

S 2277

14-200

T 6477

Natal Education Com-
mission, 1928.

1. Report.
2. Memorandum by K. P. Kichlu.
3. Minutes of Evidence.
 - i. Hugh Brown, Superintendent of Education, p. 1.
 - ii. J. H. Lawlor, Inspector, Edu. Dept., p. 2.
 - iii. Rt. Hon'ble V. S. Srinivasa Sastri, P.C., p. 99.

= T. 632. N285
P/

16477

ment in the sense that it is as likely to fail as to succeed." It is experimental only in as far as it is an entirely novel adventure. The Zionist pioneers, women as well as men, who have been going out to Palestine in batches during the last ten years, never doubted their ultimate success.

Steady progress is being made, in spite of enormous difficulties, climatic, financial and political. This must be largely due to the fine spirit in which the pioneer colonists, from Russia and elsewhere, have undertaken their enterprise.

H. KOHN.

INDIA BY AIR. By SIR SAMUEL HOARE. (Longmans, Green & Co., Ltd., London.) 1927 8 x 5½ pp. 156. 6s. 6d.

THIS is an account of the historic aerial trip to India undertaken last year at considerable personal risk by the Air Secretary Sir Samuel Hoare and his wife. He was the first Minister of State and she the first woman to fly over such a long distance in a civil machine. The story of the journey is charmingly told and Lady Hoare's introduction tells us something of a woman's feelings towards the whole project. The Air Minister's safe arrival in this and return to his country has doubtless quickened public interest in the possibilities of civil aviation, from which point of view the venture must be pronounced to be a complete success.

D.

MISCELLANEOUS.

INDIAN EDUCATION IN NATAL.

COMMISSION'S REPORT.

The full text of the report of the Commission appointed by the provincial Government of Natal to inquire into the condition of Indian education, a cabled summary of which appeared in the press a few days ago, is now available in this country. The Commission had the following terms of reference:—

- (a) The existing facilities as a whole in town and country areas;
- (b) The conditions of service of Indian teachers in Government and Government-aided schools, including salary, promotion, discipline and pension;
- (c) The present system of Provincial grants-in-aid and any change which may be considered to be necessary;
- (d) The financial basis of Indian education, having regard to the resources of the Province, the various demands upon them, and the adequacy or otherwise of the existing Union Government subsidies in so far as they affect Indian education.

In the course of their report, the Commission say:—

The investigation was conducted at the special request of the Union Government arising from the Indian Agreement. This Agreement was entered into by the representatives of the Union Government and the Government of India without any reference to or consultation with the Governments of the Provinces and your Committee desires to record that as soon as the text of that Agreement (as contained in the White Paper presented to Parliament) was known the Provincial Council of Natal considered a resolution in the following terms, which was adopted on the 10th May:—

(1) "That this Council views with misgivings the general conditions of the Agreement entered into between the Government of South Africa and the Government of India in respect to the Indian question.

(2) "That this Council further deplors the fact that this Province (which is more seriously affected than any other part of the Union) has not been consulted through

its Provincial Council on those points of the Agreement which contemplate—

- (a) a relaxation of existing licensing legislation, and
- (b) the provision of increased education facilities for the Indian community.

This Council respectfully represents to Parliament that these two matters involve not only questions of definite Provincial policy but in the latter instance considerable financial obligations. Under these circumstances this Council urges that any contemplated action in these two directions should be deferred until the fullest opportunity has been afforded to this Council to represent its views thereon.

(3) "That, in the opinion of this Council, the Agreement does not solve the Indian problem nor does it give protection to the European population against Asiatic encroachment."

The Committee emphasises that the request to the Provincial Administration was merely one for an investigation in order that the Government might be informed as to the position of Indian education in this Province.

The Committee reports that it has taken voluminous evidence from witnesses representing the Indian community from every part of the Province including that of the Agent-General for India (The Rt. Hon. V. S. Srinivasa Sastri, P.C.) and has also been furnished with a comprehensive review of the position compiled by Mr. Kailas P. Kichlu (Indian Educational Service) and published in a separate memorandum by him.

The Committee records the fact that demands are put forward from all the witnesses for a far-reaching system of educational facilities based upon those presently enjoyed by the European population.

After fully reviewing all the evidence tendered and taking into consideration the factors of the problem as affecting the general community in this Province, the Committee finds:—

- (a) that the existing facilities as a whole in town and country areas are inadequate for the reasonable needs of the Indian population;
- (b) that there is little left to be desired in the Government schools, but that in the Grant-Aided schools the general conditions of the buildings and the status, salaries and method of payment of Indian teachers are unsatisfactory;
- (c) that the grants-in-aid are inadequate on the present basis and that certain changes are desirable.

It was urged that there was an obligation under the Provincial Subsidies Act, 1925, for the Provincial Administration to spend on each section of the school-going population not less than the amount earned by that section and in this respect the full amount received on account of Indian school-going children had not been spent on that service. The Committee is satisfied that this interpretation cannot be put upon this legislative enactment and that the Provincial Council has not exceeded its powers in allocating a smaller expenditure to this section of education than that earned by school-going children. The Committee also records the fact that a restrictive policy in regard to Indian education has been pursued by the Provincial Council up to the present moment and is of opinion that in so doing the Council was interpreting the views of the general community. It should further be recorded that this policy existed prior to the Provincial Subsidies Act, 1925, and has in no way been affected by that legislation.

The Committee desires to make the following recommendations:—

- (a) That it is necessary to extend the existing facilities for the education of Indian children; the most speedy alleviation of the present conditions

can be found by an extension of the grant-aided schools throughout the Province together with the provision of Government schools in large centres of Indian population as and when funds permit, and that there should be no alteration in the present system of voluntary attendance.

(b) and (c) That the present system of grants-in-aid which are now paid purely and simply on a capitation basis should be changed. The Aided schools should be graded by average attendance and the financial aid should be in the direction of Provincial responsibility for the total cost of the teachers' salaries. A proper scheme of salary, scales and conditions of service should be introduced on a more liberal basis than is at present in existence and it should be made applicable to the whole of the Province. It is absolutely essential to establish an Indian Training College in order to supply the necessary qualified teachers to provide for the extension which has been referred to and in this connection the Administration should accept the gift of the Rt. Hon. V. S. S. Sastri, P. C. of a fully equipped training college and assume responsibility for its conduct and maintenance, and further as it is quite impossible to find professors in this country capable of starting the training college the first opportunity should be taken to import them from overseas.

Under the heading of section (d) of the terms of reference, the Committee has considered the possibility of imposing some form of special taxation on the Indian community for educational purposes but has found this to be impracticable. This Committee is entirely opposed to any increase in the general taxation of the Province to provide for the contemplated expansion. If the Union Government subsidy is to remain at the present figure of £5-5-0, which does not err on the side of generosity, the full amount earned by Indian school-going children will hardly be sufficient to finance the proposed alteration of salary scales in grant-aided schools. The Committee is of opinion that the total amount of Indian education subsidy should be allocated to that service.

It must be pointed out that under these circumstances the mere continuance of the present subsidy will leave no funds available for any proposed extension. The Committee is satisfied that a large and immediate increase in attendance can be anticipated, but as the Provincial Subsidies Act provides that the subsidy is only to be paid on the attendance figures of the previous year, a financial problem of some magnitude is presented. It can be stated safely that the Act above referred to only contemplated dealing with conditions existent at the time it was passed, and did not take into consideration any abnormal demands such as have undoubtedly arisen as the result of the Cape Town Agreement. Under these circumstances the Committee recommends that immediate representations be made to the Union Government to meet the financial obligations that will ensue, by providing that the subsidy for this abnormal increase of Indian children should be granted year by year in respect of the current year's increased attendance, for such periods as the anticipated annual abnormal increase shall continue, instead of the deferred system which at present prevails; and further recommends that in the event of such financial assistance being agreed to, the total amount of such funds available be allocated to the provision of Indian education. In this connection attention is drawn to the fact that the Provincial Subsidies Act

makes no distinction as to payment of subsidy respect of the nationality of student teachers and Committee urges that the proposed Indian Training College should be subsidised on similar lines to that of European training college.

Capital expenditure will be necessary in order to make provision for some of the recommendations contained herein, and, as this can only be done in the ordinary way on the capital estimates of the Province, the Committee recommends that on the question of the funds now in hand belonging to the Indian Immigration Trust Board should be explored with a view to ascertaining whether these funds could not be made available for the purpose of forming a special capital fund for the erection of Government Indian schools and in special circumstances the improvement of existing aided schools; and further, that representations be made to the Union Government urging that the necessary action, legislative or otherwise, be taken to give immediate effect to this proposal.

The report closes with an expression of the Committee's appreciation of the action of the Government of India in placing at its disposal the services of two educational experts in the persons of Mr. K. P. Kichlu, M. A., Deputy Director of Public Instruction, United Provinces of Agra and Oudh, and V. Chancellor of the University of Agra, and Miss Gordon, B. Ed., Professor, Teachers' Training College, Siadapet, Madras, and the acknowledgment of valuable services which they have rendered to the Committee during the course of the inquiry.

BOOKS RECEIVED.

LEAGUE OF NATIONS PUBLICATIONS.

The authorities of the League of Nations have decided to create a new depository Library of the League publication the Servants of India Society's Library in Poona, and the Society is anxious to share this rare privilege with all who are interested in the League literature. It is intended to keep all the publications issued by the League in a separate part of the Library building and this section will be accessible to everybody who wishes to use it under certain conditions meant to ensure its preservation. We desire to notice some of these publications in these columns, but, before it is done, we shall mention the more important of publications received (it is not possible to mention all) under column once a month.

- Health Organization in British India.
- International Health Yearbook, 1927. pp. 802.
- Armaments Yearbook, 1927-8. pp. 1066.
- Trade in Arms, Ammunition and Implements of War. Statistical Information. pp. 2123.
- Annual Report of the Health Organization for 1927. pp. 73.
- Memorandum on Production and Trade, 1913 & 1923-26. pp. 73.
- Family Allowances in relation to the Physical and Moral Well-being of Children. Report by I.L.O. pp. 26.
- Traffic in Women and Children. Summary of Annual Report.
- Protection of Blind Children. (Replies from Government of Belgium, Denmark, Germany, Japan and Rumania.) pp. 22.
- Treaty Series. Vols. 59, 60 and 62.
- Official Journal. Vol. IX, No. 3, Special Supplement No. 5.
- Monthly Bulletin of Statistics. Vol. IX. Nos. 1, 2 and 3.

WANTED Candidates for Telegraph and Station Master's classes. Full particulars and Railway Fare Certificate on two anna stamp.
Apply to:—Imperial Telegraph College, DELHI.

MEMORANDUM

ON

INDIAN EDUCATION IN
NATAL (SOUTH AFRICA)

BY

Kailas P. Kichlu, M.A.,
(Indian Educational Service)

Presented to the Natal Indian Education
Inquiry Commission at Pietermaritzburg
on 17th April, 1928.

CONTENTS.

Section	Pages.
I.— Preliminary	3-5
II.— Salaries of Teachers in Govt. and Govt.-Aided Schools	5-7
III.— Basis of Staffing Govt.-Aided Schools	7
IV.— Grants to Govt.-Aided Schools	7-10
V.— Grantees	10-12
VI.— School Buildings	12-16
VII.— Govt. and Govt.-Aided Schools	16-17
VIII.— Compulsory Primary Education	17-18
IX.— Training of Teachers	18-21
X.— Pension or Provident Fund for Teachers in Govt.-Aided Schools	21-22
XI.— Curriculum	22
XII.— Scholarships, Stipends, and Exemptions from Fees	23-24
XIII.— Girls' Education	24-25
XIV.— Subsidies for Education	25-31
XV.— Private Schools	31-33
XVI.— Inspectorate	33-34
XVII.— Farm Schools and Factory Schools	34
XVIII.— General	35-36
XIX.— Finance	36-38
XX.— (a) Summary of Recommendations	38-41
(b) Conclusion	41

APPENDICES.

- Appendix A.—Basis of Staffing Govt.-Aided Schools and proposed scale of Grant (for Teachers of present qualifications).
- B.—Statement showing financial effect of proposal contained in Appendix A as applied to existing Govt.-Aided Schools.
- C.—Basis of Staffing Govt.-Aided Schools and proposed scale of Grant (for Teachers of higher qualifications from the New Training College).
- D.—Statement showing financial effect of proposal contained in Appendix C as applied to existing Govt.-Aided Schools.
- E.—Statement showing Staff and Salaries of Teachers in Govt. Schools.
- F.—Note showing the present position of Staff of Govt.-Aided Schools regarding qualifications and salary (*vide* Appendix K.)
- G.—Summary of Rules regarding Grants to Govt.-Aided Schools.
- H.—Rules regarding free places (Std. IV.), free places (Std. VI.) and Technical Bursaries for Europeans and Coloured Children.
- I.—Statements showing the Indian Schools in charge of various Inspectors of Schools.
- J.—Statement showing the Classes and Standards in Govt.-Aided Schools and the number, qualifications and Salaries of Teachers in those Schools.
- K.—Statement showing the approximate cost of buildings of Govt.-Aided Schools and the sources from which the cost was met.

SECTION I.—PRELIMINARY.

There are about 30,000 Indian children of school-going age in Natal. The latest figures supplied by the Superintendent of Education show that there are at present only about 9,913 pupils enrolled (average attendance about 8,000) as follows:—

<i>Primary</i> (up to Standard VI.):		
	Boys.	Girls.
In Government Schools	1,908	139
In Government-aided Schools	6,171	1,628
	8,079	1,767=9,846
<i>Secondary</i> (Standards VII.—X.):		
In Government Schools	66	
In Government-aided Schools	1	= 67
		67
Grand total		9,913

The position, therefore, is that only about one-third of the children of school-going age are receiving instruction, and that about two-thirds are not at school. As the upliftment of the Indian population of Natal to Western standards has now been accepted as a definite policy, it is very desirable that the large number of children who are not now at school should be brought under instruction at an early date.

2. Looked at from the point of view of the number, kind and grade of schools for Indians, the position at present is as follows:—

Government Schools—

	No. of Schools.	Enrolment.
(1) Secondary (to Standard X.)	1	} 2,047
(2) Primary	8	

Government-aided Schools—

(1) Primary	43	7,799
--------------------	----	-------

Total 9,846

Of the nine Government Schools only 1 (Carlisle Street, Durban) teaches up to Standard X. (Matriculation Standard), and the remaining 8 are primary schools. The Carlisle Street School was raised to the Matriculation Standard only recently, and the enrolment in this standard is only nominal. Of the 43 Government-aided schools all are primary. The primary stage goes up to Standard VI., but all the present primary schools do not teach up to that standard, only 19 of them proceed beyond Standard IV. Even those that go up to Standard VI. have very few pupils in Standards V. and VI. There are only about 479 pupils, or a little over 5 per cent., who are in standards above IV. Therefore, from the point of view of the total number of pupils receiving instruction, as also from the point of view of pupils going beyond Standard IV., the position is not satisfactory. In one or two Government-aided Schools which go up to Standard VI. a Standard VII. has been opened, which contains one or two pupils. The total number of pupils reading in Standard VII. in the whole Province is only 67. The Standard VII. which exists in one or two aided schools does not appear to do the work required in that standard, which is part of the stage higher than the primary. There are only 3 pupils reading in Standard IX. at Carlisle Street, and there is only one student in Standard X. in preparation for the matriculation examination.

3. In regard to accommodation, the present schools, both Government and Government-aided, are full, and generally there is overcrowding. In one school (Clairwood) I found that there are already over 500 pupils on rolls and more than 300 were refused admission. In several other schools I found there was congestion, and pupils were being refused admission for want of accommodation. There is a very great desire on the part of the Indian population to send their children to school, and girls as well as boys are anxious to join schools if they can be provided with facilities for doing so.

4. There are no facilities at present (except in the York Road School in Pietermaritzburg) for manual training (woodwork). Even at this school, which is a Government Institution, the course does not aim at a higher stage than the primary, and students are not prepared either for the Cape Junior Certificate or Matriculation examination. This school has a European Headmaster, and appears to be suitable for providing facilities for education beyond the primary stage. Pietermaritzburg is an important centre, and it is, I think, desirable that classes for Cape Junior and Matriculation examinations should be opened at the Government school here.

5. The following table gives a detailed analysis of the present enrolment in each class and standard of the Government and Government-aided schools last year (1927):—

Schools.	Government.			Government-Aided.			Totals.		Grand Totals.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	
Cl. 1	306	34	340	1,566	613	2,179	1,872	647	2,519
Cl. 2	269	26	295	836	251	1,087	1,105	277	1,382
Cl. 3	216	23	239	642	154	796	858	177	1,035
Std. 1	313	14	327	874	179	1,053	1,187	193	1,380
Std. II.	243	13	256	750	143	893	993	156	1,149
Std. III.	201	8	209	585	101	686	786	109	895
Std. IV.	211	5	216	381	40	421	592	45	637
Std. V.	159	5	164	134	13	147	293	18	311
Std. VI.	51	5	56	43	3	46	94	8	102
Std. VII.	42	2	44	2		2	44	2	46
Std. VIII.	2	15	17				2	15	17
Std. IX.	3		3				3		3
Std. X.	1		1						1
Totals	2,017	150	2,167	5,813	1,497	7,310	7,829	1,647	9,477

6. The table shows that the bulk of the children now at school are in classes and standards up to Standard II. only, that there are about 1,500 pupils in Standards III. and IV., about 400 in Standards V. and VI., about 60 in Standards VII. and VIII., and only 3 in Standard IX. The paucity of numbers in standards above II. and III. shows that at present very few children complete the full primary course, and that the great majority leave the schools before they have received education of a sufficiently durable character.

7. The problem of removing illiteracy from the Indian population of Natal has become serious, and it was well summed up by the Superintendent of Education in his Report for 1926. His remarks are quoted below:—

Non-European Education.—The attendance of Asiatics shows an increase of 700 odd on the figures of last year. The Asiatic population has increased since 1924 by just about 1,000, so that a small advance has been made. We may assume that there are at least 32,000 children of school age now in the Province, for the Census calculation was 31,599 in 1921. The difference between this and the 9,155 enrolled represents the mass of illiteracy among a certain portion of the Province's population, and a mass that is growing year by year. A commission has been proposed to examine the question, which cannot be burked much longer.

The Government subsidy will ensure the finance of the work when started, but it will necessarily be of slow growth. We have no teachers to deal with the pupils, even if the buildings existed, and they will take years to train. The position is that we have no buildings, no teachers, and, as far as I know, no funds for buildings. But that this Province, or any other territory, can afford to sustain deliberately a large section of its population in enforced ignorance is a statement so patently prejudiced and prejudicial as hardly to require refutation.

8. The Provincial Administration of Natal has appointed a Commission to enquire into and report on the question of Indian education, and the following notice was issued on 16th November, 1927:—

It is hereby notified for general information that a Committee has been appointed to enquire into and report upon the question of education of Indian children of both sexes, both generally and with particular reference to the under-mentioned aspects, so far as the subject lies within the scope of the Natal Provincial Administration.

The existing facilities as a whole in town and country areas:

The conditions of service of Indian teachers in Government and Government aided schools, including salary, promotion, discipline and pension:

The present system of Provincial grants-in-aid and any changes which may be considered to be necessary:

The financial basis of Indian education, having regard to the resources of the Province, the various demands upon them, and the adequacy or otherwise of the existing Union Government subsidies in so far as they affect Indian education:

SECTION II.—SALARIES OF TEACHERS IN GOVERNMENT AND GOVERNMENT-AIDED SCHOOLS.

9. The following is the present scale allowed to teachers in Government Indian schools:—

Head Teachers.	Men.	Women.
Special grade.		
1. Over 400 pupils in average attendance ...	£250—10—300	
Grade I.		
2. 250—400 pupils in average attendance	200—10—240	£180—10—220
Grade II.		
3. 100—250 pupils in average attendance	180—10—220	160—10—200
Grade III.		
4. Under 100 pupils in average attendance	150—10—180	130—10—150

Plus marriage allowance of £24 per annum for men.

Assistants	Men and Women.
Grade B.	
With senior certificate	£120—10—150
Grade A.	
With junior certificate	80—10—120

Unqualified £6 per school month.

