1930-31.....	342,687	110,018	98,978	39,223	590,906	25,560	10,283	10,119	94	2,655	—	639,617
1931-32.....	342,986	107,324	100,888	39,372	590,569	25,560	12,126	6,482	—	3,585	6,371	644,693
1932-33.....	334,976	104,002	92,728	39,892	571,598	—	11,461	5,273	2,637	3,280	13	594,262
1933-34.....	333,573	104,559	92,202	36,950	567,284	—	12,794	5,715	35	3,294	—	589,122
1934-35.....	336,935	107,417	97,268	36,946	578,566	51,116	13,725	7,343	122	4,630	—	655,502
1935-36.....	368,535	128,191	123,725	46,650	667,101	—	28,779	6,948	2,855	6,000	—	711,683
TOTAL.....	3,311,622	1,007,581	909,172	344,892	5,573,267	223,644	106,319	72,801	7,547	24,944	6,384	6,014,906

NOTES:—(A) MISCELLANEOUS REVENUE: Includes items such as Fines, Transvaal School Fees, Sale of Equipment. In the amount of £51,996 is included a special grant of £51,116 from the Union Government for the repayment of the balance of the Treasury Loan.

(B) FORT COX: Includes items such as Sale of Produce and Livestock, House Rent, Boarding Fees.

(C) INTEREST: Being interest earned on unexpended balances invested with the Public Debt Commissioners.

(D) TREASURY LOAN REPAYMENTS: The Treasury advanced £223,644 prior to 1926 to the Provinces for improvement of Native Teachers' salaries. The balance of £51,116 was repaid in 1934-35. See (A) above.

(E) AGRICULTURAL EDUCATION: Salaries and allowances of Agricultural Supervisors and Demonstrators.

(F) FORT COX: Includes expenditure on Lands, Buildings, Livestock, Equipment and Salaries of Staff.

(G) HOSPITAL GRANTS: Grants made to hospitals in terms of Union Circular No. 31/1929.

NOMINATION OF A MANAGER OF SCHOOLS.

- 1. Nominating Church or Missionary Society.....
- 2. Full Name of Proposed Manager.....
- 3. Full List of Aided Schools proposed to be placed in charge of Managers :—
.....
.....
.....
- 4. Date from which duty as Manager is to be assumed.....
- 5. Particulars as to Proposed Manager :—
 - (a) Postal and Telegraphic Address.....
 - (b) Date of Birth.....
 - (c) Where educated and academic qualifications.....
 - (d) Details of Service as a Missionary/Minister of Religion and/or in educational work (if any).....

6. FORM OF CERTIFICATE.

(To be signed by the responsible Church authority, e.g. the Bishop of a Diocese, the Chairman of a District (Methodist Church), etc.]

..... is hereby nominated as a Manager of Schools by the..... Church/Missionary Society, and he is recommended as a competent and suitable person to act as a Manager of Schools.

I undertake on behalf of the..... Church/Missionary Society that any financial liability to the..... Education Department which..... may incur in his capacity as a Manager of Schools, if not met by him within a reasonable period, will be accepted as a liability against the..... Church/Missionary Society.

Signature.....

Designation.....

Address.....

Date.....

THE BANTU LANGUAGES AFFECTING THE NATIVE SCHOOLS OF THE UNION.

Group.	Languages Studied and Used as Medium.	Standardisation.	Areas of Prevalence.	Remarks.
Sotho...	Southern Sotho	Has been fully standardised	Basutoland, Transkei (along borders of Basutoland), Eastern and Northern Orange Free State, Southern Transvaal and enclaves in Natal	Major dialects: Tlhaping, Rolong, Furrutsi, Ngoato, Kgatla, Koena.
	Tsoana or Western Sotho	Two sets of publications in different orthographies by the London Missionary Society and the Hermannsburg and Dutch Reformed Church Missions respectively.	Western Transvaal, Bechuanaland Protectorate, Bechuanaland, Griqualand West, Western Orange Free State, Thaba Nohu	
	Transvaal Sotho or Northern Sotho	Almost fully standardised	Exclusively in Eastern and Northern Transvaal	
Nguni...	Xhosa.....	Has been fully standardised	Transkei and Ciskei, Griqualand West and Capetown, enclaves in Orange Free State and Transvaal	Chief dialects are Ndebele and Swazi.
	Zulu.....	Has been fully standardised	Natal and Zululand, South-Eastern Transvaal, North-Eastern Orange Free State (along the Natal border)	
Thonga...	—	Has been almost fully standardised	North-Eastern Transvaal bordering on Portuguese East Africa	
Venda....	—	Has been fully standardised	Northern Transvaal up to Rhodesian border (Zoutpansberg)	

VERNACULAR LITERATURE AVAILABLE FOR SCHOOL USE.

(Compiled Mainly from "Bantu Studies".)

SOUTHERN SOTHO.