Plus marriage allowance of £24 per annum for men.

10. The above scale is based on the requirements of Primary schools only as all the Indian schools which have Indian staff teach up to the primary stage only. Government schools set the standard and they have to be staffed by picked men. The present salaries are not sufficient to secure and retain the services of really competent teachers and some improvement in the scale of pay is necessary even for teachers of present qualifications. I would suggest the following scale of salaries for Government Primary schools teaching up to Standard VI. (including the present Standard VII.) or less:—

Head Teachers	Men	Women
Special Grade.		
1. Over 400 pupils in average attendance	£250—10—350 (average 316)	£200—10—250 (average 233)
Grade I.		
2. 251—400 pupils in average attendance	£220—10—250 (average 240)	190—10—220 (average 210)
Grade II.		
3. 100—250 pupils in average attendance	£190—10—220 (average 210)	170—10—200 (average 190)
Grade III.		
4. Under 100 pupils in average attendance	160—10—190 (average 180)	140—10—160 (average 153)

Plus house allowance of £24 per annum for men.

Assistants	Men and Women:
Grade B. With Senior Certificate	£130—10—170 (average 156)
Grade A. With Junior Certificate	£90—10—120 (average 110)

Plus marriage allowance of £24 per annum for men.

Assistant Teacher Unqualified £72

N.B.—Unqualified teachers will hold their posts on a temporary basis and will be replaced by trained teachers as soon as they are available.

The above grading has been suggested for teachers in Government Primary schools of present qualifications, but in giving the new grades to teachers now employed the merits of each case might be considered by the Department and such teachers might be promoted to the new scale as are found deserving by reason of their experience and good work. The above grades will not be suitable for teachers of higher general qualifications and better training who will come out of the new training college. It is expected that the first batch of these trained teachers will come out of the training college in 1930 and it will then be necessary to provide a better scale of pay for such teachers. The following scale is suggested for such teachers in Government Primary schools teaching up to Standard VI. (including the present Standard VII.) or less:—

Government Primary schools (Higher Scale).

	Men.	Women.
Head Teacher (Senior Certificate from New Training College) over 400 pupils in average attendance ...	£300—10—400 (average £366)	£250—10—300 (average £283)
Head Teacher (Senior Certificate from New Training College) 251—400 pupils in average attendance ...	£250—10—300 (average £283)	£200—10—250 (average £233)
Head Teacher (Senior Certificate from New Training College) 100—250 pupils in average attendance ...	£200—10—250 (average £233)	£180—10—220 (average £206)
Head Teacher (Senior Certificate from New Training College) under 100 pupils in average attendance ...	£180—10—220 (average £206)	£140—10—180 (average £166)
<i>Plus house allowance of £24 per annum for men.</i>		
		Men & Women
Assistant Teacher (Senior Certificate from New Training College) ...		£130—10—200 (average £176)
Assistant Teacher (Junior Certificate from New Training College) ...		£100—10—140 (average £126)

Plus marriage allowance of £24 per annum for men.

Assistant Teacher (Unqualified) ...	£72
-------------------------------------	-----

N.B.—Unqualified teachers will hold their posts on a temporary basis and will be replaced by trained teachers as soon as they are available.

11. The question of laying down a scale of salaries for teachers in Government-aided schools may now be considered. There is at present no scale of salaries for such teachers laid down by the Department, and grantees are permitted to engage the staff on any terms they like. I think the time has now arrived when a minimum scale of salaries for such teachers should be laid down. I have dealt in Section IV. with the question of grant to be paid to such schools in a manner which will enable the schools to engage the staff on the minimum salaries laid down. I suggest below a scale of minimum salaries for teachers in Government-aided Primary schools:—

Head Teachers.	Men and Women.
Head Teacher (Senior) under 100 pupils in average attendance ...	£140—5—160 (average £153)
Head Teacher (Senior) 100—250 pupils in average attendance ...	£140—5—180 (average £166)
Head Teacher (Senior) 251—400 pupils in average attendance ...	£140—10—200 (average £180)
Head Teacher (Senior) over 400 pupils in average attendance ...	£140—10—230 (average £200)
Assistant Teacher (Senior) ...	£96—4—120 (average £112)
Assistant Teacher (Junior) ...	£84—4—100 (average £94)
Unqualified ...	£60

N.B.—Unqualified teachers will hold their posts on a temporary basis and will be replaced by trained teachers as soon as they are available.

12. The above scale of salaries for Government-aided schools has been suggested for teachers of present qualifications, but when teachers of better qualifications and training come out of the new Training College and become available for service in Government-aided schools it would be necessary to lay down a better scale of pay for such teachers. It is expected that such

teachers will begin to become available from 1931. The following scale of salaries for such teachers is suggested:—

Government-aided Schools (Higher Scale).

Head Teachers.

Head Teacher (Senior certificate from New Training College) under 100 pupils in average attendance	£150— 5—180 (average £170)
Head Teacher (Senior certificate from New Training College) 100—250 in average attendance	£150— 5—200 (average £183)
Head Teacher (Senior certificate from New Training College) 251—400 pupils in average attendance	£150—10—220 (average £196)
Head Teacher (Senior certificate from New Training College) over 400 pupils in average attendance	£150—10—250 (average £217)
Assistant Teacher (Senior certificate from New Training College)	£100— 5—150 (average £133)
Assistant Teacher (Junior certificate from New Training College)	£90— 5—120 (average £110)

SECTION III.—BASIS OF STAFFING GOVT.-AIDED SCHOOLS.

12. In the case of Government-aided schools which have to be staffed economically but on a reasonable basis of efficiency, the minimum basis of staffing may be as given below. It is necessary to lay this down, as at present in some cases the aided schools do not appear to be staffed suitably. In suggesting a basis the minimum number of senior and junior certificated teachers required for schools of various sizes has also been given in order to lay down the minimum requirements in this respect.

BASIS OF STAFFING GOVERNMENT-AIDED SCHOOLS.

Average Attendance	Minimum staff (with details as to the number of senior and junior certificated teachers).	
up to 35 (but not less than 15)	Single teacher school, the teacher in charge to be a Senior Certificated Teacher and to get the pay of an assistant teacher and not of a head teacher.	
36—60	Head teacher (Senior)	and 1 Asst. (Junior)
61—90	do.	and 2 Assts. (Junior)
91—120	do.	and 3 Assts. (1 Senior and 2 Junior)
121—160	do.	and 4 Assts. (1 Senior and 3 Junior)
161—200	do.	and 5 Assts. (1 Senior and 4 Junior)
201—240	do.	and 6 Assts. (1 Senior and 5 Junior)
241—280	do.	and 7 Assts. (1 Senior and 6 Junior)
281—320	do.	and 8 Assts. (2 Senior and 6 Junior)
321—360	do.	and 9 Assts. (2 Senior and 7 Junior)
361—400	do.	and 10 Assts. (2 Senior and 8 Junior)
401—440	do.	and 11 Assts. (2 Senior and 9 Junior)
441—480	do.	and 12 Assts. (3 Senior and 9 Junior)
481—520	do.	and 13 Assts. (3 Senior and 10 Junior)
521—560	do.	and 14 Assts. (3 Senior and 11 Junior)
561—600	do.	and 15 Assts. (3 Senior and 12 Junior)

SECTION IV.—GRANTS TO GOVERNMENT-AIDED SCHOOLS.

13. There are 39 Government-aided schools which get a total grant of £15,543 (vide page 78 of the Report of the Superintendent of Education for 1926). A summary of the rules and the scale of grant at present laid down for schools for Europeans, Coloured children, and Indians will be found in Appendix G. It will be seen that the scale of grants and the basis for calculating them are on a liberal scale in the case of European schools. In the case of Coloured schools it is laid down that the scale of grant shall be on the basis of the scale provided for European Primary schools. In the case of Indian

schools an all-round rate of £2 10s. per pupil per annum is allowed, and in addition to this a grant of £20 per annum per assistant teacher is also admissible if the Department considers that assistants are necessary. The rate for assistants' grant given in the rule is £2 per teacher per school month. As the schools are closed for about two months in the year the scale, roughly speaking, comes to about £20 per annum.

14. There are about 215 teachers employed in the 43 aided Indian schools. I have attempted to collect information from these schools about the number, qualifications (general and professional) of the staff and the scale of pay. The replies received show the position in regard to these teachers and it is given in Appendices F and J. It will be seen that the scale of salaries is not based on any principle, and is generally inadequate and unsatisfactory. The head teachers are not all suitably paid, and the position of many of the assistants is miserable. There are no less than 71 assistant teachers whose salaries are below £60, and they come down to such low figures as £21, £20, £18 and £12. It is obvious that these low salaries are very inadequate to secure and retain the services of competent and qualified teachers; moreover, these amounts can hardly be regarded as a fair living wage to enable an educated person to live in ordinary comfort. It is no doubt true that at present fully qualified teachers are not available, but even untrained and partially qualified teachers deserve to be given a fair and living wage. It is, therefore, desirable to improve the scale of pay in aided schools, and we have to consider the best method by which it can be done. This naturally brings us to the consideration of the basis of and the scale for grants. As mentioned above, at present a flat rate of £2 10s. per pupil in average attendance per annum is given. This rate is hardly sufficient, especially in the case of schools with small enrolment, to secure teachers on adequate salaries. An additional grant of £20 per annum per assistant is admissible, but it is understood that it is not always given. Owing to this difficulty the grantees are naturally driven to the necessity of cutting down the scale of pay in order to secure assistant teachers for their schools. It also appears that at present there is no uniform or reasonably uniform principle followed in fixing the number of teachers for a school. The reason for this absence of system at present appears to be that each grantee does his best in the circumstances in which he is placed, and engages the staff within the limits of the amount available. It will thus be seen that the question of the basis of grant, and the scale for grant, and the numerical strength of the staff, are all inter-connected, and unless we can fix the basis of grant on a suitable principle, it would be difficult to improve the efficiency of the schools. I have proposed in Section III. the basis of staffing Government-aided schools. I would suggest that this basis may be laid down as the basis of grant-in-aid also; in other words, the amount of grant which may be given to a school should be the amount required to engage a fully qualified staff for the school. I have proposed in Section II. suitable scales of minimum pay for teachers in Government-aided schools.

15. I have made detailed calculations for a scale of grant for schools of various sizes, and they are shown in Appendices A and C. In each case the amounts of grants earned on the basis of (1) starting rates of salary, (2) average rates of salary, and (3) maximum possible rates of salary are shown. In order to show the exact financial effect of these proposals by applying them to existing schools statements have been prepared as shown in Appendices B and D. I recommend that the grant for each school may be allowed at such figure between the minimum and the maximum grants as is necessary to maintain the school in reasonable efficiency, and to pay the staff at the minimum rates of salary and minimum strength laid down. In some cases more staff than the minimum strength laid down may be necessary. In some cases more salary may be necessary than the minimum laid down: The Department should consider the case of each school on its merits every year and allow such grant between the minimum and maximum grants proposed as is necessary for each school every year. As teachers will earn their annual increments the amount of grant will vary from year to year, but it is expected that the figure will approximately be the figure based on average salary as shown in Appendices A and C. This figure may therefore be adopted for making an estimate of the increased cost. I would add that in fixing the grant for each school fee income should not be taken into account. The fee income will be an additional income to each school and it may be utilised in meeting such needs as furniture and equipment. No portion of the grant or fee income should be used on capital expenditure on buildings, etc.

16. It will be observed that under the system outlined above the grant will not be given directly on the basis of average attendance but indirectly. The average attendance will be the basis of staffing a school and the staff required for the school will be the basis of the grant-in aid. The advantage of such a system will be that as the numbers grow the grant will increase, and the additional staff necessary to cope with the increased work will be automatically available. The basis for staffing the schools which I have suggested is absolutely the bare minimum required to run a school in ordinary efficiency. In laying down the basis of grant-in-aid and the method of calculating it, it makes for convenience and simplicity if a simple method is provided which would cover the case in a fairly complete manner and enable the school to earn the necessary grant automatically. This was apparently the consideration which led to the laying down of the present flat rate of £2 10s. per scholar in average attendance, but this method, as explained above, leaves it to the grantee to engage any number of teachers he likes and on any scale of pay, and the result is that schools with small enrolment cannot afford to engage the staff which is necessary for running them efficiently. Under the system suggested, while the average attendance will still continue to be the basis of grant, the question of additional staff will also be solved as the grants-in-aid will increase with the growth of numbers.

17. It is recommended that grants may be given according to the scale suggested, subject to the following conditions:—

(1) That the minimum number of teachers laid down for the school is engaged.

(2) That the teachers engaged should be of the qualifications laid down.

(3) That no untrained teacher should be engaged unless the Inspector of schools concerned certifies that no trained teacher is available.

(4) That no untrained teacher should be engaged who has not passed Standard VI examination. An untrained teacher who has passed Standard IV. or V. examination may be engaged if the Inspector is satisfied that no teacher who has passed Standard VI. examination is available, but his continuance in the post should depend on his passing as a teacher the Standard VI. examination conducted by the Department. Teachers should be allowed to appear at this examination as private candidates.

(5) That salaries should be paid to teachers on the scale suggested for Government-aided schools in Section II.

(6) That the amount of grant left over every month after disbursing the salaries at the scale suggested should be credited to the school fund and be available for such items of expenditure as furniture, equipment, etc., with the sanction of the Department.

(7) That the grantee should administer the school subject to the control of the Department, and that except in cases where a school is maintained by a denominational body (e.g. a Christian Mission or Hindu Samaj, etc., which is already a registered body) the school should have a Committee of Trustees, which should be a registered body under the law, in which the funds and property of the school should be vested.

(8) That the grantee should keep an account of the receipts and expenditure for each school separately, and such account should be inspected by the Department and audited periodically by an Auditor.

(9) That no portion of the grant or fee income should be used on capital expenditure on buildings, etc.

(10) That no loans are raised or debts incurred in connection with the school.

18. It will be seen from the totals of the present grant and the grant which the schools would earn under the suggested scheme for teachers of present qualifications (Appendix B) that there will be an increased expenditure of £6,940 per annum under the suggested scheme on the basis of average rates of salary. The average for the whole Province will be raised to £3 14s. 0d. per unit. This increase would be amply justified by the increased efficiency of the schools and by giving each school its full dues and by granting to all schools a fair and equitable treatment on a uniform basis. The scale suggested by me is the minimum consistent with a reasonable degree of efficiency, and in proposing it I have kept in view the need for economy and for keeping the expenditure within reasonable limits. The system of grant-in-aid should be worked in a liberal and elastic manner with due regard to the requirements of each school ascertained and examined every year. In this connection I would invite attention to my remarks on this subject in Section XIX. Finance.

19. The present total expenditure on grant-in-aid is £15,543 per annum at the rate of £2 10s. per pupil per annum. Under the scale of grant suggested the average expenditure for the same number of children in the existing schools will be £22,483 per annum, which will give an average

of £3 19s. 10d. per pupil per annum. This shows the financial effect of the proposal on the average rate per pupil, but I do not recommend an increase in the grant on that basis. If the rate of grant per pupil is raised the small schools will still earn an insufficient grant and the larger schools will earn an unnecessarily large grant, and the question of the numerical strength of the staff and of suitable salaries will not be solved.

It will be seen from Appendices C and D that I have suggested a higher scale of grant as soon as teachers of higher qualifications from the new Training College will be available. This change will take place after three or four years and will be gradual, as it will not affect the whole grant of a school but only so far as teachers of the new qualifications are employed by each school.

SECTION V.—GRANTEES.

20. There are 39 Government-aided schools for Indians, and their names are given at page 78 of the Report of the Superintendent of Education for 1926. (It seems that 4 more schools have recently come on the grant-in-aid list, and that the number at present is 43.) The summary given below will explain the position in regard to grantees:—

Name of Grantee.	Number of Schools.	Amount of Grant.		
		£	s.	d.
Rev. J. Metcalf	13	4,849	17	6
Geo. H. Hindson	10	4,291	5	0
Miss E. Payne Smith	5	1,621	15	0
G. Hilbert Ware	2	1,339	8	8
Rev. C. W. Ballweg	1	201	17	6
J. P. Stones	1	352	10	0
Rev. W. C. Dew (now Mr. H. H. P. Waller)	1	444	7	6
Raraportal	1	111	2	6
Rev. A. W. Cragg	1	153	15	0
Rev. Mother Raphael	1	828	2	6
Rev. Mother Ambrose	1	715	12	6
Lewis Byron	1	247	10	0
Rev. F. Weir	1	386	5	0
		<u>£15,543</u>	<u>8</u>	<u>8</u>

21. It will be seen from the above that of the 39 schools 13 are in charge of the Rev. J. Metcalf, and 10 in charge of Mr. Geo. H. Hindson, and these two grantees draw £4,849 17s. 6d. and £4,291 5s. 0d. respectively in respect of the schools in their charge. Thus about two-thirds of the total amount of grant is spent through two central grantees. The remaining 16 schools are in charge of 11 persons (5 schools in charge of one person, two in charge of one person, and the remaining 11 in charge of one person each).

23. I desire to explain at the outset that in my remarks about the grantees I am offering my opinion about the present *system* and not about the present grantees or the Missions which conduct the schools. The Indian community is under a deep debt of gratitude to the present and the past grantees and the Missions which conduct the schools. The noble work done by philanthropic and generous minded ladies like Miss Payne-Smith is deserving of high commendation.

The function of the grantee appears to be to receive the grant from Government, and to disburse the salaries to teachers, and to visit the school at least once every three months. It seems to me that it is rather difficult for one grantee who has 13 schools in his charge to visit each of them every three months (52 visits in the year), as the schools are scattered about, and the grantee has his other work to attend to. The question of travelling expenses also arises, and it is understood that in such cases the grantee is allowed to charge in the annual accounts submitted to the Department a certain sum on account of his expenses, and also—in one case at least—a sum on account of his remuneration as manager. It is understood that one grantee is allowed 25s. per school per month as supervision charges, and that two grantees are allowed 15s. each per quarter per school for travelling expenses. Such

charges do not appear to be a legitimate charge on the grants and fee income of the schools from which they are met. Further, the grantee in such cases is allowed the privilege of pooling the total amount of grant and fee income which he receives in respect of all the schools in his charge, and to pay the teachers in the case of individual schools at his discretion. One natural result of the system is that each school does not get the full benefit of its grant and fee income, and that all the schools cannot receive a fairly uniform treatment in respect of salaries, etc. The savings in one school are utilised in some other school. All that the grantee is required to do is to give a full account of the total grant received by him from the Department in respect of all the schools in his charge and of the fee income; he is not required to submit to the Department a separate account of the income and expenditure of each school in his charge. The grantee is responsible for all the schools in his charge, and he gets as grant a sum which is the total of the grants sanctioned for the various schools in his charge, and all that he is required to do is to show how this total grant and fee income have been spent by him.

23. It seems to me that under the present system where there is one grantee for a large number of schools, and he can pool the grant and fee income of all the schools in his charge, the grantee has got very large powers, and each school does not get its dues in accordance with the grant given to it. The grant for each school is based on the requirements of that school, and it is not fair that any portion of it should be utilised on other schools. Further, the system of paying remuneration to the grantee as a manager of the various schools in his charge is open to objection, and it is not consistent with accepted principles of the grant-in-aid system. The need for giving travelling allowance also arises, because the grantee is not a local man, and he has to go to other places to visit the schools in his charge. These items in respect of his remuneration and his travelling allowance are not rightly chargeable to the grant and fee income of each school. Under a correct system of grant-in-aid it is essential that the grantee should be a local man, and that he should be an honorary worker so far as his work as manager of the school is concerned. His function is to manage and administer the school in accordance with Departmental regulations, and this he can only do when he is available locally and is personally in touch with the Headmaster. The present system, under which he is supposed to visit each school every three months, does not really put him into touch with the Headmaster in the manner contemplated by the grant-in-aid system. Moreover, the system of having a large number of schools in charge of one person entails heavy work on him and he can hardly do justice to the work. It is essential for the success of the grant-in-aid system that one grantee or manager should have only one school in his charge, and that he should be a local man. The problems of each school are separate and distinct, and require that the grantee should be on the spot to attend to them. Further, the wide and unlimited discretion given to the grantee to pay the teachers from the pooled amount on any scale he likes has led to serious anomalies and is unfair to teachers. In the case of the 13 Wesleyan Mission schools, in charge of one grantee, there are 65 teachers, and out of these no less than 27 (about half the total number employed) are paid such low salaries as these:—

3 at £56 each; 4 at £54 each, 2 at £50 each, 10 at £48 each, 1 at £42 each, 1 at £36, 1 at £32, 1 at £28, 2 at £24 each, 1 at £15, 1 at £12.