1. Grammar and Language	1. Jacottet, E.....	<i>Grammar e nyenyane ea Sesotho.</i>
	2. Mabile, A.....	<i>Sesuto-English Dictionary.</i>
2. School Readers.....	Anon.....	<i>Paliso tsa Sesotho (B-Std. V.).</i>
		<i>Sepeleta se Secha.</i>
	Franz, G. H.....	<i>Buka ea bana ea ho qala 'Mula-khoro.</i>
3. General Reading—		
(i) Poetry.....	Mangoela, Z.....	<i>Lithoko tsa Marena a Basotho.</i>
	Bereng, D. C. T.....	<i>Lithothokiso tsa Moshoeshoe le tse ling.</i>
(ii) Prose.....	Sekese, A.....	<i>Mekhoe le maele a Basotho.</i>
		<i>Pitso ea Linonzana.</i>
	Mongoela, Z.....	<i>Har'a libatana le linyamatsane.</i>
	Motsamai, E.....	<i>Mehla ea Malimo.</i>
	Mofolo, T.....	<i>Moeti oa Bochabela.</i>
		<i>Pitseng.</i>
		<i>Chaka.</i>
	Segoete, E.....	<i>Monono ke moholi, ke mouane.</i>
		<i>Raphepheng.</i>
	Duby, S.....	<i>Ruthe oa Moabe.</i>
	Bunyan, J.....	<i>Leeto la Mokreste (translation).</i>
History.....	Jacottet, E.....	<i>Bukana ea Histori ea Lesotho.</i>
	Ellenberger, D. F.....	<i>Histori ea Basotho.</i>
		<i>Histori ea Bakhothu.</i>
Geography.....	Duby, S.....	<i>Tsa Leholimo le tsa Lefatše.</i>
Hygiene.....	Macvicar, N.....	<i>(Trs. Mahase) Paballo ea ' mele.</i>
	Anon.....	<i>Thuso ea pele kotsing.</i>
Agriculture.....	Huss, B.....	<i>Temo har'a ba batso ba South Africa.</i>

TSOANA (WESTERN SOTHO).

- Grammar and Language . Wookey, A. J..... *Secwana Grammar* (written in English on the basis of the Tlhaping dialect).
Brown, K..... *Secwana Dictionary* (L.M.S. orthography).
- School Readers..... Sechuana Readers (L.M.S.) A, B, I, II.
Hermannsburg and Dutch Reformed Church, A, B, I.
Muller, E..... *Tsala ea me.* (A. and B.)
- General Reading—
(i) Poetry..... Behrens, W..... *Harpe ea Sekolo.*
D.R. Church..... *Lifela tsa Sione.*
(ii) Prose..... Wookey, A. J..... *Dicò tsa Secwana* (L.M.S.)
Brown, J. Tom..... *Dilo tse di chwanetseng go itsiwe.*
Anon..... *Litiragala tsa Bibela* (Hermannsburg Mission).
Wookey, A. J..... *Maran* (L.M.S.)
Brown, J. Tom..... *Botshelò you ga Yesu oa Nasaretha* (L.M.S.)
Price, R..... *Loeto loa ga Mokeresete* (L.M.S.)
Plaatje, S. T. (trsl.).. *Diphòshò-phòshò* (Comedy of Errors).

TRANSVAAL SOTHO.

- Grammar and Language.. { Schwelnus, P. E..... *Tlhalosa—Poléló.*
Franz, G. H..... *Motsoša—Lenyòra I and II.*
- School Readers..... C. L. D..... *Puku ya pele—Puku ya boselèla* (6 books).
Berlin Mission..... *Padišò Sub-A—Std. II* (4 books).
Padišò III (Historical Reader).
- General Reading—
(i) Poetry..... Phala, D..... *Kxomo e a xama.*
Berlin Mission..... Collection of school songs both secular and spiritual.
(ii) Prose..... Schwelnus, P. E..... *Rèta Moréna.*
Schwellnus, P. E..... *Ditaba tsa Kèrèké ya kxalé.*
Swara O tlišé.
- History..... Ramaila, E. M..... *Bophelò bya Abraham Serote.*
Schwellnus, P. E..... *Tša Mazoši le Dilete.* (*Padišò III*).
Ramaila, E. M..... *Ditaba tša South Africa.*
- Hygiene..... Jaques, A. A. and Moagi, R. M. *Hygiene* (English and Sotho).

XHOSA.

- Grammar and Language.. McLaren, J..... *Grammar of the Xhosa Language* (in English).
McLaren, J..... *A Concise Xhosa-English Dictionary.*
- School Readers..... Kropf, A..... *A Kafir—English Dictionary.*
Lovedale Stewart Xhosa Readers, A-VI (8 books) and Advanced Reader.
Longmans, Green and Co. *The Healdtown Xhosa Readers, A-III* (5 books).
Lovedale..... *Imibengo (An Anthology of Xhosa Poetry and Prose)* edited by W. G. Bennie, B.A.
- General Reading—
(i) Poetry..... Ndawo..... *Izibongo zenkosi zamaHlubi nama-Baca.*
Mqayi..... *Imihobe nemibongo.*
Rubusana..... *Zemk' Inkomo, Maqwalandini.* (Includes notes on history and proverbs—in prose.)
(ii) Prose..... Mqayi..... *Ityala lamaWele.*
Mqayi..... *UDon Jadu.*
Mqayi..... *UBomi bukaBokwe.*
Ndawo..... *UHambo lukaGqoboka.*
Ndawo..... *UNolishwa.*
Ndawo..... *Inzenye Yentsomi Zasezweni.*
Soga, T. B..... *UBomi bukaTiyò Soga.*
Soga, T..... *UHambo LomHambi (Part I)* (trn.).
Soga, J. H..... *UHambo LomHambi (Part II)* (trn.).
Soga, J. H..... *Inlalo kaXosa.*
Sinxo..... *UNomsa.*
Sinxo..... *Umfundisi waseMtuqwasì.*
Sinxo..... *Umsalì Wolahleko.*
Jolobe..... *UZagula.*
Bokwe..... *UNtsikana.*
Guma..... *UNomalizo.*

(ii) Prose.....	Kakaza.....	<i>UTandiwe wakwzGcaleku.</i>
	Ross.....	<i>Imiteto nezinye Ingxozo.</i>
	Ross.....	<i>Umzi Ontsundu.</i>
	Owen.....	<i>Umzingisi akanaShwa.</i>
	Makalima.....	<i>UNtsizi.</i>
	Mzimba.....	<i>UBomi bukaMzimba.</i>
	Zibi and Jabavu.....	<i>UKayakulu.</i>
	Jabavu.....	<i>EYerusalem.</i>
	Mlotywa.....	<i>UNozipo.</i>
History.....	Cingo.....	<i>Ibali LabaTembu.</i>
	Cingo.....	<i>Ibali LamaMpondo.</i>
	Kawa.....	<i>Ibali LamaMfengu.</i>
	Victor Poto Ndamase	<i>AmaMpondo—Ibali Nentlulo.</i>
Agriculture.....	Mazwai.....	<i>Incwadi YabaLimi.</i>
	Mqayi.....	<i>ULimo. (trn.)</i>
Hygiene.....	Soga, J. H.....	<i>Imzimba Yetu. (trn.)</i>
Geography.....	Tyamzashe.....	<i>Abantu BaseAfrika. (trn.)</i>
		<i>Abantu Bamanye Amazwe. (trn.)</i>

ZULU.

Grammar and Language..	Stuart, P. A.....	A Zulu Grammar for Beginners.	} Written in English.
	Suter, F.....	Lessons in Zulu.	
	Doke, C. M.....	Text Book of Zulu Grammar.	
	Doke, C. M. and Grant, E. W.	Graded Zulu Exercises	
	Doke, C. M.....	The Phonetics of the Zulu Language.	
	Kempe, A. R. and Leisegang	Ingrama Lesizulu.	
	Colenso, J. W.....	Zulu-English Dictionary.	
	Wanger, W.....	Catholic Zulu Terminology.	
School Readers.....	Ukucathula (Ebenezer Press).		
	Mbata and Mdhladhla	<i>uQedizaba.</i>	
		<i>uChakijana Bogcololo.</i>	
	Malcolm, D. McK....	<i>Ezasekyaha.</i>	
	Dube, V.....	<i>uWozanazo.</i>	
	Stuart, J.....	<i>uVulingqondo.</i>	
		<i>Kwesukela.</i>	
		<i>uVusezakiti.</i>	
		<i>uTulasizwe.</i>	
	Molife.....	<i>uSambulele.</i>	
	Dlomo, R. R.....	<i>Izikhali Zanamuhla.</i>	
		<i>uDingane.</i>	
	Dube, J. L.....	<i>Ukuziphatha Kahle.</i>	
General Reading—			
(i) Poetry.....	B. W. Vilakazi.....	<i>Inkondlo yakwaZulu.</i>	
(ii) Prose.....	Faye, C.....	Zulu References.	
	Mpanza, M. J.....	<i>uGugabadele.</i>	
	Dube, J. L.....	<i>Insila kaTshaka.</i>	
		<i>Isita Esikulu Somuntu.</i>	
		<i>Omanyama Nguye Uqobo Lwake.</i>	
	Ntuli.....	<i>Umbuso kaShaka.</i>	
	Stuart, J.....	<i>uHlangakulu.</i>	
		<i>uBaxozele.</i>	
		<i>uKulumetule.</i>	
	Zungu.....	<i>uSukabekhuluma.</i>	
	Lamula, P.....	<i>Isabelo SikaZulu.</i>	
Physiology and Hygiene..	Bryant, A. T.....	<i>Ukupila Kwomzimba.</i>	
Agriculture.....	Bryant, A. T.....	<i>Imisebenzi Yamapulazi.</i>	

VENDA.

Grammar.....	Schwellnus, P. E.....	Venda Grammar written in the language.
Readers.....	Giesekke, E.....	Readers A. and B.
	Schwellnus, P. E.....	Std. I.

THONGA.

Grammar.....	Junod, H. A.....	<i>Vuvulavuri bya Sithonga.</i>
Science.....	Junod, H. A.....	<i>Vutivi.</i>
	Jaques, A. A.....	<i>Buku ya Hygiene.</i>
General.....	Jaques, A. A.....	<i>Šibukwani ka milawu ya šitshavo ya Šilungu.</i>

TABLES SHOWING AGES OF NATIVE PUPILS ENROLLED IN GOVERNMENT AND GOVERNMENT-AIDED SCHOOLS ON OCTOBER 31st, 1935.