In spite of such low salaries, the Mission has at present a debt of about £3,500 on these schools for which the school income (Government grant and fee income) is held to be liable. This state of affairs shows that the present system is not satisfactory and that a change is called for.

It is refreshing to find that of the 10 schools in charge of the other central grantee there are only 8 who draw salaries below £60 each, and that even these 8 (2 at £54 each, 5 at £48 each, and 1 at £36) do not draw such low salaries as in the case of the other 13 schools mentioned above. Further, it is understood that there are no debts in respect of the 10 schools in charge of the grantee.

24. It seems that in several cases there are no committees or trustees for the school, and that the grantee is personally responsible for the administration of the funds entrusted to him. In the case of schools run by missionary bodies the Mission concerned is presumably the managing committee and the grantee serves as manager under the direction of his Mission.

25. The present position is very unsatisfactory. Each aided school should, I think, have the full benefit of the grant given to it, and of its fee income, and the question of grantees should be put on a more suitable basis. The present system, if allowed to continue, is likely to lead to further difficulties. It is understood that in some cases the school building and property are vested in the grantee personally as a trustee for the school. Such an arrangement is likely to lead to complications of various kinds. I make the following suggestions:—

(1) Each Government-aided school should have the full benefit of the grant given to it and of its fee income and a separate account for each school should be kept by the grantee.

(2) Each school should have a separate grantee and he should be a local man or a person within easy reach of the school.

(3) Each school should have a Committee or Board of Trustees which should be a corporate body registered under the law.

(4) All school property and funds should be vested in the school committee as trustees.

(5) One grantee should not have more than one school in his charge.

(6) The grantee should be an honorary worker and no remuneration or travelling expenses should be permissible.

(7) In the case of denominational schools maintained by a Christian mission or a Hindu or Muhammadan body, a missionary or other person nominated by such mission or body and approved by the Department may be the grantee, but he should be an honorary grantee and no remuneration or travelling allowance for him should be paid.

(8) The present system under which the grantee or Mission or Managing Committee incurs debts in respect of the various schools in his charge and makes the present or prospective income of the school (Government grant and fee income) liable for the repayment of the debt should be discontinued. Each denominational body is of course at perfect liberty to incur debts on its own responsibility, but in that case no portion of the grant or fee income should be allowed to be utilised to pay off the debts. The school should have no connection with or responsibility for such debts.

SECTION VI.—SCHOOL BUILDINGS.

26. The buildings of Government-aided schools are generally unsuitable, and this constitutes their chief weakness. The accommodation generally is not suitable and the buildings are not well designed and do not contain suitable class-rooms. In several cases the construction is of iron and wood and this makes the buildings very hot in summer and most unsuitable for teaching work. There being no suitable class-rooms several classes have to be taken in the same hall or part of a hall and the result is that proper educational work cannot be done. In some cases I found that for want of suitable class-rooms the noise was very great and the teaching work was being carried on under very disturbing conditions. Moreover, the buildings are overcrowded and the accommodation in many cases is insufficient. Iron and wood buildings are no doubt permissible for places where the school is in an experimental stage and is not well established or the population is floating. But at all places where a school has passed beyond the experimental stage and is well established a suitable building should be provided.

27. In the case of Government schools also there are some cases where extension of class-rooms is necessary. Of the four Government schools which I recently visited there is one at Dundee and one at Estcourt which are located in hired buildings which are very unsuitable. Government buildings are urgently required for both of them. The following are my notes regarding four Government schools and 12 Government-aided schools which I recently visited:—

GOVERNMENT SCHOOLS.

Name of School.	Accommodation and Remarks.
Stanger	Well constructed. It is a Government building but insufficient. There are 5 class rooms and an office. Standard VI. can be opened in this school, but this can only be done if an additional teacher is provided. There is not sufficient accommodation even for children up to Standard V.
Estcourt.	Unsuitable as there are no classrooms, only one hall, 57ft. x 20ft. The building is rented by Government at £6 per month. The question of a suitable building for the school is urgent.

Ladysmith.	Well constructed but erected on low-lying ground, hence unsuitable during the rains. There are 5 classrooms, a cloak room and an office room. Is a Government building. Owing to the nature of the land on which the building is erected it becomes flooded and unhealthy in the rains. A hostel in connection with the school is desirable to accommodate children from surrounding places who attend the school. The size of the school building is too small for the requirements of the town.
Dundee Government Indian.	A badly constructed building on a low-lying and damp site. Consists of one big hall with an iron roof. Rented from the Indian community by Government. The present building is erected on a low lying damp site, very unhealthy during rains. There is no suitable approach to the building. A suitable Government building for the school is an urgent necessity.

GOVERNMENT-AIDED SCHOOLS.

Umzinto.	Well constructed, wood and iron building, consists of 2 large and 1 small rooms, belongs to Indian community.
Merebank.	An unsuitable building consisting of 2 rooms away from any road and not easily accessible—very hot. Building is unsuitable
Clairwood.	Unsuitable buildings, consisting of 4 blocks with iron roofs, very hot. Over 300 pupils have been refused admission owing to lack of accommodation. There is need for a separate girls' school. This is a centre for large Indian population, and a good commodious building is really required.
Isipingo.	Unsuitable, one long room and a verandah, a rented building at £4 a month. More accommodation required.
Darnall.	Most unsuitable—a large hall with tin roof—made of wattle and daub—walls in bad condition.
Tongaat Boys	Unsuitable and insufficient—one hall in which all classes are held. A Government school is required here.
Fairbreeze.	Unsuitable—consists of 2 blocks, one rather low-roofed—each block consists of one hall.
Tongaat Girls	Brick building with an iron roof. Consists of 2 classrooms and 1 office.
Wesleyan Indian (Verulam).	Consists of a hall (in which 4 classes are held) and 2 class-rooms. Separate girls' room.
Umhloti.	One hall and 2 rooms, wood and iron buildings. More accommodation needed.
Mount Edgecombe.	Unsuitable. Roof in a dangerous condition. Consists of one hall and one class-room. Building belongs to the Natal Estates, Ltd., and no rent is paid. Accommodation is very bad.
St. Oswald's, Newcastle.	Unsuitable. Consists of two halls and one small room, 13 x 18. A Government school is necessary in Newcastle.

28. The above notes will show the condition of some of the schools which I recently visited. There are many other schools, especially those which are Government-aided, where the need for improvement, extension or reconstruction of the existing buildings is very great. The case of each school might be examined and a regular programme drawn up for improvement of these buildings. It is very desirable in the interests of education and of reasonable efficiency that the programme of improvement of such buildings be completed at an early date, say, within a period of three years.

As regards the cost of the existing buildings of Government-aided schools, I collected information from 39 schools and the replies received are summarised in Appendix K. It will be seen from the information given in that Appendix that the total cost of these buildings came to about £22,755. A substantial proportion of this cost was met by public subscriptions raised locally by the Indian community, and the balance of the cost was paid from savings from the grant and the school fees. In the case of denominational schools the contributions by the Mission towards the cost of the buildings appears to be *nil*. Even in cases where the entire cost of the building was met by public subscriptions and savings from the pooled income (Government grant and fees) the buildings belong to the Missions and are registered in their name. In this connection it may be mentioned that the R.C. Mission has provided an excellent building for St. Anthony's school at Pietermaritzburg at

their own cost and only a nominal rent is charged to the school income. It was a pleasure to visit the school, and I congratulate the Mission on the excellent accommodation provided for the school. But unfortunately such cases are exceptions. The majority of Government-aided schools are badly housed, the buildings have been mostly constructed by subscriptions locally raised and savings from the pooled income of the schools. In the case of some buildings a portion of the cost has been met by a grant from the Administration. The total amount given by the Provincial Administration for buildings of Government-aided schools comes to £3,685. This sum includes £2,000 which was given recently for the building of the Centenary Road school at Durban. It seems that the grant of £2,000 was given to this school on the £ for £ basis; in other words, the Government gave £2,000 on the condition that the Mission contributed £2,000. But it appears that the contribution by the Mission was only in the form of a loan raised by the Mission, the interest on which is being paid from the pooled income of the schools. A sinking fund has also been formed in respect of the loan to which contribution is being made from the pooled income of the schools. A nominal rent of £30 per annum is also being charged for the building from the pooled income. The Mission proposes to pay off the debt by selling one of the buildings in its charge towards which the late Mr. Parsee Rustomjee gave a donation of £1,600. I think that the time has now arrived when the question of the principles on which building grants are given to Government-aided schools might be laid down. The present system under which a Mission can raise loans on the security of the prospective income of the school (Government grant and fee income) and this loan can be accepted as a contribution by the Mission towards a building scheme should be discontinued, and it should be laid down that in the case of all managing bodies the contribution from private sources on the basis of which a Government grant for building is given should be a real contribution by the managing body and not a loan for which the school income is pledged in advance. In all cases where the managing body is unable to bear any portion of the cost and the need for improvement and extension of the school building is really established, the Administration may bear the whole cost of the scheme.

I have stated above that the Indian community has borne a substantial portion of the cost of the buildings of the existing Government-aided schools. In this connection some details of what the Indian community has done in the matter of providing school buildings would not be out of place. Enquiries were recently made by the Education Department as regards the amounts contributed by Indians towards provision of the school buildings from 1919-1927. The replies received show that the following amounts were directly contributed by the Indian community towards the buildings of Government-aided schools:—

Port Shepstone.	£22.
Sutherlands.	£50.
For the 12 schools of which the Rev. J. Metcalf is Grantee.	£166, of which £90 was given from the Parsee Rustomjee Trust.
Nonoti (Darnall).	£332.
Welbedacht.	£144.
Roosfontein.	£30.
St. Theresa's, Mayville.	£1,200 given by the Parsee Rustomjee Trust.
St. Xavier's, Oakford.	£25.
Amatikulu.	Free labour, plus payment of the teacher's salary for a time. Headmaster's house also put up by the Indians with their free labour.
Ginginhlovu.	£11.
Umzinto.	£153 towards an additional class-room and equipment.
Miss Payne Smith's four schools.	£15 towards a new class-room; £103 for material. Indians pay rental of £60 per annum for one building.
Richmond.	£100 for Teacher's house.
Ten schools under Mr. G. H. Hindson as Grantee.	£400. Since 1924 only.
St. Thomas'.	£1 3s. 0d. for repairs.
Tinley Manor.	£32.
Howick.	The building put up by the local Indian community, £150.
Lidgetton.	• £103, besides some materials which were given.
	Total £3,037.

The above are the particulars supplied by the grantees to the Education Department recently, and they cover the period since 1919 only. They represent the contribution which was directly made by the Indian community towards the cost of buildings of Government-aided schools. In addition to this a very substantial portion of the cost of all Government-aided school buildings has indirectly come from the same source in the shape of fee income of the schools, which is a contribution paid by the parents of the children. Further, the grantees have utilised a portion of the pooled income of the schools (Government grant and fee income) for the purpose of extending and erecting the buildings. The particulars given in Appendix K show the position in regard to each school. The total present value of all the buildings of Government-aided schools comes to about £22,755. The total amount given by Government as building grant to Government-aided schools comes to £3,685 only. As against this small contribution by Government, the contribution towards the buildings of these schools by the Indian community comes, according to my estimate, to £15,000. In addition to this the Indian community has spent a sum of not less than £35,000 on the construction of buildings of Private schools. The Administration has, in addition to giving building grants of £3,685 to Government-aided schools mentioned above, spent a sum of £19,158 on the buildings of Government Indian schools during the period 1910 to 1928. The details of this expenditure are given in paragraph 56. The position therefore is that taking the Government and Government-aided schools together, the Administration has spent a sum of £22,843 (£19,158 *plus* £3,685) on school buildings. The Indian community has contributed during the same period a total sum of about £50,000 (£15,000 *plus* £35,000) towards the cost of Government-aided and Private school buildings. In addition to this the Indian community has recently raised a subscription of £20,000 towards the cost of construction and equipment of the new Training College at Durban. The Indian community has given a good account of itself in the matter of self-help in providing educational buildings and deserves the encouragement of the Administration by a liberal allotment to Indian schools out of the funds available for school buildings in future.

29. The improvement of Government and Government-aided schools in regard to buildings will require a substantial expenditure. Two of the Government schools (Estcourt and Dundee) have been without Government buildings for several years, and Government buildings are badly required for them. The majority of Government-aided schools require considerable improvement in regard to buildings. The present arrangements in regard to most of them are more or less of a temporary nature. In the case of large centres of Indian population, and several places where the population is well established, buildings of a more suitable and permanent character are urgently required to house the schools in order that education might be imparted on proper lines and suitable classrooms provided. In the case of Government schools the cost of buildings will come under the head "Capital Expenditure," and in the case of Government-aided schools building grants will have to be given for the purpose and the cost will come under the head "Grant-in-Aid." A regular building programme in the case of existing schools may be prepared extending over a period of three years, and a determined effort made to improve the buildings of all existing Government and Government-aided schools during that period. So far as the two Government schools are concerned it would be easy to prepare estimates of the cost to be incurred in constructing buildings for them. A sum of about £8,000 will be required for the two buildings. A sum of about £2,000 will also be required to provide additional classroom accommodation in Government school buildings at Stanger and Ladysmith. In regard to the Government-aided schools a detailed inspection of each building will be necessary before an estimate of the cost involved can be prepared, but from what I have seen of the buildings visited by me I can safely say that a sum of about £15,000 will be required for improvement of the existing buildings. This amount, together with the sum of £10,000 referred to above for Government schools, will come to £25,000. This, however, refers to the existing schools only. During the next five years there will be a programme of considerable expansion, as the aim proposed to be kept in view is to bring under instruction during that period all the children of school-going age who are not now at school. For this purpose, so far as I can estimate, a sum of £40,000 will be required in the next five years. This will bring the total estimated amount to £65,000 (£25,000 for existing schools *plus* £40,000 for new schools) which will be required during the next five years. Towards this total sum of £65,000 a sum of £27,215 (and a further sum of £9,000 if the budget for 1928-29 is not revised) will be available from the

savings of the Union subsidy which have remained unspent and been added to the Provincial revenues (vide details given in paragraph 54). The whole sum of £65,000 may be spread over five years, according to the needs of each year. The average will thus come to only £13,000 per year. This estimated expenditure on buildings during the next five years is, I think, very modest and reasonable seeing that since 1910 an expenditure of £903,709 has been incurred on buildings of European, Coloured and Native schools, and an expenditure of only £19,158 has been incurred on buildings of Government Indian schools, and an expenditure of only £3,685 has been incurred on buildings of Government-aided Indian schools. There should in future be a regular system of building grants to Government-aided schools and an annual allotment should be made in the budget for the purpose. In regard to buildings of existing Government-aided schools, the case is deserving of generous and sympathetic consideration seeing that the bulk of the expenditure on the existing buildings has come from the Indian community itself, and that only a sum of £3,685 has been given by Government towards the total cost (£22,755) of the existing buildings. I would suggest that in the case of all existing buildings of Government-aided schools the whole cost of improvement might be met by the Administration, and that it should be given to each school in the form of a building grant. In regard to buildings of Government-aided schools which might be erected in future, the case of each school should be considered on its merits and such grant given as the merits of the case justify. Possibly in some cases half the cost might be borne from private sources, in others one-third or one-fourth. There might be some cases in which the whole cost might be borne by Government in view of the poverty of the population. But in all cases where the contribution is made from private sources it should be an actual contribution and not a loan raised on the security of school fees, etc. I would suggest that in all cases where a building grant is given by the Provincial Administration towards a school building, the building should be hypothecated to the Administration, and a condition laid down under a legally executed instrument that the amount of grant should be refunded to the Administration if at any time the building is permanently diverted to other than educational purposes. I would add that in all probability there will be savings every year in the budget allotment for grant-in-aid. These savings should be calculated in February every year and allotted to various Government-aided schools as non-recurring grants for buildings on the merits of each case before the financial year is over, i.e., before 31st March. In this case the needs in regard to buildings of some schools will be met every year without any additional funds being provided for the purpose.

SECTION VII.—GOVERNMENT AND GOVERNMENT-AIDED SCHOOLS.

30. The two tables at page 63 of the Report of the Superintendent of Education for 1926 show the following particulars:—

Indian Schools	{	Government	{ 9 Schools. 1,829 average attendance.
		Government-aided	{ 43 Schools. 6,073 average attendance.
European Schools	{	Government	{ 159 Schools. 20,619 average attendance
		Government-aided	{ 36 Schools. 2,004 average attendance.

31. The above figures show that out of a total number of 7,902 Indian pupils in average attendance, 6,073 are receiving instruction in Government-aided schools, and only 1,829 in Government schools. The number of Government schools is 9 and that of aided schools 43. In other words, only about one-fifth of the number receiving instruction are being educated in Government schools. In the case of European children the position is different, viz., the vast majority (about four-fifths) receive instruction in Government schools.

32. Government Indian schools are more efficient, better housed, and better staffed than the aided schools. The proper standard of education is set by Government Indian schools, and the aided institutions follow that standard as far as their means permit. In the case of European schools the

policy of depending more on Government schools is followed, presumably because they are easier to administer and are more efficient in results. As Government Indian schools are more expensive than aided schools, I cannot, on the score of cost, recommend a policy of wholesale conversion of aided schools into Government schools. But the number of Government schools should certainly be increased. At present a disproportionately small number of Indian children are receiving instruction in Government schools. It is desirable to improve the accommodation in and increase the number of Government schools so that the number of children in Government schools might increase and better standards of education might be adopted. I would suggest that the proportion of pupils reading in Government and Government-aided schools, which is at present one-fifth and four-fifths respectively, should be raised in the next three years to one-third and two-thirds, and thereafter to half and half as soon as possible.

SECTION VIII.—COMPULSORY PRIMARY EDUCATION.

33. It will be seen from the statement of enrolment in the various classes and standards in schools given in Section I. that most of the children now under instruction leave the schools before they complete the full primary course up to Standard VI. There is a keen desire on the part of the Indian community to send their children to school in the early stages of instruction, and there are a large number of children at present who are kept away from schools for want of accommodation and facilities for education. This applies mostly to the elementary stage of education up to Standard II. or III.; after this stage children are generally withdrawn from schools because most of the parents are poor and desire the children to earn and do some work. There are many who are prevented from proceeding to a higher stage on account of the inability of their parents to bear the expenses of education. The education which a child receives up to Standard II. is not a sufficient equipment for life, and does not give him that minimum of education of a sufficiently durable character which is necessary in order to make him a proper and useful member of society. It is therefore necessary that every effort should be made to bring under instruction all children of school-going age, and to keep them at school till they complete the full primary course and receive the full benefit of education, and not lag behind other sections of the population. The introduction of compulsory primary education has been accepted in all civilised countries as the only way of giving the necessary minimum education to every child. Parents everywhere have been generally found to neglect the duty of keeping children at school sufficiently long to enable them to complete the full primary course. Compulsion has been found to be the most suitable method of dealing with the difficulty. The extension of facilities for primary education in this country by the development of existing schools and the opening of new schools will no doubt advance considerably the cause of Indian education on a voluntary basis, but it will not solve the problem completely, as unless all the children complete the full primary course they will not be well equipped for life in the matter of education. This fact is already recognised in the case of European children, who are compelled by law to attend school from the age of 7 to 15, and they receive the full benefits of that system. It will be seen from statements J and K regarding European children, at page 62 of the Report of the Superintendent of Education for 1926, that their number is fairly equally distributed from Class I. to Standard VI.

34. In the case of Indian children the first step should be to extend and improve the existing facilities for education on a voluntary basis, but the problem will not be really solved until the system of compulsion is introduced. I would suggest, therefore, that the question of introducing compulsory primary education may be taken up as soon as possible after the necessary preliminary action has been taken for the improvement and extension of the voluntary system. The system of compulsion may be introduced gradually, and with this object in view suitable areas should be selected where a beginning could be made in this respect. At places where sufficient accommodation is available in schools, and at least 50 per cent. of the children of school-going age have already come under instruction, and the ground is well prepared for it, compulsion might be introduced in the case of children from the age of 7 to 13, and up to Standard IV. in the first instance. Later on it should be extended to Standard VI. (from the age of 7 to 15). In the beginning compulsion might be introduced in the case of boys only, and afterwards it might be extended to girls. In the case of girls the ages might be modified

so as to apply compulsion from the age of 7 to 12 only. The age of 6 (in the case of boys as well as girls) is a more suitable age from which compulsion should begin, but I have suggested the age of 7 as the starting point because subsidy for a pupil is not at present admissible unless he has completed 7 years of age.

35. Compulsory primary education may be introduced at the end of five years, by which time the necessary improvements in the voluntary system will have been made and extended facilities provided. In areas in which compulsion is introduced primary education should be made free.

SECTION IX.—TRAINING OF TEACHERS.

36. The Superintendent of Education in his report for 1924 pointed out that "the training of Indian teachers is in a most unsatisfactory condition. An institution is badly needed if the supply of competence is to be kept up." There is at present no training college for Indian teachers. There are four coaching centres, where instruction is given for some periods every week. It is understood that at Maritzburg instruction is given for an hour and a half on three days a week and at the other places it is given once a week.

No.	School.	Grantee.	Head Teacher.	Grant.	Average Attendance.
1	Durban	V. R. Millard.	V. R. Millard.	£ 98 2 0	23
2	P.M.B. (Senior) ..	W. A. Lewitt.	W. A. Lewitt.	50 0 0	4
3	P.M.B. (Junior) ..	J. H. Ward.	Mrs. L. Ward.	50 0 0	14
4	Tongaat	W. R. Buckland.	W. R. Buckland.	30 5 0	11

In two of these centres, Durban and Tongaat, there are assistant teachers as well as Head teachers. They are paid as follows:—

Durban	Head Teacher	£4 10 0	per school	Month.
	Asst. "	4 0 0	" "	"
	" "	4 0 0	" "	"
Tongaat	Head Teacher	£5 0 0	" "	"
	Asst. "	4 0 0	" "	"

37. Teachers living at the four centres mentioned and also in other places come to these centres to receive this periodical training. The examinations are held by the Department and private candidates (i.e., teachers who have not attended the above coaching centres are also admitted to the examination). There is neither systematic theoretical work nor practical training in the art of teaching under expert supervision. The arrangement is a mere makeshift, and I need not describe it further as the Department is dissatisfied with it and has more than once pointed out the need for establishing a proper training college. This is undoubtedly the greatest educational need at present. It is a matter for satisfaction that the Indian community has responded to the appeal of the Right Hon. V. S. S. Sastri, P.C., and has raised a subscription of £20,000 for the building and equipment of a training college at Durban. Durban is a very convenient centre for the training college as there are several schools near the proposed training college where teachers under training could receive practical training in the art of teaching under expert supervision, in addition to the theoretical work. The institution will be residential, and there will be hostels attached to it where the teachers under training will reside and receive proper training in modern methods of teaching. The institution will be a combined training college and high school, and will have a European Principal, well qualified for the work. He will be assisted in the work by a vice-principal. This is necessary as the combined charge will be heavy. Including the vice-principal there will be four lecturers for the training college and seven assistants for the high school. This training college will be the basis for the whole educational work, and it is very desirable that the institution should be organised on modern and up to date lines and that the staff should be well qualified and efficient. In the present state of Indian education in this country it is not possible to secure well-qualified and suitable lecturers and teachers for this special institution. It is essential for the success of the institution that the vice-principal and the three lecturers, and the seven assistant masters should be trained graduates and should be obtained

from India. The vice-principal should be a man specially qualified for the responsible position which he will occupy. It is expected that such men could be obtained from India on a five years' contract at a salary of £30 per mensem. In the case of the vice-principal the salary should be £40 per mensem, as he will be a man of special qualifications. The teachers engaged from India on a five years' contract as proposed above should be given a free second-class passage both ways. The cost on account of salaries would thus be as follows:—

Present High School Staff. (Stds. I. to X.)	Proposed Staff of combined Training College and High School. (Stds. V. to X.)
1 Headmaster £650 plus £75 house rent.	1 Principal—grade pay plus free residence provided.
2 Assistant £288	2 Vice-Principal £480
3 " 228	3 Lecturer 360
4 " 220	4 " 360
5 " 150	5 " 360
6 " 269 6 8	6 Assistant 360
7 " 241	7 " 360
8 " 360 plus £50 marriage allowance.	8 " 360
9 " 270	9 " 360
10 " 180	10 " 360
11 " 211	11 " 360
12 " 270	12 " 360
13 " 197	
Total (excluding Headmaster) <u>£2,884 6 8</u>	Total (excluding Principal) <u>£4,080 0 0</u>

N.B.—In giving the totals the cost on account of the Head on either side has not been taken into account as under the proposed scale no new post is being created on this account. The post of Headmaster will simply be converted into the post of Principal.

38. According to the above suggestions the annual cost of the combined institution on account of salaries would be £4,080 plus the salary of Principal as against the present cost of £2,884 6s. 8d. plus salary of Headmaster. This will mean an extra recurring cost of £1,196 plus the cost of free second-class passages. In addition to this there should be an allotment of £500 (recurring) for renewals of furniture, apparatus and purchase of books, etc. The initial cost of building and equipment in regard to furniture will be met by the Indian community before the building is handed over to the Administration. A non-recurring grant of £1,000 will be required for an initial supply of apparatus and books, the renewals in this respect from year to year will be met from the recurring grant of £500 suggested above. So really speaking the additional grant in the first year will be only £500.

39. It is proposed that there will be accommodation at the training college for 40 pupil teachers, twenty for the senior class and twenty for the junior class. As each class will cover a two years' course there will be four classes at the College of 10 pupil teachers each, and the number admitted each year to the college will be 20. But in the case of teachers who have rendered at least three years' service the period of training may be reduced to one year. No private candidates should be permitted to appear at the training college examination, but persons who *after having undergone a course of training at the training college* have failed at the examination, either in theory or in practice, or in both, may be permitted to appear at the examination as private candidates.

40. In regard to the general pre-training qualifications it is necessary to keep a high standard in view, the standard to be aimed at should be: Cape Junior for the Junior certificate course and matriculation for the Senior Certificate course. In the beginning, in view of the fact that persons of these qualifications are not available, the standard of admission will have to be temporarily relaxed and persons of lower qualifications admitted to the two courses, but every effort should be made to reach the standard of admission which has been suggested above as the ideal to be aimed at. For this purpose it will be necessary to give bursaries and scholarships to deserving

students to complete their general education up to Cape Junior and Matriculation Standards with a view to taking up the teaching profession. I have made a suggestion to this effect in Section XII. regarding scholarships, etc. At present in view of the meagreness of the general qualifications of teachers applying for admission to the training college, it is desirable that they should be given instruction in the subject matter in addition to professional training at the training college. In due course when the standard of admission will be raised there will be less teaching in subject matter and general education and more professional work.

41. The question arises whether any fees should be charged from pupil teachers attending the training college. In India it is a recognised practice that no fees are charged at the training colleges and that the pupil teachers receive stipends at a fixed rate. The value of these stipends is fixed at rates which are generally sufficient to cover the ordinary minimum expenses of a pupil teacher at the training college. In this country the European pupil teachers have to pay a fee of £50 per annum and £24 per annum non-resident, but the administration gives advances to the pupil teachers to the extent required to enable them to pay the fees and bear expenses on the condition that they agree to take up the teaching profession at the expiry of their training. They are required to refund these advances to the administration after the completion of their training when they become teachers. It is understood that in some cases the advances have had to be written off as the teachers found it difficult to repay them. The general poverty of the Indian community, and the destitute condition of those sections from which the candidates for the teaching profession will be mostly drawn, makes this system absolutely out of the question as regards the new training college. No tuition fees should be charged.

42. When the new Training College comes into existence the question of deputation to the college of teachers who are already holding permanent posts in Government or Government-aided schools for a course of training at the college will arise. There are among these teachers several promising youths who for want of a proper system of training were deprived of the opportunity of being properly trained. It was no fault of theirs that they did not undergo a proper course of training. If no opportunity is given to them now of getting themselves properly trained at the new training college an awkward situation will arise. Fresh candidates who are outsiders will join the training college, and after being trained at the institution will become eligible for higher rates of salary in Government and Government-aided schools. They would thus draw higher rates of pay than those drawn by teachers of the same general qualifications who were trained under the present system and are holding posts in the schools. A situation like this always arises when a higher and better system of training is introduced, and it has arisen in other countries also. The remedy for this difficulty has been found to be the introduction of a system of deputation of teachers to the training college from among the men already in service in permanent posts, provided they are found to be suitable for deputation on the basis of their work, and are of an age when they are trainable. Generally a teacher after 35 years of age is not considered fit to profit by a course of training. It will of course be open to the teachers now in permanent service whose age does not exceed 35 to take leave without pay from their present posts and join the training college as ordinary candidates in order to qualify themselves for further advancement, but it has been recognised in other countries that if the only course left open to these teachers is to take leave without pay for the purpose of further training it imposes on them a great hardship. Several of them have family responsibilities, and it is impossible for them in advanced age to study at the training college without any remuneration. In such cases it is usual to give these teachers a chance of deputation to the training college on half their present salary and their period at the training college counts as service. I think it is necessary that a system of deputation of teachers to the training college whose age does not exceed 35 years on half their salary should be introduced from next year when the new training college comes into existence. Experience has shown that an outside candidate who has not had any experience of teaching is not a very suitable recruit for the training college. A teacher who has worked for a few years, but has not been too long at his post, is a very suitable candidate for admission to the training college. On this principle also the deputation of teachers is desirable, but the concession should apply to teachers who have been confirmed in their posts. It should

not apply to teachers who are only officiating in their posts or are on a temporary basis. The Department may prepare lists of all teachers holding permanent posts who are not more than 35 years of age, and select from it every year the most promising persons for deputation to the training college on a deputation allowance of half their salary. Teachers who have reached or are about to reach 35 years of age, should have prior claims to deputation so that they might not become over-age and lose the chance of deputation. In the case of teachers employed in Government schools the cost of deputation should be met by the Administration, and in the case of teachers employed in Government-aided schools the cost of deputation should be met by the school management, but the school should get from the Administration a grant equal to the cost of deputation. The whole cost will thus be borne by the Administration. The amount will vary according to the salaries of the teachers who are selected for deputation. In the beginning almost all the teachers admitted to the training college will be deputed teachers. In future out of the 20 admissions to the training college every year 10 places may be reserved for deputed teachers, and the remaining 10 may be given to outsiders. I think an annual allotment of £2,000 for deputation of teachers to the training college will be sufficient to cover the cost of half the salaries of deputed teachers, and I recommend that the sum may be allotted every year for the purpose. From the date the training college comes into existence it should be definitely laid down that no new teacher engaged will be confirmed in his appointment unless he has undergone a course of training at the new training college. The men engaged will hold their posts on a temporary basis and will not be confirmed in their appointments until they have joined the training college as ordinary candidates and got themselves trained at the institution. It will be necessary to do so in order to make it clear that the system of deputation will apply only to teachers who are already in service and are holding permanent posts and have been confirmed therein. In fact from now onwards no teacher should be permanently engaged for service in Government or Government-aided schools. The system of deputation will last only for some years until all the suitable and trainable teachers have been deputed and trained. I consider the system of deputation of teachers essential for the success of the training college, having regard to the just and fair claims of teachers who have done good work and are considered by the Department suitable for further training. Teachers who have not worked well, or are more than 35 years of age, should not be deputed to the training college. The system of deputation is the only means of meeting a situation of this kind, and it has been found by experience to be eminently suitable.

SECTION X.—PENSION OR PROVIDENT FUND FOR TEACHERS IN GOVERNMENT-AIDED SCHOOLS.

43. Teachers in Government schools are entitled to pension but teachers in Government-aided Indian schools are not entitled to pension at present. The Teachers' Association has represented that as European teachers in Government-aided schools have the privilege of getting from Government a pension when they retire, the privilege should be extended to Indian teachers in Government-aided schools. The Association cited some cases in which Indian teachers after long and meritorious service in Government-aided schools had to retire without any provision, and that they were thus put to considerable inconvenience in their old age. The request of the Association is deserving of sympathetic consideration. The law under which European teachers in Government-aided schools enjoy the privileges of pension definitely lays down that it applies to European teachers only and therefore unless the Act is altered the concession asked for by the Indian Teachers' Association cannot be given. The question of an amendment of the law by extending the provisions of the Act to Indian teachers in Government-aided schools may be considered. If this is not possible, I would suggest that Indian teachers in Government-aided schools should be given the benefit of a Provident Fund which may be instituted for such teachers. It may be a condition of grant-in-aid that every Government-aided school shall be bound to open a Provident Fund for every teacher permanently employed on the staff of such school. Every such teacher may be required as a condition of his appointment to contribute to the Provident Fund 5 per cent. of his salary, and the management should be bound to contribute to the Provident Fund an equal amount. Every Government-aided

school should get an additional grant for the purpose from the administration to enable it to make the necessary contribution to the Provident Fund of every permanent teacher employed in that school. The extra expenditure on this account will come to about £1,000 per annum. This grant should be in addition to the usual maintenance grant of the school. The teacher's contribution should be compulsorily deducted from his salary every month and credited to his account in the Provident Fund and every month the management should contribute the required sum to that fund. The whole amount should be kept in the Post Office Savings Bank in the teacher's name, but the passbook should remain in charge of the school and the teacher should have no right to draw any amount from it as long as he is in service. Advances in cases of special need (e.g., illness of the teacher or his wife or children) may be given to the teacher concerned from the Provident Fund, and they should be refunded in due course. The Fund will remain in charge of the managing body of the school as long as the teacher continues in service. The interest will continue to accumulate on the amount to the credit of the teacher; when he retires from the service or resigns he will be entitled to get the whole amount standing to his credit, but if he is dismissed for adequate reasons he will be entitled to take back his own contribution to the Fund, but not the contribution made by the school on his behalf to the Fund.

SECTION XI.—CURRICULUM.

44. The ordinary curriculum is followed at present in Indian schools, and I recommend that this should continue. I would not suggest a separate curriculum for Indian children. English should continue to be the medium of instruction as at present. The standard of education in Indian schools will naturally improve as better qualified teachers are available. Indian children have been permitted to appear at the Primary certificate examination conducted by the Department, but they have not taken advantage of it in large numbers. The children should be encouraged to take the examination, and for this purpose all possible facilities should be provided. In the beginning it may not be possible for Indian children to take all the subjects for the Primary Certificate, and therefore as a temporary measure they should be allowed to appear in as many subjects as possible. In due course, when better teachers become available and better arrangements have been made for instruction, Indian children should be encouraged to appear in all subjects. A public examination at the end of the primary stage helps to maintain proper standards. Therefore the facilities which are provided for European children to appear at the departmental primary certificate examination should be extended to Indian children.

45. In the case of all Farm Schools an agricultural bias should be given to the curriculum, and children should be encouraged to work in the fields and to learn the elements of agriculture in a simple and practical manner. The teacher selected for such school should generally be an agriculturist. Page 7 of the Special Report, 1926, issued by the Census Office shows that there were in Natal about 19,000 Indians engaged in agriculture and fishing in 1921, and that there were in 1925-26 about 2,545 Indian farm and agricultural holdings. Therefore it is desirable that in all Farm schools, as also in ordinary schools situated in agricultural centres, an agricultural bias should be given to the curriculum in order that the children might acquire and retain a taste for agricultural pursuits. In all schools situated in rural areas wherever possible a small plot of land near the school should be reserved for the purpose of encouraging the children to grow flowers, vegetables, etc., for the season and to maintain it in good condition under the guidance of the teacher. This will create among children an interest in manual work, and at the same time stimulate their powers of observation. Such "school gardens" should be a feature of schools in rural areas wherever it is possible to provide them.

**SECTION XII.—SCHOLARSHIPS, STIPENDS, AND EXEMPTIONS
FROM FEES.**

46. There are free places, bursaries, etc., provided for European and Coloured children to enable them to continue their education:

- (1) In Standards V. and VI.
- (2) Standard VI., and
- (3) On vocational lines.

Detailed rules on the subject and the number of the various free places and bursaries are given in Appendix H. The rules show that ample facilities are given to encourage deserving pupils of the European and Coloured communities to pursue higher courses of study. There are at present no bursaries or scholarships for Indian children. I think it is very desirable that in order to encourage deserving Indian students to pursue their studies beyond Standard IV. a number of scholarships should be established. This is specially important at the present stage of Indian education. The most important need in regard to Indian education is to secure competent and qualified teachers. For this purpose the Indian community has raised a subscription of £20,000 for the building and equipment of an up-to-date training college at Durban, but it is essential for the success of the college that candidates who join the course there should have reached and passed Standard VIII. and the matriculation examination. It will be seen from the table given in Section I. that the majority of students at present drop off from the schools before they reach Standards V. and VI. The number of students who proceed to Standard VI. is very small, and the number which proceeds beyond Standard VII. is practically *nil*. I think that it is essential for the organisation of Indian education on suitable and proper lines that we should secure well-qualified recruits for the teaching profession who have attained a reasonably high standard of general education before they are admitted to the training college. In the beginning and until such time as better qualified candidates will be available it is proposed to admit to the training college students who have passed Standard VI. but at present the number who have passed even Standard VI. is not very large. What is necessary is that special encouragement be given to deserving students:

- (1) To cover the course for Standards V. and VI.
- (2) To cover the course for Standards VII. and VIII.
- (3) To cover the course for Standards IX. and X. for matriculation examination.

47. To secure this object I would suggest that the following scholarships and stipends may be created for Indian students:—

- (1) Forty scholarships £12 per annum tenable for two years for deserving students (30 for boys and 10 for girls) who after passing Standard IV. pursue their studies in Standards V. and VI. in a Government or Government-aided school and appear at the Primary Certificate examination conducted by the Department.
- (2) Twenty scholarships of £24 per annum tenable for two years for deserving students (15 for boys and 5 for girls) who after passing the Primary Certificate examination conducted by the Department pursue their studies in a Government secondary school in Standards VII. and VIII. and appear at the Junior Certificate examination conducted by the University of South Africa (formerly called Cape Junior).
- (3) Ten prospective teachers' stipends of £36 per annum, tenable for two years at the Carlisle Street High School at Durban or any other Government Indian High School which may be opened in future for deserving students (seven for boys and three for girls) who after passing the Junior Certificate examination pursue their studies for matriculation examination and give an undertaking that after passing the matriculation examination they will join the new Training College at Durban and, after training, will serve as teachers for at least three years.

All the above scholarships and stipends should be awarded on the basis of merit, and the Department may lay down the system of selecting the best students. The competition should be among boys and girls separately. Failing suitable girls being available the scholarships and stipends meant for girls may be awarded to boys.

The cost of the above proposals will be as follows:—

(1)	40	x	12	x	2	...	...	...	...	=	£960
(2)	20	x	24	x	2	...	...	...	...	=	£960
(3)	10	x	36	x	2	...	...	...	...	=	£720

Total £2,640

48. The above small cost will be amply justified by the impetus which it will give to deserving students to proceed to standards higher than Standard IV. and will enable the Departments to secure suitable recruits for the teaching profession. Page 35 of the Provincial Auditor's Report for 1926—27 will show that an expenditure of £7,495 per annum is being incurred for scholarships and bursaries for European children.

49. Exemptions from fees should be more liberally granted than at present. The present rules on this subject require an elaborate procedure and each case of exemption has to be sanctioned by the Superintendent of Education. I noticed that the percentage of exemptions is at present very small and that the burden falls heavily on the parents in several cases. I would suggest that the procedure for granting exemptions should be simplified and that headmasters of Government and Government-aided schools should be authorized to grant, without sanction of any higher authority, exemptions up to a limit of 20 per cent. of the enrolment in a school. If in any school there are special reasons to grant exemptions above the limit of 20 per cent. the sanction of the Superintendent of Education should be obtained. I would add that the European children are not required to pay any fees at all in Primary schools. It is true that there is compulsory primary education for European children, but the Indian community, which is poor, also deserves consideration. Some relief in regard to fees is very necessary in the case of the Indian community, and it may take the form of exemptions from fees in the manner suggested above. It may also be laid down that wherever brothers or sisters read in the same school, only one child should pay full fees and that the remaining children should pay half fees. The headmasters should be authorised to grant these concessions, which should be in addition to the exemptions from fees up to a limit of 20 per cent. suggested above.