1. Showing ages of pupils enrolled in the different classes on October 31st, 1935, in the Cape.

Age Last Birthday.	PRIMARY.								SECONDARY OR INTERMEDIATE.				TOTAL.
	Sub-Std. A.	Sub-Std. B.	Std. I.	Std. II.	Std. III.	Std. IV.	Std. V.	Std. VI.	Std. VII.	Std. VIII or J.C.	Std. IX.	Std. X or Matric.	
Under 7 years.....	8,336	190	13	—	—	—	—	—	—	—	—	—	8,539
7 years.....	13,039	1,325	184	15	—	I	—	—	—	—	—	—	14,564
8 years.....	11,688	3,267	884	146	12	—	—	—	—	—	—	—	15,997
9 years.....	9,249	4,526	2,289	608	84	4	—	—	—	—	—	—	16,760
10 years.....	7,874	5,168	3,729	1,659	464	74	4	—	—	—	—	—	18,972
11 years.....	4,916	4,004	3,810	2,568	1,154	273	34	4	—	—	—	—	16,763
12 years.....	4,115	3,903	4,147	3,486	2,160	847	220	33	—	—	—	—	18,911
13 years.....	2,547	2,654	3,347	3,359	2,846	1,483	564	115	4	1	—	—	16,920
14 years.....	1,576	1,874	2,408	2,771	2,758	1,813	992	330	21	3	—	—	14,546
15 years.....	844	1,047	1,390	1,722	2,119	1,620	1,131	730	66	7	—	1	10,677
16 years.....	384	510	729	985	1,295	1,248	1,010	931	68	16	1	—	7,175
17 years.....	218	251	366	502	725	804	801	921	84	27	1	1	4,701
18 years.....	123	125	159	231	333	420	509	643	67	23	5	3	2,841
19 years and over.....	78	99	118	144	199	292	487	723	150	124	20	28	2,462
TOTAL NUMBER OF PUPILS....	64,987	28,943	23,573	18,196	14,149	8,877	5,752	4,430	460	201	27	33	169,628
Median Age in years.....	8.95	11.0	12.21	13.19	14.13	14.95	15.94	16.08	18.0	19+	19+	19+	—
Percentages.....	38.34	17.06	13.89	10.73	8.34	5.23	3.39	2.61	0.27	0.11	0.01	0.2	—

2. Showing ages of pupils enrolled in the different classes on October 31st, 1935, in Natal.

Age Last Birthday.	PRIMARY.								SECONDARY OR INTERMEDIATE.				TOTAL.
	Sub-Std. I.	Sub-Std. II.	Std. I.	Std. II.	Std. III.	Std. IV.	Std. V.	Std. VI.	Std. VII.	Std. VIII or J.C.	Std. IX.	Std. X or Matric.	
Under 7 years.....	2,997	36	—	1	—	—	—	—	—	—	—	—	3,034
7 but not yet 8 years.....	4,495	536	29	2	—	—	—	—	—	—	—	—	5,062
8 but not yet 9 years.....	4,532	1,610	342	19	—	—	—	—	—	—	—	—	6,503
9 but not yet 10 years.....	3,563	2,303	1,061	219	38	2	—	—	—	—	—	—	7,186
10 but not yet 11 years.....	3,014	2,216	1,697	674	187	33	1	—	—	—	—	—	7,822
11 but not yet 12 years.....	1,712	1,645	1,598	1,046	483	152	14	—	—	—	—	—	6,650
12 but not yet 13 years.....	1,691	1,393	1,567	1,289	938	431	106	11	—	—	—	—	7,426
13 but not yet 14 years.....	1,016	996	1,080	1,058	983	722	281	44	2	—	—	—	6,182
14 but not yet 15 years.....	602	575	637	707	858	731	492	290	29	2	—	—	4,883
15 but not yet 16 years.....	303	296	321	346	446	584	428	326	65	7	—	—	3,122
16 but not yet 17 years.....	105	102	121	124	182	294	301	328	121	21	2	—	1,691
17 but not yet 18 years.....	20	28	35	37	42	74	181	247	107	30	5	—	806
18 but not yet 19 years.....	9	10	8	11	19	32	74	150	71	26	8	—	418
19 years and over.....	6	—	4	4	18	13	40	75	97	48	28	—	333
TOTAL NUMBER OF PUPILS....	24,065	11,746	8,500	5,537	4,194	3,108	1,918	1,381	492	134	43	—	61,118
Median Age in years.....	10	11-18	12-07	13-63	14-46	15-28	16-15	17-34	18-38	19+	10+	—	—
Percentages.....	39-39	19-22	13-92	9-06	6-86	5-08	3-13	2-25	0-80	0-22	0-07	—	—

3. Showing ages of pupils enrolled in the different classes on October 31st, 1935, in the Transvaal.

Age Last Birthday.	PRIMARY.								SECONDARY OR INTERMEDIATE.				TOTAL.
	Sub-Std. A.	Sub-Std. B.	Std. I.	Std. II.	Std. III.	Std. IV.	Std. V.	Std. VI.	Std. VII.	Std. VIII or J.C.	Std. IX.	Std. X or Matric.	
Under 7 years.....	3,282	36	2	—	—	—	—	—	—	—	—	—	3,320
7 years.....	5,723	276	35	4	—	—	—	—	—	—	—	—	6,038
8 years.....	5,949	795	140	33	—	1	—	—	—	—	—	—	6,918
9 years.....	5,120	1,417	483	159	19	2	—	—	—	—	—	—	7,200
10 years.....	5,364	2,077	1,119	508	128	18	—	1	—	—	—	—	9,215
11 years.....	3,679	1,723	1,401	809	344	79	18	1	—	—	—	—	8,054
12 years.....	3,763	1,991	1,657	1,362	743	285	69	7	—	1	—	—	9,878
13 years.....	2,713	1,606	1,522	1,374	1,129	669	257	75	—	—	—	—	9,345
14 years.....	2,087	1,242	1,322	1,299	1,232	949	440	188	—	—	—	—	8,759
15 years.....	1,140	762	818	842	976	940	581	364	5	6	—	—	6,434
16 years.....	726	478	521	535	569	621	518	417	14	5	—	—	4,404
17 years.....	336	268	260	249	301	335	302	357	4	5	—	—	2,417
18 years.....	183	141	113	148	181	181	183	243	10	3	—	—	1,386
19 years and over.....	131	84	110	133	159	237	224	322	4	17	—	—	1,421
TOTAL NUMBER OF PUPILS....	40,106	12,890	9,503	7,455	5,781	4,317	2,592	1,975	37	37	—	—	84,780
Median Age in years.....	10	12.06	12.93	13.62	14.43	15.17	15.88	16.69	17	18.5	—	—	—
Percentages.....	47.41	15.21	11.23	8.79	6.82	5.09	3.05	2.32	0.04	0.04	—	—	—