SECTION XIII.—GIRLS' EDUCATION.

50. The table given in Section I. will show that out of a total enrolment of 9,477 pupils in Government and Government-aided schools there are only 1,650 girls who are at present enrolled, and that out of this number there are only 46 who are in Standards beyond Standard IV. This state of affairs is very unsatisfactory, and it is very desirable that special efforts should be made not only to increase the enrolment and attendance of girls at schools, but also to encourage them to complete their education at least up to Standard VI. In almost all schools at present there is co-education, and girls are admitted to schools along with boys. There are only two or three Government-aided schools which are essentially girls' schools, and small boys are also admitted to them in the early stages. It is a recognised fact that women make the best teachers in the early stages of children's education. We have at present in this country some Indian women teachers, but their number is almost negligible. Their number can only increase if in the first instance a larger number of girls are brought under instruction, and secondly, special encouragement is given to deserving girls not only to complete their education up to Standard VI., but to train them as women teachers subsequently. It is desirable that girls in this country should be encouraged to become women teachers and that special encouragement should be given to them. This is not only necessary in the interests of girls' education, but also in the interests of boys' education. If the number of women teachers sufficiently educated and qualified becomes available for the profession of teaching the cause of education as a whole would advance considerably. Parents generally do not like the idea of girls being educated with boys beyond a certain age, and this is one of the reasons, among others, which affects the enrolment of girls in the higher standards. This reluctance on the part of parents to allow girls to read with boys beyond a certain age is not confined to the Indian community, but is found more or less in other communities. Moreover, there are special needs in regard to girls' education which cannot be met after a certain stage

in a common school. Therefore I think it is desirable that separate schools for girls should be opened in which they should have facilities for reading up to Standard VI. and also up to a higher standard. There is at present no Government school for girls. In order to set the proper standard for girls' education one Government school should be opened for girls at an important centre like Durban, where girls should have facilities for education up to Standard VI. in the first instance, and later on up to a higher standard when a sufficient number of girls have reached Standard VI. Such a school could then be made a recruiting ground for women teachers.

51. In order to give special impetus to girls' education it is, I think, very necessary that this branch of education in the primary stage should be made entirely free. No fees should be charged from girls either in Government or Government-aided schools in the primary stage. This should be the first step towards the advancement of girls' education. As the number of girls who are now attending schools is very small the loss of fee income would be negligible, and in any case it would be amply justified by the encouragement which would be given to girls' education. It is true that normally primary education is not made free until it is compulsory, but there are precedents in other countries where, in order to give special encouragement to girls' education, special facilities have been given to them, one of which is that their education is entirely free in the primary stage. Further, in all schools where the number of girls on rolls becomes sufficiently large facilities should be provided to give the girls education in subjects which are suited to their needs, e.g., needlework; sewing, cutting out, cookery, etc., which are already included in the curriculum. Indian women teachers should be appointed for the purpose. In addition to the one Government school, the opening of which I have suggested above, encouragement should be given to the opening of Government-aided girls' schools on approved lines, where the needs of girls' education might be met more fully than in mixed schools. But admission of girls to boys' schools in all stages of education should continue to be admissible as at present, and the admission of small boys to girls' schools in the early stages should also continue to be allowed as at present.

SECTION XIV.—SUBSIDIES FOR EDUCATION.

52. Under section 2 of Act 46 of 1925 the rates of subsidy for pupils of various races receiving education in Natal are specified. The Second Schedule to the Act quoted above gives the rates of subsidy for pupils of various nationalities, and the rates are quoted below:—

	Rate.
European pupils in Government schools who have attained the age of seven	£16 7s. 6d. for the first 30,000, and £14 thereafter.
European pupils in Government aided schools who have attained the age of seven, provided that in the aggregate the grants under this item shall not exceed by more than one-ninth the aggregate amount of the aid given by the Province	£5.
Non-European pupils other than Natives who have attained the age of seven, and are receiving Primary or Secondary education	£5 5.

The grants above specified are paid on the basis of the Education statistics of the calendar year ending on the 31st December preceding the commencement of the financial year in respect of which such grants are payable. They are paid on the basis of average attendance of the pupils in question, and the method of preparing statistics is laid down by regulation No. 1900, dated 28th October, 1925, made by the Governor-General. The words "non-European pupils other than Natives" used in the schedule quoted above refer to Indian pupils and Coloured pupils.

53. I quote below certain figures from the Provincial Auditor's Reports for 1925-26 and 1926-27, to show the exact position in regard to the subsidies for

education received and the actual expenditure incurred on European, Coloured and Indian education during these two years:—

EUROPEAN EDUCATION.

Figures taken from pages 20, 35, 36 and 53 of the Provincial Auditor's Report for 1925-26, and pages 21, 35, 36 and 54 of the Provincial Auditor's Report for 1926-27.

1925-26.	1.	2.	3.	4.
	No. of European pupils (in the calendar year 1924). 22,491	Subsidy received. £342,150	Units receiving education (average attendance) 23,859	Actual expenditure. £440,936
1926-27.	23,004 (in the calendar year 1925).	£350,573	23,413	£420,701

INDIAN AND COLOURED EDUCATION.

(Figures taken from pages 20, 35, 36 and 53 of the Provincial Auditor's Report for 1925-26, and pages 21, 35, 36, and 54 of the Provincial Auditor's Report for 1926-27.)

1	2	3	4	5	6
No. of Non-European pupils other than Natives	Subsidy received	Units receiving education	Average subsidy per unit (Cols. 2 & 3).	Details of Subsidy for Coloured and Indians separately (columns 3 & 4)	Actual Expenditure.
1925-6					
8,549 (In the Calendar year 1924).	8,549 x £5 5 0 £44,882 5 0	Coloured 1771 Indians 7362 <u>9133</u>	£4 18 3.4	Coloured £8,703 4 3 Indians £36,179 0 9 <u>£44,882 5 0</u>	Coloured £20,278 3 7 Indians £27,918 0 6 <u>£48,196 4 1</u>
1926-27					
9,097 (In the Calendar year-1924):	9,097 x £5 5 0 £47,664 15 0	Coloured 1774 Indians 7969 <u>9743</u>	£4 17 10.1	Coloured £8,678 15 4 Indians £38,985 19 8 <u>£47,664 15 0</u>	Coloured £20,069 2 1 Indians £28,429 5 1 <u>£48,498 7 2</u>

54. The foregoing figures show that during the two years 1925-26 and 1926-27 the whole amount received as subsidies for European and Coloured education was spent, and that in addition to this the Provincial Administration spent the sum of £168,914 on European education, and £22,966 on Coloured education from Provincial revenues. But unfortunately in the case of Indian education the figures show that, during the two years in question, not only was the whole subsidy received for Indian education not spent thereon, but that a sum of £18,817 was actually saved from the subsidy received for this branch of education and added to the Provincial revenues. The financial year 1927-28 came to an end on 31st March, 1928. The Provincial Auditor's Report for that year has not yet been published, but the figures for that year can be calculated by reference to the sanctioned budget estimates (Final Print N.P.2. 1927) for that year and the Provincial Auditor's Report for 1926-27. It will be seen from page 4 of the sanctioned budget for 1927-28 that on the receipt side a provision of £458,946 has been made on account of the Union subsidy. This figure represents the estimated subsidy for that year on account of all classes of education and includes the figures for Coloured and Indian education. The actual figure of subsidy for 1927-28 on account of these two branches of education will depend upon the number of pupils in average attendance in the calendar year 1926 as the subsidy is paid in a financial year on the basis of the figures in average attendance in the preceding calendar year. The following were the units under instruction in the financial year 1926-27, as shown on page 54 of the Provincial Auditor's Report for 1926-27:—

1926-27	{ Coloured	1,774
	{ Indian	7,969

The financial year 1926-27 (1st April, 1926, to 31st March, 1927) includes nine months of the calendar year 1926 and the first three months of the calendar year 1927. It would not be unreasonable to expect that the figures of average attendance for 1926-27 would probably be the figures for the calendar year 1926. But to be on the safe side I would take in the case of Coloured education the figure 1,774 (which was the figure in 1926-27) as the figure for the calendar year 1926, but in the case of Indian education I would reduce the figure 7,969 (which was the figure in 1926-27) by 469, and regard 7,500 as the figure for the calendar year 1926. On this basis I calculate the subsidy for 1927-28 as follows:—

1927-28	{ Coloured education 1,774 × £5 5s. = £9,313 10s.
	{ Indian education .. 7,500 × £5 5s. = £39,375.

Now looking at the figures on page 9 of the expenditure side of the sanctioned budget for 1927-28 it will be seen that there is a budget provision of £21,001 (ie., £11,688 more than the subsidy) in the case of Coloured education and of £30,977 (i.e. £8,398 less than the subsidy) in the case of Indian education. The financial year 1927-28 is now over, and according to the Governor-General's regulation No. 1900 dated 28th October, 1925, the subsidy for 1927-28 must have been received by the Provincial Administration before the close of the year 1927-28. Therefore, assuming that the whole of the amount provided in the budget for 1927-28 for expenditure on Indian education during that year was actually spent on that education, a sum of £8,398 was saved from the subsidy for Indian education in 1927-28 and added to the Provincial revenues. Adding this figure to the sum of £18,817 saved during 1925-26 and 1926-27, as already explained, we get the figure £27,215 as the total amount saved by the Province from the subsidy for Indian education during 1925-26, 1926-27, and 1927-28. The budget estimates for the year 1928-29 which began on 1st April, 1928, are now before the Council. As they have not yet been published, I am unable to say what amount is proposed to be provided in that year for Indian education. The subsidy for Indian education for the year 1928-29 will certainly be not less than £39,375, the figure calculated by me for 1927-28; in all probability it will be not less than £40,000. Therefore unless the budget provision on the expenditure side in the budget estimates for 1928-29 is raised from £30,977 (1927-28) to at least £40,000, and the amount so provided is actually spent during 1928-29 on Indian education, it is certain that a sum of £9,000 will be saved in 1928-29 by the Province from the subsidy which will be received in that year for Indian education. Therefore the position is that during the three years 1925-26, 1926-27, and 1927-28 a sum of £27,215 has already been saved by the Province from the subsidy for Indian education, and that in addition to this a sum of £9,000 will also be saved in 1928-29 unless the budget estimates for that year are raised to a figure not less than the amount of the subsidy to be received for that year and the amount so provided is actually spent in that year on Indian education.

The view that at present the whole of the subsidy received for Indian education is not spent on that education is supported by the Superintendent of Education, who, in his memorandum submitted to the Commission, has stated that the Vote for Indian education does not represent the full amount of the subsidy accruing to the Administration on the basis of the number of Indian pupils.

55. The point that, in the case of European and Coloured education the Administration has spent much more than the subsidy received, and that in the case of the Indian education it has saved a certain portion of the subsidy, is also proved clearly from the following figures of unit costs in 1925-26 and 1926-27, taken by me from the Provincial Auditor's Reports for the two years in question (vide p. 53 of the Report for 1925-26, and p. 54 of the Report for 1926-27):—

		1925-26.			
European Education.	Units.	Net Expenditure	Average Expenditure per Unit		
		per Unit.			
(1) Govt. Schools (four High Schools)	923	£43 16 9	} £21 14 0.97	As against a subsidy of £16 7s. 6d. per pupil.	
(2) Govt. Schools (Technical High School)	213	53 5 11			
(3) Govt. Schools (Primary) .	20,119	20 7 1			
(4) Govt. aided Schools (Secondary)	748	£5 10 8	} £6 2 4.5	As against a subsidy of £5 per pupil.	
(5) Govt. aided Schools (Primary)	1,886	6 6 10			

<i>Coloured Education.</i>			£13 2 1.97
(1) Govt. Schools	1,117	£17 13 6	} As against a subsidy of £5 5s. per pupil.
(2) Govt.-aided Schools	654	5 6 2	
<i>Indian Education.</i>			£4 0 4.25
(1) Govt. Schools	1,752	£7 9 0	} As against a subsidy of £5 5s. per pupil.
(2) Govt.-aided Schools	5,610	2 18 11	

1926-27.

<i>European Education.</i>	Units.	Net Expenditure per Unit.	Average Expenditure per Unit
(1) Govt. Schools (four High Schools)	943	£40 1 10	} £21 16 10.9 As against a subsidy of £16 7s. 6d. per pupil.
(2) Govt. Schools (Technical High School)	215	46 5 4	
(3) Govt. Schools (Primary) .	19,461	20 13 10	
(4) Govt.-aided Schools (Secondary)	612	£7 4 10	} £5 1s. 11.3 As against a subsidy of £5 per pupil.
(5) Govt.-aided Schools (Primary)	2,182	4 9 11	
<i>Coloured Education.</i>			£13 3 3.1
(1) Govt. Schools	1,077	£18 7 1	} As against a subsidy of £5 5s. per pupil.
(2) Govt.-aided Schools	697	5 2 10	
<i>Indian Education.</i>			£3 16 10.35
(1) Govt. Schools	1,829	£7 5 6	} As against a subsidy of £5 5s. 0d. per pupil.
(2) Govt.-aided Schools	6,140	2 16 5	

56. So far I have given figures regarding recurring expenditure only. In the matter of capital expenditure on school buildings also the Indian schools do not appear to have been fairly treated. The schedule of capital expenditure on school buildings given at pages 100-105 of the Provincial Auditor's Report for 1926-27 shows that during the last 17 years (i.e., since 1910) the Provincial Administration has spent the large amount of £903,779 on buildings of European, Coloured and Native schools, (the bulk of the expenditure was on European school buildings, while during the same period a small amount of £19,158 was spent on buildings of Government Indian schools.

The following are the details regarding the Government Indian schools :

Carlisle Street	1912-13	£380
Mitchell Crescent	1920-21	£4,139
	1921-22	£824
Depot Road	1912-13	£2,081
	1913-14	£1,355
	1918-19	£952
	1919-20	£28
	1921-22	Cr. £7
Ladysmith	1913-14	£1,359
	1914-15	£2
	1918-19	£1,053
	1919-20	£86
Stanger	1919-20	£3,621
	1920-21	£1,510
	1921-22	£35
Umgeni	1914-15	£212
	1915-16	£1,194
	1916-17	£525
Dundee	1919-20	£9
Total		£19,158

57. While European schools have been treated in the matter of buildings in a very generous manner the Indian schools have not received even bare justice. There are two Government schools which are badly housed in rented buildings and no Government buildings have been constructed for them, while the condition of Government-aided school buildings is simply pitiable. Many of the buildings of these schools have been constructed by local subscriptions raised by the Indian community and a portion of the grant, which was meant only for the pay of teachers, has been utilised for buildings. The fee income has also been freely utilised on the construction of these buildings. The total cost of these buildings comes to £22,755, towards which the Indian community has, in the shape of local subscriptions and school fees, contributed about £15,000. The Administration has given only £3,685 in all as building grants for these schools.

58. It seems that there is a serious misconception as to the purpose and destination of the *per caput* subsidy given by the Union Government under section 2 of the Act already quoted in respect of children at school. The legal aspect of the question will not be touched upon here. From the moral and political standpoint the purpose and destination of the subsidy can be ascertained beyond the shadow of a doubt.

59. The view that the subsidies are given for education is supported by the fact that in the case of European pupils in Government-aided schools the subsidy is given on the condition that a certain amount is actually spent by the Province in giving aid to such schools. Moreover, the Baxter Commission, whose recommendations practically settled the amounts of the subsidies, throw on the Union Government the responsibility for financing primary and secondary education up to a 'reasonable' standard. Above this standard any expense was regarded as 'generous' and the Province had to bear the burden of it. Careful calculations were made to fix the scale of reasonable expenditure, comparisons being instituted not only between the Province of the Union, but among the Dominions of the Empire. The needs of sanitation and roads are not taken into account at all in fixing the subsidies, but are treated separately, and to meet them the Province has special powers of taxation, certain assigned revenues collected by the Central Government and certain fees.

60. Mr. Havenga, Minister of Finance, in his second reading speech on the Provincial Subsidies and Taxation Powers (Amendment) Bill, accepted the division of responsibility between the Union and Provincial Government according as the expenditure was 'reasonable' or 'generous' and fixed the rates of subsidy as recommended by the Baxter Commission except in one particular, which need not concern us here. An extract from his speech with certain portions italicised will make this clear.

"I accept on behalf of the Government generally the obligation of its fair share of the means of carrying on provincial services, and the Government finds itself in accord with the opinion expressed by the Commission over which the hon. member for Cape Town (Central) (Mr. Jagger) presided, and subsequently endorsed by the Baxter Commission, namely, that services partly of a local and partly of a national interest should be paid for, partly by the local and partly by central Government. That was the basis laid down by the two previous Commissions, and I accepted it as the basis of this settlement. That view has been kept prominently in mind in recasting the financial relations under the present Bill. *We recognise that the greater importance of education, from a national point of view, makes that service pre-eminently one for which the Central Government can assume a definite liability.* We must remember that if the Central Government did not recognise its obligations the objection could always be aimed at it that it was not fulfilling its national obligations in regard to education. Here we felt that we had a greater responsibility than in regard to other services. We propose, therefore, under the Bill to change from the pound to pound principle—or the shadow of it, for that is all that is left—and to substitute for it a subsidy based on attendance.

* * * * *

Coming to the details of the Bill, Clause 2 deals with the grants to the Province in respect of European and Coloured children. The grants are those which were arrived at, in the first place, by the Baxter Commission, and subsequently endorsed by the Education Administration Commission. *These grants were deemed by these two Commissions to cover what was considered to be the reasonable cost of education, for the whole of the provinces, and what should be the responsibility of the Union Government.* There is a difference of opinion whether this basis of calculation was fair and reasonable. Be that as it may, there are, of course, several directions in which the provinces have moved independently in the matter of education. For instance, in the Transvaal they have free secondary education, generous transport and boarding bursaries. These facilities were not included in the calculations of these two commissions in arriving at what should be the reasonable cost of education. *The principle adopted was that if any province would wish to embark on any more expensive or generous scheme of education, it might do so, and the taxpayer will have to pay for it.*"

61. Three rates of subsidy are mentioned in the Baxter Commission's Report and in the Finance Minister's speech. They are £16 7s. 6d. for European pupils in Government schools for the first 30,000, and £14 thereafter, £5 for European pupils in Government-aided schools, and £5 5s. for Coloured pupils, Coloured meaning non-European other than Native, that is, those that are popularly called Coloured here and Indians. From the beginning, however, Coloured and Indian pupils have been taught in separate schools. If, therefore, any part of the subsidy amount meant for the children of one community be diverted, it means that to that extent the education of that community is allowed to fall below what the Union Government regard as

a reasonable standard. The Provincial Administration, which is both guardian of all the communities under its rule and agent of the Union Government in this respect, cannot escape responsibility for this abuse.

62. The figures quoted by me show the extent to which in the case both of European and Coloured children, whether in Government or aided schools, the Natal Administration has not only attained the reasonable standard but gone beyond and realised a generous standard. For this purpose it has drawn freely on the general revenues of the Province to which all classes, including Indians, contribute. In other words, the Indian bears a share, though it may be small, of the cost of European and Coloured education. The same figures also show the extent to which the expenditure on Indian education, taken on the whole, falls below the reasonable standard; in other words, Indian education has been starved to the extent of £27,215 in the three years 1925-26, 1926-27, and 1927-28 in order that the revenues of the Province may profit. How far back this starvation of Indian education could be traced is evidenced by a statement in the Baxter Commission's Report. In para. 144 on page 20 the following sentence occurs: "When it is considered that the expenditure upon the education of Native and Coloured children is admittedly inadequate, it is impossible to come to any other conclusion than that the expenditure upon European education is too high." True, this observation is made of South Africa as a whole. But there is no reason to doubt that it applies to Natal as well as the other Provinces.