N.B.—This table does not include the 1,250 pupils of the Pimville Government School which was inadvertently omitted when the forms were sent out.

4. Showing ages of pupils enrolled in the different classes on October 31st, 1935, in the Orange Free State.

Age Last Birthday.	PRIMARY.								SECONDARY OR INTERMEDIATE.				TOTAL.
	Sub-Std. A.	Sub-Std. B.	Std. I.	Std. II.	Std. III.	Std. IV.	Std. V.	Std. VI.	Std. VII.	Std. VIII or J.C.	Std. IX.	Std. X or Matric.	
Under 7 years.....	650	30	11	1	—	—	—	—	—	—	—	—	692
7 years.....	1,395	82	26	—	—	—	—	—	—	—	—	—	1,503
8 years.....	1,592	328	64	6	1	—	—	—	—	—	—	—	1,991
9 years.....	1,519	499	224	43	14	—	—	—	—	—	—	—	2,299
10 years.....	1,465	760	434	145	29	4	—	—	—	—	—	—	2,837
11 years.....	1,019	692	526	249	95	26	2	1	—	—	—	—	2,610
12 years.....	976	729	697	417	244	76	15	5	1	—	—	—	3,160
13 years.....	655	610	593	467	341	185	61	14	1	—	—	—	2,927
14 years.....	485	508	483	399	376	253	124	33	1	—	—	—	2,662
15 years.....	284	313	392	317	303	275	179	107	15	—	—	—	2,185
16 years.....	129	162	210	192	214	226	160	128	28	—	—	—	1,449
17 years.....	85	92	141	128	146	135	109	124	36	—	—	—	996
18 years.....	46	52	84	76	88	78	65	100	43	1	—	—	633
19 years and over.....	30	49	52	66	83	76	115	137	86	8	—	—	702
TOTAL NUMBER OF PUPILS....	10,330	4,906	3,937	2,506	1,934	1,334	830	649	211	9	—	—	26,046
Median Age in years.....	10·01	12·09	12·98	14·39	14·88	15·39	16·28	17·30	18·56	19+	—	—	—
Percentages.....	38·77	18·42	14·79	9·41	7·25	5·00	3·11	2·43	0·79	0·03	—	—	—

5. Showing the ages of all Native pupils enrolled in the different classes on October 31st, 1935, in the Union.

Age Last Birthday.	PRIMARY.								SECONDARY OR INTERMEDIATE.				TOTAL.
	Sub-Std. A.	Sub-Std. B.	Std. I.	Std. II.	Std. III.	Std. IV.	Std. V.	Std. VI.	Std. VII.	Std. VIII or J.C.	Std. IX.	Std. X or Matric.	
Under 7 years.....	15,265	292	26	2	—	—	—	—	—	—	—	—	15,585
7 years.....	24,652	2,219	274	21	—	1	—	—	—	—	—	—	27,167
8 years.....	23,761	6,000	1,430	204	13	1	—	—	—	—	—	—	31,409
9 years.....	19,451	8,745	4,057	1,029	155	8	—	—	—	—	—	—	33,445
10 years.....	17,717	10,221	6,979	2,986	808	129	5	1	—	—	—	—	38,846
11 years.....	11,326	8,064	7,335	4,672	2,076	530	68	6	—	—	—	—	34,077
12 years.....	10,545	8,016	8,068	6,554	4,085	1,639	410	56	1	1	—	—	39,375
13 years.....	6,931	5,866	6,542	6,258	5,299	3,059	1,163	248	7	1	—	—	35,374
14 years.....	4,750	4,199	4,850	5,176	5,224	3,796	2,048	751	51	5	—	—	30,850
15 years.....	2,571	2,418	2,921	3,227	3,844	3,419	2,319	1,527	151	20	—	1	22,418
16 years.....	1,344	1,252	1,581	1,836	2,260	2,377	1,989	1,804	231	42	3	—	14,719
17 years.....	659	639	802	916	1,214	1,348	1,393	1,649	231	62	6	1	8,920
18 years.....	361	328	364	466	621	711	831	1,136	191	53	13	3	5,078
19 years and over.....	245	232	284	347	459	618	866	1,257	337	197	48	28	4,918
TOTAL NUMBER OF PUPILS....	139,578	58,491	45,513	33,694	26,058	17,636	11,092	8,435	1,200	381	70	33	342,181
Median Age in years.....	9.31	11.22	12.33	13.22	14.11	14.91	15.80	16.91	17.83	19+	19+	19+	
Percentages.....	40.79	17.09	13.31	9.84	7.61	5.15	3.24	2.46	0.35	0.12	0.02	0.01	—

ARITHMETIC AND VOCABULARY TEST RESULTS OF NATIVE PUPILS IN STANDARD VI AND ABOVE.