63. The present rate of subsidy is £5 5s. 0d. per pupil. The present expenditure in Government schools was £7 5s. 6d. per pupil in 1926-27, and in Government-aided schools it came in that year to £2 16s. 5d. per pupil. The present rate of grant for aided schools is £2 10s. 0d. per pupil in average attendance. It is entirely inadequate, and the evidence produced before the Commission conclusively proved that aided schools are very inefficient, and that within the limits of the present grant of £2 10s. 0d. per pupil which they receive it is impossible for them to attain that reasonable degree of efficiency which is necessary for schools of this class. In the course of the enquiry certain grantees and the representatives of the teaching profession were asked whether in their opinion the more pressing needs of the aided schools, so far as the teaching staff was concerned, would be met if the present rate of grant, which is £2 10s. 0d., were raised to an average of about £4 per pupil. There was general agreement that it was necessary to raise the expenditure under this head to an average of £4 per pupil in order to raise the salaries of teachers to a reasonable figure. This figure will have to be further raised shortly when teachers of better qualifications come out of the new training college. The expenditure will then reach £5 per pupil in Government-aided schools and will soon exceed it. As the expenditure in Government schools is already in excess of the subsidy per pupil it is clear that as soon as the efficiency of the aided schools has been raised by an improvement of the grant-in-aid, the total amount of expenditure on Indian education will exceed the amount of the subsidy received.

64. I have made various recommendations in regard to improving the efficiency of Government schools, and also in regard to several new items of expenditure, e.g., building grants to aided schools, expenditure on training college, deputation of teachers to training college, scholarships, stipends, etc. All these items of expenditure will raise the rate of expenditure per pupil and the need for increased funds will become acute. The question arises from what source increased funds for Indian education should come. The improvements which I have suggested are on a modest scale, and will still keep Indian education within the limits of what has been called "reasonable" expenditure and will be much below the "generous" expenditure. The present rate of subsidy is very inadequate, and it is not possible to organise Indian education on a "reasonable" scale within the limits of the subsidy. The present rate of expenditure was £4 0s. 4d. per pupil in 1926-26, and £3 16s. 10d. per pupil in 1926-27. By raising the expenditure per pupil to £5 5s. 0d., the full amount of the subsidy, a slight improvement will be effected, but I am clearly of opinion that it will be entirely inadequate and will be far below the "reasonable" standard. As the Union Government has accepted "*a definite liability*" for financing education up to the "reasonable" standard, and as the Union Government has now, as a result of the Cape Town agreement, accepted the policy of the upliftment of the Indian section of the population on Western standards, it is, I think, necessary that the rate of subsidy should be raised by the Union Government. As to the amount to which the subsidy should be raised, I do not know whether the Union Government would prefer

to retain, in the case of Indian education, the present system of a flat rate for both classes of schools (Government and Government-aided), or, in view of the admittedly larger cost of Government schools, be willing to fix different rates for Government and Government-aided schools as is already the case regarding European schools. In the former case I would suggest £8 8s. 0d. per pupil, and in the latter case £10 10s. 0d. per pupil in Government schools and £6 6s. 0d. per pupil in Government-aided schools. This increased subsidy would be just sufficient to bring the Indian education up to a "reasonable" standard. In the case of Coloured education, for which the subsidy is also £5 5s. 0d. per pupil, the Provincial Administration has already increased from its resources the average expenditure per pupil to £13 3s. 3d., and has thus raised this branch of education not only to a "reasonable" but a "generous" standard. If in the case of the Indian education the rate of subsidy is not raised as suggested, the inevitable result would be that the Indian community will remain far behind other sections of the population—a result contrary to the Cape Town agreement. It is therefore very necessary that the Union Government may be pleased to raise the rate of subsidy for Indian education as proposed, so that a "reasonable" standard of education might be reached in the case of this branch of education.

SECTION XV.—PRIVATE SCHOOLS.

65. It is understood that there are about 50 private schools in Natal maintained by the Indian community. Most of them (about 40) are maintained by the Muhammadan community, and they are in many cases located in or near a Mosque. There are about 10 or 15 Hindu schools. I have recently had an opportunity of visiting 5 Hindu and 9 Muhammadan (Madrasas). I give below a summary of my rough notes in regard to each private school visited by me:—

HINDU SCHOOLS.

1. *Hindi Pathshala, Newcastle.*—There is one teacher. Hindi is taught. Meets from 4 p.m. to 6 p.m. Boys who are reading in a regular school come here after school hours. Religious instruction is given. School was started 8 years ago. Consists of 13 girls and 15 boys. There is a Committee of Management which consists of Chairman, Secretary and 3 members. Education free. School is run by subscriptions. £140 has been spent on building and land.

2. *Hindi School, Dannhauser.*—25 boys and 7 girls. Hindi is taught. Meets in the evening. One teacher. School has no building, it meets at the teacher's house. There is no Government or Government-Aided School here, hence this private school does what it can for the children.

3. *Tamil School, Dundee.*—35 boys and 20 girls. Tamil is taught, also reading, writing, dictation and grammar. Meets 3 times a week in the afternoon. Two teachers. The school has no building of its own. Religious instruction is given on Sundays. As the Government school is not held in a Government building but in a hired building which belong to the Dundee Hindu Temple, this building is also used for the purposes of the Tamil school after Government school hours.

4. *Ladysmith School.*—Here there are three Hindu bodies (Religious organisations) and they maintain Tamil and Hindi schools. There is a strong desire for vernacular education. The three Hindu sabhas (religious organisations) would probably be willing to start a combined regular Government-aided school in which it would be possible for them to impart vernacular and religious education. The people are very much in earnest and would be prepared to bear a portion of the running cost of the school if Government aid were given. Their keenness is worthy of encouragement. A scheme may be worked out for starting a regular Government-aided school.

5. *Lower Tugela District, Hindu Veda Dharma Sabha School, Stanger.*—47 boys and 51 girls. Hindi, Tamil and English are taught. Some students read here after attendance at the Government school, and some read solely in this school. Two teachers. Has an excellent building, 1 large hall. Well constructed. Cost about £1,500. This building is exceptionally good and could be divided by means of partitions into 4 good class-rooms. Suitable for starting a regular Government-aided school if a scheme could be worked out in consultation with the management.

MUHAMMADAN SCHOOLS (MADRASAS).

1. *Stanger.*—85 boys and 49 girls. Urdu, Arabic and religion are taught, also Gujrati. Some students attend here solely and some also attend other schools. One head teacher and 3 assistants. The building consists of 1 large hall. Well constructed and could be divided into suitable class-rooms. Building cost £1,700, including ground. It is located on ground of its own and near the mosque. Has a board of trustees. Suitable for starting a regular Government-aided school if a scheme could be worked out with the management.

2. *Umzinto*.—57 boys and 28 girls. Arabic and Urdu and religion are taught. Some children attend here solely and some also attend the local aided school. Two teachers. The head teacher is also the local priest. Building consists of one big hall and verandah near mosque.

3. *Newcastle*.—25 boys and 15 girls. Urdu and religion are taught. Some boys attend solely here and some also attend other schools. Head teacher is also the priest. Building situated near the mosque. The management have raised funds to erect a new building is a grant could be given by the Administration on a £ for £ basis for about £2,000, and a regular Government-aided school could be started in which the teaching of Urdu, Gujrati, etc., can be permitted outside school hours. The management thinks that a school of this kind would be useful for small children in the early stages of education. This suggestion of the managing body deserves examination, and a scheme could be worked out in consultation with them.

4. *Dannhauser*.—32 boys and 18 girls. Urdu Arabic and religion are taught. Some of the children also attend the local private school maintained by Miss Thomas. The building consists of a large verandah and a hall, near the mosque. It is understood that a new building is under construction which will be more commodious. The teacher is also the priest. There is no public school, Government or aided, at Dannhauser. The management suggests that if some assistance were available from Government in the shape of grant-in-aid and the teaching of Gujrati could be permitted, the school might develop into a regular aided institution for the education of children in their early stages. The usual curriculum could be followed. It is thought that such an institution would be convenient for little children. The question deserves consideration.

The situation at Dannhauser is serious as there is at present no public school there.

5. *Dundee*.—14 boys and 12 girls. Urdu and religion are taught. Some boys also go to the regular school in the day and read here in the evening. Building consists of two large rooms and is situated behind the mosque. Teacher is also the priest. The management suggest that if a regular aided school could be started in the building and the teaching of Urdu permitted outside school hours it would meet the needs of the Muhammedan community. The question might be considered if a scheme can be worked out in consultation with the management.

6. *Ladysmith*.—66 boys and 49 girls. Urdu and religion taught. Some of the children also attend the Government school in the day. The building consists of a long hall and is situated near the mosque. Two teachers, 1 of whom is the priest. The management appear to be willing to put up a new building, with classrooms, if the question of converting the institution into a regular Government school can be considered and if permission is given for the teaching of religion, etc., outside school hours.

7. *Estcourt*.—17 boys and 5 girls. Urdu and religion taught. Held in the verandah of the mosque. Head teacher is also the priest.

8. *Durban*.—55 boys and 60 girls. Urdu and religion are taught. Some of the children also attend other regular schools in the day. Two teachers. The building was constructed by a local benefactor at a cost of £1,800. The school meets the needs of the poorer class of the Muhammedan community who are employed on the Railway or Corporation services. The Management desire that if aid can be obtained from Government the school should be converted into a regular aided school, which would meet the need of the Muhammedan community in the country. The question might be considered if a scheme can be worked out with the management. I could not visit this institution, but had an opportunity of discussing the position with the Manager.

9. *Surti Sunni Muhammadan Madrasa, Pietermaritzburg*.—I visited this institution some time ago. It is located in a building near the mosque. Has a staff of several teachers. Teaches English and other subjects of the curriculum, and in addition Urdu, Gujrati and religion. The Head Teacher is also the priest. The institution is doing useful work and has an enrolment of boys as well as girls. They are mostly Muhammedan, but there are some Hindu students also. The institution is open to Indian children of all communities. An attempt is made to follow the departmental curriculum, but for want of qualified teachers further progress cannot be made. The management are willing to have a regular Government-aided school opened in the building under the usual grant-in-aid rules on the condition that they will continue to teach Indian vernaculars and religion outside school hours by a separate staff engaged by them. The school has already been visited by the Inspector of Schools. I think the suggestion of the management deserves consideration. There is a regular committee of the school and if a regular Government-aided school is opened here with a separate and qualified staff it would meet the needs of the little children of the locality.

ENGLISH SCHOOLS.

1. *Tiger Kloof*.—21 boys. English is taught. Boys do not go to any other school. One teacher. There are no girls at present, but it is believed that some girls will join. Near the school there are many small agriculturalists who have opened this school for their children as there is no school in the vicinity. They have erected a small building by raising local subscriptions. I was much impressed by the enthusiasm of these people and by their keenness for education. They are poor people, but they are doing their best for the education of their children. They cannot get a qualified teacher nor could they pay him if one were available. This appears to be pre-eminently a place where a small farm school should be opened as a Government-aided school and the head teacher made the grantee. In my opinion such small out-of-the-way places deserve special encouragement.

2. *Dannhauser*.—Private school run by Miss Thomas, enrolment 73. English and other subjects are taught. They read here solely as there is no public school here. School is held in Miss Thomas' verandah. Miss Thomas is apparently doing her best. The case of Dannhauser deserves special consideration as there is no Government or Government-aided school.

3. *Glencoe*.—48 boys and 4 girls. English and other subjects taught. One teacher. School maintained by fee income. Building wretched and objectionable. About 100 more children of school going age who cannot be admitted. Building constructed by Indian community. About £200 was raised by local subscription, and if Government can give a building grant a building can be opened. The case deserves consideration.

4. *Burnside Colliery Indian School*.—113 boys and 31 girls. Arithmetic, English and history are taught. Pupils at night are grown up boys who work in colliery during the day. Two teachers (one was present when I visited the place). A new building is said to be under construction. Building consists of 2 rooms, unsuitable. Children are non-Christian, but scripture is taught. The school is maintained by contribution made by the mine-workers (Indians) who live with their families on the premises. The contributions are made in the form of regular deductions from their wages. There is also a bioscope fund towards which the workers contribute in the form of regular deductions from their wages. Although the deductions are said to be voluntary I consider this arrangement open to objection. I have dealt with the point in my remarks about Factory schools under section XVII. The mine-owners at Burnside make no contribution towards the school.

5. *Isinemi—Upper Tongaat*.—Girls 3, Boys 71. English is taught. Two teachers. There is no regular school here so the people are doing their best to run the school. Cost met by private subscriptions by farmers. There is a local committee which manages the school. A Government-aided school is needed here. The building in which the school is held belongs to Mr. Seherath, and has given it rent-free to the school.

6. *Chaka's Kraal*.—Boys 90, Girls 10. English and the regular curriculum taught. No vernaculars. It is a regular school where the children read from 9 a.m. to 3 p.m. Recess one hour. The school is located in a small building, but a better building on a better site is under consideration entirely at the cost of the Indian community. This is the best private school seen by me. Has a committee of management consisting of local Indians with Mr. Roop Singh as Secretary. The school has applied to the Department for a regular grant.

66. In addition to the above schools there are many more private schools. These schools prove the keenness of the people for education, and show what they themselves have done. The total cost of the buildings of all these private schools would exceed £35,000. District Inspectors of schools might examine the case of each such school and advise the management as to the best lines on which the school should be developed. These schools need expert advice, and if they are taken in hand, I have reason to believe some of them would be willing to have regular Government-aided schools opened in the buildings on the condition that wherever it is desired the teaching of Indian vernaculars could be carried on outside regular school hours by a separate staff maintained by the community. In this way the question of securing buildings for new Government-aided schools would be solved in some cases. The new schools thus opened would remove the congestion in other adjoining schools and meet the local needs.

SECTION XVI.—INSPECTORATE.

67. Appendix I will show the number of Indian schools at present in charge of various inspectors of schools. The North and South Coast Districts are important centres of Indian population, and the number of Indian schools in charge of the Inspectors of these two districts is much higher than in other districts. The present arrangement under which the District Inspector is responsible for all the European, Indian and Coloured schools in his district is very satisfactory, and should be continued, but in districts where, by reason of the growth of Indian schools or otherwise, the charge becomes too heavy for one inspector, he should be given the assistance of an additional officer to cope with the work. This additional officer should assist him in the whole work in his district, and not merely in regard to Indian schools. It is an accepted principle that wherever a charge becomes too heavy for one inspector he should be given the services of an officer to assist him in the work. The officer appointed to assist him will do such work in the various kinds of schools in the district as is given to him by the senior inspector in charge of that district. The senior inspector should continue to be responsible for the whole work as at present, but in coping with the heavy charge the additional officer should help him. This will not only make for convenience and despatch of business, but will ensure the continuance and maintenance of proper standards

of inspection and education. In connection with the development and extension of Indian education the brunt of the work will fall on the District Inspector of Schools, and it is essential that in cases where the work becomes too heavy for one man an additional officer should be appointed. This will not only be in the interests of Indian education, but also in the interests of the other kinds of education in charge of the Inspectors.

SECTION XVII.—FARM SCHOOLS AND FACTORY SCHOOLS.

68. In my remarks in Section XV. I referred to some places which have a population of agriculturists. Some of these places are too small for the establishment of a regular Government-aided school on the lines suggested by me in Sections III., IV. and VI., but it is necessary that the children of agriculturists in these small places should have proper facilities for receiving primary education. A system of farm schools in small places where the number of children is small might be established, as is already the case in regard to European population. There are at present about 300 farm schools for Europeans. The gross enrolment in these 300 schools is 913, which gives an average of nearly 3 children per school. The figures of average attendance are not given (vide p. 63 of the Report of the Superintendent of Education for 1927). The figures of average attendance might bring the average of 3 children per school to even a lower figure. I think in the case of Indian children at such centres of small agricultural population a rule might be made that at places where the number of school-going children is not less than 10 a farm school should be established. Such a school should be a one-teacher school, and the headmaster of the school should be made the grantee. The community should provide accommodation for the school, and a grant should be given towards the full salary of a qualified teacher according to the scale laid down for teachers in Government-aided schools. Such schools should be special institutions, and should not be subject to the elaborate rules which apply to regular Government-aided schools of the normal type. If at any time the population of the place grows, and the number of children goes beyond 40, the question of providing a second teacher, and of converting the school into a regular Government-aided school of the normal type should be considered. At all farming centres where the population is large there should be regular Government-aided schools of the normal type.

69. In regard to factory centres, I would invite a reference to my remarks regarding the school at Burnside Colliery in Section XV. The situation at Burnside appeared to me to be very unsatisfactory. We have there a large colliery which employs a large number of Indian workers who reside with their families on the premises. The colliery also employs grown-up boys who are miners. The proprietors of the colliery are neither responsible for making suitable arrangements for the education of the children employed by them, nor have they, as a matter of fact, made any suitable arrangements in this direction. It is a well-established principle that an employer of labour on a large scale should be required to make suitable arrangements for the education of the children whom he employs, and for the children of the workers whom he employs and who live on the premises. The arrangements which exist at present at Burnside are neither satisfactory nor desirable. A certain percentage of the wages of the workmen is regularly deducted for the purpose of maintaining a school, but the school which is maintained is neither suitably housed nor suitably staffed. In the Factory Acts it is now usual to make a provision making it obligatory on the owners of factories to make provision for free primary education of the children whom they employ. It is usual in such cases that the children whom they employ work in shifts, one shift working in the factory and the other reading in the school. As there are various mining centres in this country the situation should be examined and the question of making some provision in the law on the subject should be considered. In the meantime the education of the children at Burnside and all similar places should not suffer. I would, therefore, recommend that at all such centres the Department, in consultation with the owners of factories, should open special factory schools, which should be institutions of a special nature. The cost of such schools should be borne by the owners of the factories concerned and the Provincial Administration in the proportion of half and half. No deductions from the wages of the workers should be permissible, and education in such institutions should be entirely free.

SECTION XVIII.—GENERAL.

70. *The educational needs of various centres of Indian population.*—The following are my brief notes which I took at various places during my enquiries. This is not a complete statement of the needs of all places, but only suggestions about some of the places which I visited, or about which I obtained information by correspondence or personal discussion:—

Dannhauser.—There is at present no school here at all and one is badly needed. A Government-aided School should be established here at an early date.

Glencoe.—Same remarks as in regard to Dannhauser above.

Newcastle.—There is a Government-aided School here, but this is an important centre of Indian population, and it is desirable to have a Government School here. The question of taking over the Government-aided School and converting it into a Government institution should be considered.

Greytown.—This is an important centre, but there is no school here at present. A private school is maintained by the Indian community, but it does not meet the needs of the place. It is desirable that a Government school should be established here. The Indian community have acquired a plot of 3 acres of land and are prepared to put up a building and hand it over to Government for a Government school. The offer should, I think, be accepted, and a Government school established here. The need is urgent.

Pinetown.—There was an aided school here before, but there is none at present. There is an urgent need of a Government-aided school here, and one should be established at an early date.

Clairwood (South Coast).—The Government-aided school here has reached an enrolment of about 600 and more than 300 children have been refused admission for want of accommodation in the school. The school has outgrown the limits of a single institution and the question of the manner in which the educational needs of the place can be suitably met requires careful consideration. This place is a very large centre of Indian population and it seems that there is need for a Government school here to provide for the education of children on improved lines. The question of converting the existing school into a Government institution and of establishing a new Government-aided school might be considered. There is a keen desire on the part of parents to send their children to school, but at present for want of accommodation in the school many children are growing in illiteracy. Girls also appear to be very keen on education, and the question of providing better facilities for their education should also be considered.

Jacobs (South Coast).—There is no school here at present. A Government-aided school should be established here.

Verulam (North Coast).—There is a Government-aided school here. This is an important centre of Indian population and the advisability of having a Government school here might be considered.

New Glasgow (North Coast).—There is no school here at present. A Government-aided school is needed.

Tongaat (North Coast).—There are at present three Government-aided schools here, two for boys and one for girls. This is an important centre of Indian population. It is desirable to provide here facilities for education of a better type than those which exist at present. I think it is very desirable that the two boys' schools here should be converted into one Government school. The place should be converted into one Government school. The place well deserves a Government institution.