TABLE I.

		Median Scores in the Arithmetic Test with Total Number of Native Pupils Tested in each Province.									
		II.	III.	IV.	V.	VI.	VII.	VIII.	IX and X.	N.P.L.	N.P.H.
Cape.....	{ Number of Pupils.....	—	—	—	—	2,739	206	68	31	1,438	51
	{ Median.....	—	—	—	—	83.0	109.4	120.7	123.8	103.5	124.2
Natal.....	{ Number of Pupils.....	—	—	—	—	1,255	520	246	19	537	48
	{ Median.....	—	—	—	—	66.5	82.6	101.6	115.8	91.3	110.0
Transvaal.....	{ Number of Pupils.....	—	—	—	—	1,695	158	52	12	823	—
	{ Median.....	—	—	—	—	69.1	93.2	109.4	125.0	88.5	—
Orange Free State.....	{ Number of Pupils.....	—	—	—	—	577	79	23	13	120	—
	{ Median.....	—	—	—	—	64.2	74.2	86.3	98.8	95.7	—
All Provinces.....	{ Number of Pupils.....	—	—	—	—	6,266	963	389	75	2,918	99
	{ Median.....	—	—	—	—	74.3	88.6	103.9	119.6	97.5	116.8
European Norms.....		32	55	74	95	112	130	146	170	—	—

TABLE II.

		Median Scores in the Vocabulary Test with Total Number of Native Pupils Tested in each Province.									
		II.	III.	IV.	V.	VI.	VII.	VIII.	IX and X.	N.P.L.	N.P.H.
Cape.....	Number of Pupils.....	—	—	—	—	2,736	356	103	55	1,655	122
	Median.....	—	—	—	—	5·9	14·8	19·5	27·7	12·8	22·1
Natal.....	Number of Pupils.....	—	—	—	—	1,290	483	237	17	537	47
	Median.....	—	—	—	—	6·1	8·9	12·7	23·0	11·6	22·5
Transvaal.....	Number of Pupils.....	—	—	—	—	1,640	229	61	12	865	—
	Median.....	—	—	—	—	6·8	13·6	21·0	27·3	11·4	—
Orange Free State.....	Number of Pupils.....	—	—	—	—	574	80	5	12	120	—
	Median.....	—	—	—	—	9·4	10·5	13·5	21·3	16·3	—
All Provinces.....	Number of Pupils.....	—	—	—	—	6,240	1,148	406	96	3,177	169
	Median.....	—	—	—	—	6·4	11·5	15·1	25·8	12·4	22·2
Afrikaans-speaking Pupils (European, poor)	Number of Pupils.....	362	571	677	628	531	131	—	—	—	—
	Median.....	3·4	4·4	5·9	7·0	9·6	13·8	—	—	—	—
European Norms (English-speaking pupils only)...		6·4	9·8	14·3	18·3	21·7	24·0	26·6	28·7	—	—

WHY NATIVES DESIRE EDUCATION.

In conjunction with the general inquiry relating to Native education, questionnaires were submitted to pupils in Standard VI and above in all Native schools in the Union. The replies to the various questions asked may form the subject of bulletins to be issued by the National Bureau of Educational and Social Research at some future date, but the following is a summary of a report, written by Dr. F. Brümmer of the Bureau, based on the analysis of the replies to one of the items contained in the questionnaire, viz. "Why do I desire an education?"

The method employed (i.e. making inquiries by means of written questions and answers) has serious limitations which must be borne in mind in the interpretation of the data obtained. Motivation is extremely complex and to a considerable extent subconscious. The circumstances under which the pupils were expected to explain their reasons were such that a very concise statement after a short period of thought was likely to be made. As a matter of fact no statement consisted of more than twenty words, while the majority were couched in three to six words. It is evident that such a statement can hardly do justice to a very complex matter.

Concise replies tend to be generalised and it is therefore difficult to determine their significance. Most of the replies received were of such a generalised nature. It is not legitimate, however, to conclude from this fact that Native pupils have only a vague conception of why they desire education. Nor is the preference for generalised replies a proof that those which appeared with the greatest frequency are necessarily the most significant.

Another limitation is provided by the various attitudes of the children toward the questionnaire itself. Children may, for various reasons, deliberately express opinions which do not correspond with their real beliefs. Such expressed opinions may be affected by a desire to please, to conform to a standard or to avoid criticism. Conscious motives of extreme significance may therefore have been suppressed, while on the other hand replies which appear very seldom may be most important.

To gain a more intimate understanding of educational motivation amongst Natives, a more searching study of individual pupils would have been necessary, but such an undertaking would have taken considerably more time than the Committee had at its disposal. An independent standard whereby the results of this report may, however, be measured is furnished by Mr. H. Jowitt in his book "Principles of Education for African Teachers".

THE DATA.

Replies were received from a total of 12,553 pupils comprising 2,619 or 20.86 per cent. in Natal; 2,904, or 23.12 per cent. in the Transvaal; 6,453, or 51.37 per cent. in the Cape and 577, or 4.59 per cent. in the Orange Free State. Of these 3,036, or 24.17 per cent., are in teacher-training institutions, 524, or 4.17 per cent., in junior or senior matriculation classes, while the balance of 8,993, or 71.58 per cent., are mostly in Standard VI. The reasons given by the 9,517 school children numbered 16,804 and those of the 3,036 student teachers totalled 5,713. The majority of the replies mentioned one reason only but in a number of cases two, three and even four reasons were given.

The reasons given were classified according to a list comprising 130 items. In the final tables relative items were combined under single heads and all items grouped under larger qualifications, such as employment and religion. In this way a list of thirteen main reasons why Natives desire education was arrived at. The grouping was made on logical rather than statistical grounds, certain items having a low frequency being retained as individual items, while others with a high frequency were combined.

The following table presents the list of reasons deduced from replies received and the frequency with which these reasons appear in the replies in each group of cases. The coefficients of correlation between the frequencies in each group range from 0.75 to 0.92, from which may be deduced that on the whole there is a great consistency between the replies obtained from the children in the various groups. It would appear that sex differences, geographical location and educational progress have little effect upon the attitude of Native pupils towards their educational ideals and it may be inferred that a multiplication of cases would in no way add to the reliability of the results obtained by the method adopted.

TABLE.

Appendix H.

FREQUENCY AND PERCENTAGE OF REFERENCES MADE UNDER MAIN HEADS RELATING TO REASONS WHY EDUCATION IS DESIRED BY ALL NATIVE SCHOLARS COVERED BY SURVEY, AND PERCENTAGE FREQUENCY OF REFERENCE MADE BY CERTAIN SELECTED GROUPS OF THESE CHILDREN.

(December, 1935.)

CLASSIFICATION OF REASONS GIVEN.	FREQUENCY OF REASONS. GIVEN BY—										
	All Scholars Covered in Survey.		All Scholars excluding Teachers in Training.	Teachers in Training.	Boys.	Girls.	Std. VI Scholars.	Natal Scholars.	Transvaal Scholars.	Cape Scholars.	O.F.S. Scholars.
	Number.	Per cent.	Per cent.	Per cent.	Per cent.	Per cent.	Per cent.	Per cent.	Per cent.	Per cent.	Per cent.
1. Education improves one mentally and physically.....	6,033	26.79	27.11	25.85	27.77	28.33	29.26	30.46	32.90	21.43	28.50
2. Through education better employment opportunities become available, especially in face of present day economic competition.....	4,336	19.25	20.79	14.75	22.53	22.00	23.10	20.30	21.29	26.80	24.85
3. To help and to improve the Nation demands education.....	3,342	14.83	12.39	22.05	9.43	7.43	4.93	7.61	5.48	9.87	5.59
4. The educated person is greatly in demand as a help to his less fortunate fellows..	1,895	8.41	7.77	10.33	8.12	5.50	5.24	6.35	7.10	7.05	6.84
5. The educated Native group enjoys social prestige and the child desires to become identified with this group.....	1,651	7.33	7.82	5.86	9.17	10.45	8.32	12.27	5.29	10.15	6.16
6. Reading, writing and a knowledge of English are an essential asset in society..	1,513	6.72	7.56	4.24	8.91	7.98	12.01	5.92	14.84	7.61	7.75
7. Education of the child will be of direct benefit to his family.....	1,575	6.99	7.10	6.69	3.93	11.28	7.30	6.77	3.87	9.31	5.59
8. A knowledge of Christian principles and the acquisition of a Christian spirit may be achieved through education.....	836	3.71	3.65	3.96	3.67	2.75	3.70	4.65	3.74	3.10	5.36
9. The uneducated, the savage, heathen and superstitious are inferior, as is the culture of the forefathers. Through education this inferiority may be avoided..	510	2.64	2.19	2.40	2.36	1.65	2.16	1.99	1.78	1.95	3.53
10. The uneducated person is dependent upon the help of others, Education will remove such dependence.....	376	1.67	1.65	1.73	1.83	1.38	1.85	1.40	2.32	1.50	1.37
11. Education is the basis of European superiority. Equality may be obtained through education.....	271	1.20	1.12	1.45	1.30	0.83	0.62	1.52	1.03	0.73	0.68
12. To maintain oneself in the face of exploitation by the educated demands education	158	0.70	0.75	0.56	0.79	0.55	1.54	0.64	0.90	0.48	3.19
13. No clear conception of an educational objective actuates the child.....	21	0.09	0.11	0.05	0.80	0.17	0.25	0.17	—	0.14	0.68
TOTAL OF REASONS GIVEN.....	22,517	100	100	100	100	100	100	100	100	100	100

Item 1 in the table presents, from the point of view of frequency, the most important reason why education is desired. It represents approximately 26 per cent. of all the reasons given, a percentage consistent in all the groups analysed. In many cases the replies consisted of a simple statement: "I desire education because I want knowledge", "I desire education because I want to improve myself". Reference is made to a preference shown for certain school subjects such as history, geography and hygiene. In practically no case is a direct reference made to an interest in mathematics. Other items under this head which occur quite infrequently appear to have greater significance. "Knowledge is power" and "Education is a permanent asset" are statements of which it is doubtful whether the pupils realised the full significance, but it does seem that these motives are fundamental to all the others under this head.

That many of the replies are actuated by a belief that education in itself holds the key to all the superiorities of knowledge, wisdom, health and happiness to an immeasurable degree, is an inescapable inference to be drawn from the tenor of the statements made under this as well as other heads. It is, therefore, a belief in the magic of education itself to raise the individual into a higher and rarer atmosphere of the gods that may be looked upon as one of the most important motives actuating the Native in his desire for education.