Chaka's Kraal (North Coast).—There is no school here. A private school has been opened by the Indian community and they have erected for the school a building on a plot of two acres. The school should be given a grant and converted into a regular Government-aided school at an early date.

New Guelderland (North Coast).—There is no school here at present. The place is about seven miles from Stanger. There is a fairly good farming population and a Government-aided school is required here.

Tiger's Kloof (near Newcastle).—There is a farming population here which is very keen on education. They have a private school, but it does not meet their needs. There is an urgent need of a Government-aided school here. It might first take the form of a one-teacher Farm school and when it develops beyond the limits of a Government-aided Farm school a second teacher should be provided and the school converted into a Government-aided school of the ordinary type.

The Point (Durban).—Here there is a permanent Indian population of fishermen and dock-hands and there is need here of a Government-aided school. If such a school is established here it would not only meet the needs of the place but would also draw students from adjoining localities and will thus remove the congestion in other schools.

Felixton.—This is a mining centre, and it is desirable to open here a Factory school of the type suggested by me for mining centres where the population is small.

Mooi River.—A small centre of population. A Government-aided school (a single-teacher school to start with) is required here.

71. *Libraries for Schools.*—There is not sufficient provision at present for libraries in Government and Government-aided schools. It is a well-established principle that the provision of libraries in State and State-aided schools is very desirable. The library should contain suitable books for the use of teachers, books of reference, and books suitable for extra reading by the pupils. These libraries serve a very useful purposes, inasmuch as they enable the teachers to advance their knowledge and keep it up to date in various directions. The children also have an opportunity of reading books suited to their requirements. In addition to books for a library of the kind suggested by me there is of course the usual supply of text books for use by the teachers while they are teaching the different classes and standards. These stand on a different footing, and are already supplied by the Department to Government schools. The establishment of school libraries will advance the general knowledge of the teachers and students, and will serve a very useful purpose. There should be a grant to Government and Government-aided schools for purchase of books for libraries, and the Headmasters should be permitted, in consultation with the Inspectors concerned, to purchase books for their schools. An initial non-recurring allotment of £1,000 and a recurring allotment of £500 for the purpose distributed over the various schools according to their sizes would meet the case.

72. *Medical Inspection.*—There is at present no provision for medical inspection in Indian schools. It is very desirable that medical inspection should be regularly done in Indian schools, as is already the case in European schools. The duty of the State in this respect is now fully recognised, and in all countries medical inspection of children has been introduced. It serves a very useful purpose, and improves the health of the children by drawing attention to various ailments from which school children suffer and which but for the medical inspection in schools remain unnoticed. The diseases of the eye, teeth, ear and throat require special attention. I think a recurring allotment of £1,000 will enable the Department to make a beginning in this direction. An expenditure of £2,727 was incurred on this item in European schools last year, vide page 35 of the Provincial Auditor's Report for 1927-27.

73. *Hostels.*—There appears to be no provision at present for hostels in Indian schools. I think the provision of hostels in Government schools wherever they are needed is very necessary. A beginning should be made in this direction and hostels should be provided in connection with Government schools at all places where they are needed. There is at present ample provision for hostels in European schools, and the recurring hostel expenditure comes to several thousands of pounds annually, as the figures at pages 35 and 36 of the Provincial Auditor's Report of 1926-27 will show. This cost is in addition to the capital cost of constructing the hostels. Even in the case of coloured children the hostel system has been introduced, and there was an expenditure of £1,500 on hostel expenses in coloured schools in 1926-27.

74. *Scouts and Girl Guides.*—This should be introduced in Indian schools. It develops the character of children and makes them useful for social service. Its early introduction in schools is very desirable. Grants should be given for the purpose to Government and Government-aided schools.

75. *First Aid.*—A course of lectures in First Aid by a qualified local doctor (on payment of a fee per lecture) should be arranged for for schools of important centres for students in Standard IV. and above. They should be examined as usual, and certificates granted to them. A grant for this purpose may be given to Government and Government-aided schools.

SECTION XIX.—FINANCE.

76. I have referred in my remarks in Section XIV. on subsidies for education to the question of funds for financing Indian education. As explained in that section, the subsidy received from the Union Government for Indian education is not being utilised at present in full. A portion thereof is at present being saved and added to Provincial revenues. The subsidy received in respect of Indian children in average attendance is at the rate of £5 5s. 0d. per pupil. In 1925-26 the Provincial Administration spent on the education of Indian children £4 0s. 4.25d. per pupil, as against a subsidy of £5 5s. 0d. received in respect thereof. In 1926-27 the expenditure on the education of Indian children was still further reduced by the Provincial Administration,

and it came down to £3 16s. 10.35d. Taking the latest average of 1926-27 as the basis there is margin for increase of expenditure within the limits of the subsidy itself, irrespective of the contribution towards the expenses of Indian education which the Provincial Administration is reasonably expected to make in addition to the subsidy received, as it already does in the case of European and coloured education. The proposals which I have made in Section IV. in regard to grants to Government-aided schools are the most important from the point of view of finance, as they involve the largest item of increase in the expenditure on Indian education. From the figures of grant at present given to Government-aided schools shown on page 78 of the Report of the Superintendent of Education for 1926, it will be seen that in the year 1926-27 on an average attendance of 6,073 the total Government grant to Government-aided schools came to £15,543, which gives an average rate per unit of £2 11s. 2d. The grant per pupil given to Government-aided schools is at a flat rate of £2 10s. 0d. The difference between this amount and the average rate of £2 11s. 2d. in 1926-27 shown above comes to 1s. 2d. The increase is due to a small extra grant given in the case of some schools for assistant teachers. The proposals regarding the increase in the rate of grant formulated by me in Section IV. will raise the expenditure on grant-in-aid to £3 14s. 0d. per pupil on the basis of average salary of teachers of present qualifications. In addition to this there will be a further expenditure, as in some cases additional grants will have to be given on the merits of each school to enable them to engage staff in addition to the minimum number of teachers laid down. For instance, schools with large enrolment will require an additional assistant teacher to give the headmaster more time for supervision. Probably in some cases salaries will have to be allowed on the merits of the case in excess of the minimum proposed. Possibly in some cases some teachers might already be drawing salaries in excess of the scale now proposed, and as they will be allowed to retain their present rate of salary, as a personal concession, there might be some increase of expenditure on this account. The problems of each school are always separate and distinct, and on a consideration of them a slight increase in the grant has to be given to meet the requirements of the case. Elasticity and not rigidity is the principle on which grant-in-aid has to be worked. On this ground the scheme suggested by me lays down a minimum grant and a maximum grant, and the grant actually allowed is a figure which is about midway between the two but not necessarily so. Some margin has to be left for unforeseen requirements. Moreover, the average of £3 14s. 0d. on the basis of average rate of salary is an average taking all the schools into account. Schools with two teachers, three teachers, four teachers, and five teachers (36—60, 61—90, 91—120, and 121—160) will give an average higher than £3 14s. 0d. As new schools will be opened, and some of them will contain the numbers mentioned above, it is likely that the average expenditure per pupil on grant-in-aid under the scheme suggested by me will come to £4 per pupil, as against the present average £2 11s. 2d. Further, in the calculation of the unit cost the charges for administration, interest and redemption, etc., are also added. Taking £4 as the average expenditure per pupil on grant-in-aid a margin of £1 per pupil will be left for extra expenditure per pupil in Government schools. In addition to the increased cost of grant-in-aid I have suggested increased salaries in Government schools for teachers of present qualifications, and have also suggested increased recurring expenditure on new items (Libraries, Medical inspection, etc.). It is impossible to make very definite calculations in regard to increased expenditure because a good deal would depend upon the proportion of pupils in Government and Government-aided schools. At present only one-fifth of the total number of pupils are receiving education in Government schools. If the present proportion between the two classes of schools is maintained the additional children can be brought under instruction from the subsidy which will become automatically available every year as the number of children in average attendance increases. But under my proposals in Section VII. I have suggested an increase in the number of Government schools in order to improve the standard of education. As soon as the proportion of pupils in Government schools will increase, either by the opening of new Government schools or by the expansion of the existing Government schools, the average expenditure per pupil in the Province, taking the two kinds of schools together, will rise. I am inclined to the view that during the first year the recurring expenditure could be regulated within the limits of the subsidy, but in the second year the expenditure will go up beyond the limits of the subsidy, and in the third and future years there will be a substantial increase beyond the subsidy limit.

From the third year when teachers of higher education from the new training college will be available and better salaries will have to be allowed, the average expenditure on grants to aided schools will go up to about £4 5s. 5d. per pupil. As Government schools will have improved by that time and higher Standards will have been opened therein the proportion of children in Government schools will become higher and the rate of expenditure per child taking the two kinds of schools together will be materially higher than the subsidy, and this rate will steadily grow as education will extend and better standards are attained. This higher rate of expenditure from the second and third year onwards will still be within the limits of 'reasonable' standard and much below the 'generous' standard. The Union Government may therefore be requested to increase the rate of subsidy as proposed in paragraph 64.

I give below in a summarised form particulars of the increased cost of the various proposals made by me:—

It is not possible to make a definite estimate of the increased cost involved in the various proposals which I have put forward. I give below a general idea of the financial aspect of the case giving under each head a general indication of the extra cost involved:—

1. *Salaries of Teachers in Government Schools.*—In my proposals for increased pay for these teachers in the case of men of present qualifications, and in the case of men of improved qualifications I have given an average pay for each post and the increased cost will depend upon the number of teachers holding permanent posts. The increased cost in the case of men of present qualifications will be small. But when the new teachers will come out of the new training college and a higher scale of pay is introduced for them the cost will be more. But it will be gradual as teachers of improved qualifications become available from the new training college.

2. *Salaries of Teachers and increased grant-in-aid for Government-aided Schools.*—This will be a large item of extra expenditure and will come to about £7,000 per annum in the beginning and will increase to about £10,000 when teachers from the new training college are available. This item will raise the expenditure on grant-in-aid to about £4 per pupil and later on to about £4 10s., and later still to about £5.

3. *School Buildings.*—£65,000 in the next 5 years, an average of £13,000 per year.

4. *Training College.*—The extra cost on staff would be £1,196 plus cost of free 2nd class passages for 11 teachers to be obtained from India on 5 years' contract (about £550, and at the end of 5 years another £550 for the return journey). At the end of 5 years new teachers will have to be obtained or the contracts of those engaged in the first instance will have to be renewed for another 5 years. Deputation of teachers will cost about £2,000 per annum. This will be only for the period for which the teachers will be deputed. Probably in four years all the present trainable teachers will have been deputed and the expenditure under this head will then come to an end. Grant for furniture, apparatus and purchase of books £1,000 in the first year and £500 recurring from second year.

5. *Provident Fund for Teachers.*—£1,000 recurring.

6. *Libraries.*—£1,000 first year and £500 recurring from second year.

7. *Medical Inspection.*—£1,000 recurring.

8. *Hostels.*—About £2,000 or £3,000 to begin with and later on funds to be provided as required.

9. *Inspectorate.*—Some increased expenditure will be incurred under this head, but the whole of the increased cost will not be charged to Indian education.

10. *Scholarships and Stipends.*—£2,640 recurring.

11. *Scouts and Girl Guides First Aid.*—These items will require only small grants to the schools where they are introduced.

SECTION XX.

(a) Summary of Recommendations.

78. The following is a summary of my recommendations:—

SECTION I.

(1) As the upliftment of the Indian population of Natal to Western standards has now been accepted as a definite policy, it is very necessary that all the children of school-going age who are not now at school should be brought under instruction within the next five years.

(2) The York Road School, Pietermaritzburg, has a European Headmaster, and appears to be suitable for providing facilities for education beyond the primary stage. Classes in preparation for Cape Junior and Matriculation examinations should be opened at the Government school here.

SECTION II.

(3) Suggested scale of salaries for teachers of present qualifications in Government Primary schools teaching up to Standard VI. (including the present Standard VII.) or less—paragraph 10.

(4) Suggested scale of salaries for teachers of higher qualifications and better training in Government Primary schools who will come out of the new Training College—paragraph 10.

(5) Suggested minimum salaries for teachers of present qualifications in Government-aided Primary schools—paragraph 11.

(6) Suggested scale of salaries for teachers of higher qualifications and training in Government-aided schools who will come out of the new Training College—paragraph 11.

SECTION III.

(7) Minimum requirements for staff in Government-aided schools—paragraph 12.

SECTION IV.

(8) The amount of grant which may be given to a Government-aided school should be the amount required to engage a fully qualified staff for the school on adequate salaries.

(9) The fee income of each Government-aided school may be utilised by it in meeting such needs as furniture and equipment.

(10) No portion of the grant or fee income should be used on capital expenditure on buildings, etc.

(11) Under the system suggested while average attendance will still continue to be the basis of grant, the question of additional staff will also be disposed of, and the grant will increase with the growth of numbers.

(12) Grants may be given according to the scale suggested, subject to conditions laid down in paragraph 17.

SECTION V.

(13) Suggestions for putting the question of grantees on a suitable basis—paragraph 25.

SECTION VI.

(14) In the case of all managing bodies of Government-aided schools the contribution from private sources on the basis of which a Government grant for building is given should be an actual contribution by the managing body and not a loan for which the school income is pledged in advance.

(15) Where the managing body is unable to bear any portion of the cost and the need for improvement and extension of the school building is really established, the Administration may bear the whole cost of the scheme.

(16) A grant from Provincial Administration may be made in the case of each Government-aided building where improvement is necessary.

(17) In cases where the Administration gives a grant towards an aided school building, the building should be hypothecated to the Administration and a condition laid down under a legally executed instrument that the amount of grant would be refunded to the Administration if at any time the building is diverted to other than school purposes.

SECTION VII.

(18) It is necessary to improve the accommodation in and increase the number of Government schools, so that the number of children in Government schools might increase and better standards of education adopted. It is suggested that the proportion of pupils reading in Government and Government-aided schools, which is at present one-fifth and four-fifths respectively, should be raised in the next three years to one-third and two-thirds, and thereafter to half and half as soon as possible.

SECTION VIII.

(19) Extension and improvement of the existing facilities for education on a voluntary basis.

(20) Compulsory primary education may be introduced at the end of five years after the necessary preliminary action has been taken for the improvement and extension of the voluntary system.

(21) The system of compulsory education may be introduced gradually.

(22) Suitable areas should be selected where a beginning could be made.

(23) In the beginning compulsion should be applied to boys only, but afterwards it should be extended to girls.

(24) Compulsion should extend in the first instance to Standard IV. (from the age of 7 to 13) for boys and modified for girls from the age of 7 to 12. Later on compulsion should be extended to Standard VI. (from the age of 7 to 15).

(25) In areas where compulsion is introduced, primary education should be free.

SECTION IX.

(26) Proposed staff and salaries of staff of combined training college and high school—paragraph 36.

(27) The pre-training qualifications for admission to training college should be of a high standard, Cape Junior for the Junior Certificate Course and Matriculation for the Senior Certificate course.

(28) In the beginning the standard of admission may be temporarily relaxed.

SECTION X.

(29) Teachers in Government-aided schools may be granted pensions.

(30) If it is not possible to grant them pensions, a Provident Fund may be instituted for them on the lines suggested.

SECTION XI.

(31) The present curriculum should be followed and English should continue to be the medium of instruction as at present.

(32) Facilities should be provided for Indian children to take the departmental primary certificate examination held at the end of Standard VI.

(33) In the case of Farm schools an agricultural bias should be given to the curriculum.

SECTION XII

(34) Suggestions for scholarships for pupils and for stipends for prospective teachers.

(35) Exemptions from fees should be more liberally granted.

(36) Procedure for granting exemptions should be simplified. Headmasters of Government and Government-aided schools should be authorised to grant, without sanction of any higher authority, exemptions up to a limit of 20 per cent. of the enrolment in a school.

(37) Exemptions above the limit of 20 per cent. may be sanctioned by the Superintendent of Education.

(38) Wherever two or more brothers or sisters read in the same school, only one child should pay full fees and the remaining children should pay half fees. The Headmaster should be authorised to grant these concessions, which should be in addition to the normal exemptions from fees dealt with above.

SECTION XIII.

(39) Separate schools for girls should be opened to give them facilities for education up to Standard VI, and to a higher standard so that they might eventually be available for the teaching profession.

(40) A Government Girls' School may be opened at an important centre like Durban.

(41) Girls' education should be made entirely free in the primary stage in all Government and Government-aided schools.

(42) Needlework, sewing, cutting out and cookery, etc., may be introduced for girls and Indian women teachers appointed for the purpose.

SECTION XIV.

(43) The sum of £27,215 saved by the Province from the subsidy for Indian education during the years 1925-26, 1926-27 and 1927-28 may now be made available by the Provincial Administration for buildings of Government and Government-aided schools. The necessary action to revise the budget for 1928-29 should be taken so that the full amount of subsidy for Indian education to be received in that year may be spent on Indian education and a loss of £9,000 to Indian education, which is bound to occur if the budget figures are not revised, may not occur. The principle that there should be no loss to Indian education from the subsidy received for that education should be followed in all future budgets and in regulating the expenditure on Indian education. In addition to this, there should be an allotment from Provincial revenues for Indian education as in the case of European and Coloured education.

(44) The Union Government may be requested to raise the subsidy to bring Indian education up to a "reasonable" standard as proposed in paragraph 64.

SECTION XV.

(45) District Inspectors of Schools might examine the case of each Private school and advise the management as to the best lines on which the school should be developed. Government-aided schools should be permitted to teach Indian vernaculars outside school hours by a separate staff engaged by the Indian community for the purpose.

SECTION XVI.

(46) The districts where, by reason of the growth of Indian schools, the charge becomes too heavy for one Inspector, he should be given the assistance of an additional officer to cope with the work. This officer should assist him in the whole work in his district and not merely in regard to Indian schools.

SECTION XVII.

(47) At all farming centres where the population is small and at least 10 children of school-going age are available special Farm schools (Government-aided) should be opened.

(48) At all farming centres where the population is large there should be regular Government-aided schools.

(49) At all Factory centres special Factory schools should be opened.

SECTION XVIII.

(50) The educational needs of all places where Government or Government-aided schools are required should be examined and necessary action taken.

(51) Libraries for Government and Government-aided schools should be provided.

(52) Medical inspection of children in Government and Government-aided schools should be arranged for.

(53) Hostels should be provided in Government schools where necessary.

(54) Scout and Girl Guide movement should be introduced in Government and Government-aided schools.

(55) Lectures in First-Aid should be arranged for in Government and Government-aided schools.

SECTION XIX.

(56) The Union Government may be requested to raise the subsidy as proposed in paragraph 64, but in the meantime Indian education should advance within the limits of the subsidy and from Provincial funds as in the case of European and coloured education.

(b) Conclusion.

79. The above are my suggestions based on my examination of the problem. The situation requires immediate action. It is essential that a definite programme of expansion and improvement of Indian education during the current and next two years should be drawn up and announced and funds allotted for the purpose. The object to be aimed at should be to bring all the children of school-going age under instruction during the next five years. The first and the most important matter is that the budget for 1928-29 now under consideration should be revised so that the loss to Indian education by the saving of subsidy which has occurred during the last three years may not be repeated in 1928-29, and that, in addition, the necessary budget provision for buildings and other items for the first year of the programme be duly made for 1928-29.

In conclusion, I desire to convey my acknowledgments to the Superintendent of Education and all officers of the Education Department for kindly affording me full facilities for studying the conditions of Indian education in this country.

KAILAS P. KICHLU.

Pietermaritzburg,
April 16, 1928.

APPENDICES.

APPENDIX A.

Basis of staffing Government-aided Schools and proposed Scale of Grant (for teachers of present qualifications).