The large majority of the statements made under *item 2* refer to the specific vocational purpose for which education is desired. About 35 per cent. of these replies refer to specific professions, teacher, nurse, doctor, lawyer, carpenter, shopkeeper, minister, clerk, typist, musician, dressmaker, poet, being mentioned. A fair number of replies specify the advantages to be gained in the employment field through education. These include high wages, easy work, larger choice of work, work more easily obtained and retained in face of competition.

In comparing various groups it may not be without significance that Standard VI pupils refer less to high wages than do teachers in training; on the other hand the former are more convinced of the easy nature of educated work than the latter who probably realise the difficulties involved.

Under *item 3* it is especially noteworthy that the teacher-in-training group is greatly imbued with the desire to be helpful on a national scale. Here the influence of the missionaries may be discerned, as it is probably the motive most universally stressed by them in their teaching.

A real desire to be helpful to others is also the motive underlying the statements under *item 4*. Admiration of persons like Dr. Aggrey and Booker T. Washington is expressed and the desire to follow in their footsteps is manifest.

While the majority of replies received under *item 5* fall under the general desire to be civilised, cultured and polite, there is nevertheless an undertone which expresses a high regard for the educated and cultured Native. It is noteworthy that where the largest group of educated non-Europeans are probably to be found, namely in the Cape and Natal, a higher percentage refers to this ideal. The Cape Coloured people in the Cape and the Indians in Natal are apparently an object lesson to the young Native demonstrating that civilised standards are attainable by Natives also.

In approximately 40 per cent. of the statements under *item 6* the practical desire to read and write their own letters, read newspapers, consult time-tables or read the Bible are expressed. The impression is conveyed that the Native feels a very definite helplessness in adjusting himself to the demands of his social environment without knowledge of reading and writing.

The same applies to a further 40 per cent. of the replies under this head which refer to the need of being able to speak English. It is noteworthy that the need for speaking Afrikaans is referred to in very few cases. Where reasons for the necessity for speaking English are given its use in employment under Europeans is most generally mentioned. The significant variations requiring comment are the relatively small percentage of teachers in training and the high percentage of Transvaal scholars referring to it.

In Johannesburg probably a disproportionately large number of new-comers from the country districts and reserves cannot, read, write or speak English. While the school children have probably not experienced this difficulty to the same extent as their parents, they have in the parents' example a powerful stimulus to study.

Items 9 and 11 reflect two supplementary aspects of a fundamental attitude. On the one hand, overshadowing the whole outlook of the Native is the example of European civilisation, which has attained in the Native mind an exaggerated value. In contrast to this superiority is a profound sense of Native inferiority. Ignorance, stupidity, fear and ill-health are all ascribed to this cultural backwardness. It is therefore not surprising that through education the Native hopes to gain the real and imagined advantages accompanying the knowledge and power of the dominant race.

As the Native finds himself forced to adjust himself to European standards, for which his own traditional background does not prepare him, he feels a helplessness in proportion to his lack of knowledge of European conditions of life. This helplessness and vulnerability to exploitation—which are reflected in *items 10 and 12*—are borne in upon him in his work, in his trading and for that matter in all his social relations, especially where his desires are in conflict with European wishes, to which he usually submits.

The low percentage of references to these motives must not be interpreted as necessarily indicating their unimportance. Even more so must caution be exercised in interpreting the low frequency of references under *item 13*. Mr. Jowitt has drawn attention to the influences of external circumstances, imitation and other ulterior motives which motivate school attendance. It is probable that a considerable percentage of Native children have no educational objective, but the extent to which this is the case cannot be determined by the method adopted in this survey.

LIST OF WITNESSES WHO APPEARED BEFORE COMMITTEE AND/OR WHO
SUBMITTED WRITTEN STATEMENTS.

- Achterberg, Mr. N. D. (Inspector of Native Schools, South-Western Circuit, Transvaal).
 Afrikaanse Nasionale Studentebond (Messrs. F. S. Steyn and D. van der Merwe).
 Afrikanerbond vir Rassestudies (Major A. G. O. Coertze, Dr. P. J. de Klerk, Mr. D. de V. Nel).
 Agricultural Union, Natal (Mr. W. E. Elliot, President).
 Aitken, Dr. R. D. (of Sibasa).
 Amor, Father A. (Warden, Modderpoort Schools).
 Anglican Church, Natal (Rev. C. D. Robinson).
 Arndt, Professor W. F. C. (Professor in Mathematics, University of the Orange Free State).
 Ballenden, Mr. G. (Manager, Johannesburg Municipal Native Affairs Department).
 Bapedi Tribes (Messrs. D. Mmole, F. Mmole, P. Phokanoka).
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- Orange Free State Advisory Board on Native Education (Archdeacon F. H. Hulme, Mr. S. M. Mokitini, Rev. E. Müller, Rev. G. Willemse).
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- Orange Free State Provincial Administration (Mr. S. H. Pellisier, Director of Education).
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- Transkeian Territories Native Teachers' Association (Mr. J. P. Hermanus).
- Transvaal African Teachers' Association (Messrs. T. P. Mathabathe; H. V. Nyati and L. Radebe).
- Transvaal Missionary Association (Rev. E. Carter, Rev. S. Carter, Rev. J. E. Hallendorff, Dr. D. Taylor and Messrs. H. Madibane, E. R. Motsisi).
- Transvaal Native Supervisors' Association (Messrs. T. H. Twala, E. R. Motsisi).
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* Witnesses who did not appear in person, but who submitted written statements

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