Average Attendance.	Minimum Staff (with details as to the number of Senior and Junior Certificated Teachers)	Grant earned under proposed scale at minimum (starting) rates of salary.	Grant earned under proposed scale at average rates of salary.	Maximum possible grant under proposed scale at maximum rates of salary.
up to 35 (but not less than 15)	Single teacher school, the teacher in charge to be a Senior Certificated teacher and to get the pay of an Assistant Master and not of a Head Teacher.	£ 96	£ 112	£ 120
36-60	Head teacher (Senior) and 1 Assistant (Junior).	220	247	260
61-90	Head teacher (Senior) and 2 Assistants (Junior).	300	341	360
91-120	Head teacher (Senior) and 3 Assts. (1 Senior and 2 Junior).	396	466	500
121-160	Head teacher (Senior) and 4 Assts. (1 Senior and 3 Junior).	476	560	600
161-200	Head teacher (Senior) and 5 Assts. (1 Senior and 4 Junior).	556	654	700
201-240	Head teacher (Senior) and 6 Assts. (1 Senior and 5 Junior).	636	748	800
241-280	Head teacher (Senior) and 7 Assts. (1 Senior and 6 Junior).	716	856	920
281-320	Head teacher (Senior) and 8 Assts. (2 Senior and 6 Junior).	812	968	1,040
321-360	Head teacher (Senior) and 9 Assts. (2 Senior and 7 Junior).	892	1,062	1,140
361-400	Head teacher (Senior) and 10 Assts. (2 Senior and 8 Junior).	972	1,156	1,240
401-440	Head teacher (Senior) and 11 Assts. (2 Senior and 9 Junior).	1,052	1,270	1,370
441-480	Head teacher (Senior) and 12 Assts. (3 Senior and 9 Junior).	1,148	1,382	1,490
481-520	Head teacher (Senior) and 13 Assts. (3 Senior and 10 Junior).	1,228	1,476	1,590
521-560	Head teacher (Senior) and 14 Assts. (3 Senior and 11 Junior).	1,308	1,570	1,690
561-600	Head teacher (Senior) and 15 Assts. (3 Senior and 12 Junior).	1,388	1,664	1,790

The grant has been calculated on the following scale of salaries:—

Head Teacher (Senior) under 100 pupils in average attendance	£140-5-160 average £153
Head Teacher (Senior) 100-250 pupils in average attendance	£140-5-180 average £166
Head Teacher (Senior) 251-400 pupils in average attendance	£140-10-200 average £180
Head Teacher (Senior) over 400 pupils in average attendance	£140-10-230 average £200
Assistant Teacher (Senior)	£96-4-120 average £112
Assistant Teacher (Junior)	£84-4-100 average £94
(Unqualified)	£60

Notes.—(1) The salaries of unqualified assistants have been calculated on the basis of pay of Junior trained Assistants. The possible maximum grant which can be earned when all teachers are trained teachers and draw the maximum stage of the incremental salary is shown in the last column.

(2) If any Teacher in service in a Government-Aided School is already in receipt of salary in excess of the proposed scale he should retain his present pay as a personal concession.

APPENDIX B.

Statement showing financial effect of proposal contained in Appendix A as applied to existing Government-aided schools.

No.	School.	Average Attendance.	Present Staff.	Present Grant.			Minimum Staff under the proposed scheme.	Grant earned under proposed scale at minimum (starting) rates of salary.	Grant earned under proposed scale at average rates of salary.	Maximum possible grant under proposed scale at maximum rates of salary.
				£	s.	d.		£	£	£
1	Cato Manor	373	H.T. & 12 Assts.	970	0	0	H.T. & 10 Assts. (2 S & 8 J)	972	1,156	1,240
2	Clairwood	587	H.T. & 15 Assts.	1,517	0	0	H.T. & 15 Assts. (3 S & 12 J)	1,388	1,664	1,790
3	Clair Estate	136	H.T. & 3 Assts.	360	12	6	H.T. & 4 Assts. (1 S & 3 J)	476	560	600
4	Centenary Road	232	H.T. & 8 Assts.	541	17	6	H.T. & 6 Assts. (1 S & 5 J)	636	748	800
5	Darnall.	76	H.T. & 2 Assts.	189	7	6	H.T. & 2 Assts. (Junior)	300	341	360
6	Fairbreeze	265	H.T. & 11 Assts.	715	12	6	H.T. & 7 Assts. (1 S & 6 J)	716	856	920
7	Greenwood Park	72	H.T. & 1 Asst.	161	17	6	H.T. & 2 Assts. (Junior)	300	341	360
8	Hill View	124	H.T. & 3 Assts.	337	10	0	H.T. & 4 Assts. (1 S & 3 J)	476	560	600
9	Isipingo	119	H.T. & 4 Assts.	340	12	6	H.T. & 3 Assts. (1 S & 2 J)	396	466	500
10	Lidgetton	46	H.T. & 2 Assts.	112	10	0	H.T. & 1 Asst. (Junior)	220	247	260
11	Malvern	194	H.T. & 5 Assts.	526	17	6	H.T. & 5 Assts. (1 S & 4 J)	556	654	700
12	Mount Edgecombe	132	H.T. & 4 Assts.	310	0	0	H.T. & 4 Assts. (1 S & 3 J)	476	560	600
13	Newlands	67	H.T. & 1 Asst.	188	2	6	H.T. & 2 Assts. (Junior)	300	341	360
14	Nonoti	45	One Teacher only.	111	2	6	H.T. & 1 Asst. (Junior)	220	247	260
15	Port Shepstone	76	H.T. & 2 Assts.	186	5	0	H.T. & 2 Assts. (Junior)	300	341	360
16	Prospect Hall	137	H.T. & 4 Assts.	332	10	0	H.T. & 4 Assts. (1 S & 3 J)	476	560	600
17	Railway, P.M.B.	200	H.T. & 7 Assts.	513	2	6	H.T. & 5 Assts. (1 S & 4 J)	556	654	700
18	Red Hill	81		187	10	0	H.T. & 2 Assts. (Junior)	300	341	360
19	Richmond	56	H.T. & 1 Asst.	153	15	0	H.T. & 1 Asst. (Junior)	220	247	260
20	Sea View	132	H.T. & 5 Assts.	343	2	6	H.T. & 4 Assts. (1 S & 3 J)	476	560	600
21	Springfield	109		267	7	6	H.T. & 3 Assts. (1 S & 2 J)	396	466	500
22	St. Anthony's Durlan.	290	H.T. & 9 Assts.	828	2	6	H.T. & 8 Assts. (2 S & 6 J)	812	968	1,040
23	St. Anthony's P.M.B.	298	H.T. & 9 Assts.	715	12	6	H.T. & 8 Assts. (2 S & 6 J)	812	968	1,040
Carried forward				9,910	11	6		11,780	13,846	14,810

APPENDIX B.—continued.

No.	School.	Average Attendance.	Present Staff.	Present Grant.	Minimum Staff under the proposed scheme.	Grant earned under proposed scale at minimum (starting) rates of salary.	Grant earned under proposed scheme at average rates of salary.	Maximum possible grant under proposed scale at maximum rates of salary.
	Brought forward			£ 9,910 s. 11 d. 6		£ 11,780	£ 13,846	£ 14,810
24	St. Oswald's	105	H.T. & 4 Assts.	306 5 0	H.T. & 3 Assts. (1 S & 2 J)	396	466	500
25	St. Paul's	155	H.T. & 7 Assts.	387 0 0	H.T. & 4 Assts. (1 S & 3 J)	476	560	600
26	St. Thomas'	83	H.T. & 2 Assts.	201 17 6	H.T. & 2 Assts. (Junior)	300	341	360
27	Stella Hill	153	H.T. & 4 Assts.	412 10 0	H.T. & 4 Assts. (1 S & 3 J)	476	560	600
28	Sutherlands	115	H.T. & 4 Assts.	302 7 6	H.T. & 3 Assts. (1 S & 2 J)	396	466	500
29	Sydenham (Boys)	404	H.T. & 12 Assts.	995 0 0	H.T. & 11 Assts. (2 S & 9 J)	1,052	1,270	1,370
30	Sydenham (Girls)	130		344 8 6	H.T. & 4 Assts. (1 S & 3 J)	476	560	600
31	Tinley Manor	135	H.T. & 4 Assts.	352 10 0	H.T. & 4 Assts. (1 S & 3 J)	476	560	600
32	Tongaat (Girls)	47	H.T. & 1 Asst.	118 15 0	H.T. & 1 Asst. (Junior)	220	247	260
33	Tongaat (Boys)	119	H.T. & 4 Assts.	300 10 0	H.T. & 3 Assts. (1 S & 2 J)	396	466	500
34	Umbogintwini	55		102 10 0	H.T. & 1 Assts. (Junior)	220	247	260
35	Umhloti	123	H.T. & 6 Assts.	297 10 0	H.T. & 4 Assts. (1 S & 3 J)	476	560	600
36	Umzinto	173	H.T. & 4 Assts.	444 7 6	H.T. & 5 Assts. (1 S & 4 J)	556	654	700
37	Verulam	173	H.T. & 6 Assts.	433 2 6	H.T. & 5 Assts. (1 S & 4 J)	556	654	700
38	Welbedacht	98	H.T. & 2 Assts.	247 10 0	H.T. & 3 Assts. (1 S & 2 J)	386	466	500
39	Wesleyan, P.M.B.	156	H.T. & 6 Assts.	386 5 0	H.T. & 4 Assts. (1 S & 3 J)	476	560	600
				£ 15,543 0 0		19,124	22,483	24,060

Total Grant proposed at average rates of salary	£ 22,483 0 0
Present Grant	15,543 0 0
Increase	6,940 0 0

The grant has been calculated on the following scale of salaries:—

Head Teacher (Senior) under 100 pupils in average attendance	£ 140-5-160 average £ 153
Head Teacher (Senior) 100-200 pupils in average attendance	£ 140-5-180 average £ 166
Head Teacher (Senior) 251-400 pupils in average attendance	£ 140-10-200 average £ 180
Head Teacher (Senior) over 400 pupils in average attendance	£ 140-10-230 average £ 200
Assistant Teacher (Senior)	£ 96-4-120 average £ 112
Assistant Teacher (Junior)	£ 84-4-100 average £ 94
Unqualified	£ 60

Notes.—(1) Salaries of Unqualified Assistants have been calculated on the basis of pay of Junior trained Assistants. The possible maximum grant which can be earned when all teachers are trained teachers and draw the maximum stage of the incremental salary is shown in the last column.

(2) If any teacher in service in a Government-Aided-School is already in receipt of salary in excess of the proposed scale he should retain his present pay as a personal contribution.

APPENDIX C.

Basis of staffing Government-aided Schools, and proposed Scale of Grant (for teachers of higher qualifications from the new Training College).

Average Attendance.	Minimum Staff (with details as to the number of Senior and Junior Certificated Teachers.	Grant earned under proposed scale at minimum (starting) rates of salary.	Grant earned under proposed scale at average rates of salary.	Maximum possible grant under proposed scale at maximum rates of salary.
up to 35 (but not less than 15)	Single teacher school, the teacher in charge to be a Senior Certificated teacher and to get the pay of an Assistant Master and not of a Head Teacher.	£ 100	£ 133	£ 150
36-60	Head teacher (Senior) and 1 Assistant (Junior).	240	280	300
61-90	Head teacher (Senior) and 2 Assistants (Junior).	330	390	420
91-120	Head teacher (Senior) and 3 Assts. (1 Senior and 2 Junior).	430	536	590
121-160	Head Teacher (Senior) and 4 Assts. (1 Senior and 3 Junior).	520	646	710
161-200	Head teacher (Senior) and 5 Assts. (1 Senior and 4 Junior).	610	756	830
201-240	Head teacher (Senior) and 6 Assts. (1 Senior and 5 Junior).	700	866	950
241-280	Head teacher (Senior) and 7 Assts. (1 Senior and 6 Junior).	790	989	1,090
281-320	Head teacher (Senior) and 8 Assts. (2 Senior and 6 Junior).	890	1,122	1,240
321-360	Head teacher (Senior) and 9 Assts. (2 Senior and 7 Junior).	980	1,232	1,360
361-400	Head teacher (Senior) and 10 Assts. (2 Senior and 8 Junior).	1,070	1,342	1,480
401-440	Head teacher (Senior) and 11 Assts. (2 Senior and 9 Junior).	1,160	1,473	1,630
441-480	Head teacher (Senior) and 12 Assts. (3 Senior and 9 Junior).	1,260	1,606	1,780
481-520	Head teacher (Senior) and 13 Assts. (3 Senior and 10 Junior).	1,350	1,716	1,900
521-560	Head teacher (Senior) and 14 Assts. (3 Senior and 11 Junior).	1,440	1,826	2,020
561-600	Head teacher (Senior) and 15 Assts. (3 Senior and 12 Junior).	1,560	1,936	2,140

The grant has been calculated on the following scale of salaries :—

Head Teacher (Senior Certificate from New Training College) under 100 pupils in average attendance	£150-5-180 average £170
Head Teacher (Senior Certificate from New Training College) 100-250 pupils in average attendance	£150-5-200 average £183
Head Teacher (Senior Certificate from New Training College) 251-400 pupils in average attendande	£150-10-220 average £196
Head Teacher (Senior Certificate from New Training College) over 400 pupils in average attendance	£150-10-250 average £217
Assistant Teacher (Senior Certificate from New Training College)	£100-5-150 average £133
Assistant Teacher (Junior Certificate from New Training College) (Unqualified)	£90-5-120 average £110 £60

Notes.—(1) Salaries of unqualified assistants have been calculated on the basis of pay of Junior trained Assistants. The possible maximum grant which can be earned when all teachers are trained teachers and draw the maximum stage of the incremental salary is shown in the last column.

(2) If any teacher in service in a Government-Aided School is already in receipt of salary in excess of the proposed scale he should retain his present pay as a personal concession.

APPENDIX D.—continued.

No.	School.	Average Attendance.	Present Staff.	Present Grant.	Minimum Staff under the proposed scheme.	Grant earned under proposed scale at minimum (starting) rates of salary.	Grant earned under proposed scale at average rates of salary.	Maximum possible grant under proposed scale at maximum rates of salary.
				£ s. d.		£	£	£
	Brought forward							
24	St. Oswald's	105	H.T. & 4 Assts.	306 5 0	H.T. & 3 Assts. (1 S & 2 J)	430	536	590
25	St. Paul's	155	H.T. & 7 Assts.	387 0 0	H.T. & 4 Assts. (1 S & 3 J)	520	646	710
26	St. Thomas'	83	H.T. & 2 Assts.	201 17 6	H.T. & 2 Assts. (Junior)	330	390	420
27	Stella Hill	153	H.T. & 4 Assts.	412 10 0	H.T. & 4 Assts. (1 S & 3 J)	520	646	710
28	Sutherlands	115	H.T. & 4 Assts.	302 7 6	H.T. & 3 Assts. (1 S & 2 J)	430	536	590
29	Sydenham (Boys)	404	H.T. & 12 Assts.	995 0 0	H.T. & 11 Assts. (2 S & 9 J)	1,160	1,473	1,630
30	Sydenham (Girls)	130		344 8 6	H.T. & 4 Assts. (1 S & 3 J)	520	646	710
31	Tinley Manor	135	H.T. & 4 Assts.	352 10 0	H.T. & 4 Assts. (1 S & 3 J)	520	646	710
32	Tongaat (Girls)	47	H.T. & 1 Asst.	118 15 0	H.T. & 1 Asst. (Junior)	240	280	300
33	Tongaat (Boys)	119	H.T. & 4 Assts.	300 10 0	H.T. & 3 Assts. (1 S & 2 J)	430	536	590
34	Umbogintwini	55		102 10 0	H.T. & 1 Asst. (Junior)	240	280	300
35	Umhloti	123	H.T. & 6 Assts.	297 10 0	H.T. & 4 Assts. (1 S & 3 J)	520	646	710
36	Umzinto	173	H.T. & 4 Assts.	444 7 6	H.T. & 5 Assts. (1 S & 4 J)	610	756	830
37	Verulam	173	H.T. & 6 Assts.	433 2 6	H.T. & 5 Assts. (1 S & 4 J)	610	756	830
38	Welbedacht	98	H.T. & 2 Assts.	247 10 0	H.T. & 3 Assts. (1 S & 2 J)	430	536	590
39	Wesleyan, P.M.B.	156	H.T. & 6 Assts.	386 5 0	H.T. & 4 Assts. (1 S & 3 J)	520	646	710
				£15,543 0 0		20,980	25,936	28,460

Total Grant proposed at average rates of salary £25,936 0 0
 Present Grant 15,543 0 0
 Increase 10,393 0 0

The grant has been calculated on the following scale of salaries:—

Head Teacher (Senior Certificate from New Training College) under 100 pupils in average attendance £150-5-180 average £170
 Head Teacher (Senior Certificate from New Training College) 100-250 pupils in average attendance £150-5-200 average £183
 Head Teacher (Senior Certificate from New Training College) 251-400 pupils in average attendance £150-10-220 average £196
 Head Teacher (Senior Certificate from New Training College) over 400 pupils in average attendance £150-10-250 average £217
 Assistant Teacher (Senior Certificate from New Training College) .. £100- 5-150 average £133
 Assistant Teacher (Junior Certificate from New Training College) .. £ 90- 5-120 average £110
 Unqualified £ 60

Notes.—(1) Salaries of Unqualified Assistants have been calculated on the basis of pay of Junior trained Assistants. The possible maximum grant which can be earned when all teachers are trained teachers and draw the maximum stage of the incremental salary is shown in the last column.

(2) If any teacher in service in a Government-Aided-School is already in receipt of salary in excess of the proposed scale he should retain his present pay as a personal concession.

APPENDIX E.

Statement showing staff and salaries of teachers in Government Indian Schools.

Staff.	Grade.	Salary.	House or Marriage Allowance.
		£ s. d.	£
Carlisle Street Government Indian School, Durban. (Std. I.-X.—Average attendance, 345)			
Wilson, T. D.	Headmaster	650 plus	75
Cooke, I. K., Miss	D.	288	
Richardson, Miss M. B.	D. (Prov.)	228	
Bonamour, Miss J. J.	B.	220	
Fisher, Miss E. M.	B.	150	
Howell, Miss E. G.	B.	269 6 8	
Middleton, Miss E. D.	B.	241	
Harper, H.	B.	360 plus.	50
Miller, H. S.	B.	270	
Bell, Mrs. D. W.	Unqualified	180	
Swales, Mrs. L.	"	211	
Yuill, Miss D.	"	270	
Miller, P. C.	"	197	
York Road Indian School, Maritzburg. (Std. I.-VII.—Average attendance, 68)			
Lewitt, W. A.	Headmaster	560 plus	75
Naidoo, G. V.	Senior	150 plus	24
Nulliah, M.	"	140	
Nulliah, Miss G.	Junior.	90	
Dundee Government Indian School. (Std. I.-V.—Average attendance, 119)			
Naidoo, S. N.	Headmaster	220 plus	24
Anthony, I.	Senior	150 plus	24
Subban, M.	"	150 plus	24
Naidoo, S. K.	Ungraded	72	
Vinden, N.	"	72	
Depot Road Government Indian School, Durban. (Std. I. -V.—Average attendance, 424)			
Rai, A.	Headmaster	250 plus	24
Balram, R.	Senior	150 plus	24
Doolarkhan, A.	"	150	
Joseph, K. M.	"	150 plus	24
Joseph, R.	"	150	
Naiker, M.	"	150	
Soupen, M. E.	"	150	
Thomas, J.	"	150	
Martin, Miss C.	Junior	120	
Naidoo, R. A.	"	120	
Pillay, M. A.	"	140	
Sigamoney, E. D.	"	80	
Singh, P. R.	"	80 plus	24
Thotharam, T.	"	120 plus	24
Thumbadoo, V.	"	120 plus	24
Mitchell Crescent Government Indian School, Durban. (Std. I.-IV.—Average attendance, 206).			
Thomas, E.	Headmaster	220 plus	24
Mark, S.	Senior	150 plus	24
Moodley, S.	"	150 plus	24
Peters, Miss E.	"	150	
Rowley, A.	"	150 plus	24
Aidan, A.	Junior	120 plus	24
Chirkoot, P.	"	120 plus	24
Estcourt Government Indian School. (Std. I.-IV.—Average attendance, 58).			
Thomas, M.	Headmaster	180	
David, S.	Senior	150 plus	24
Naraidoo, A. G.	"	130 plus	24
Ladysmith Government Indian School. (Std. I.-V.—Average attendance, 197).			
Naidoo, V. R.	Headmaster	220 plus	24
Kallichurm, S.	Senior	140 plus	24
Reddy, M. K.	"	140 plus	24
Sarawan, N.	"	120	
David, L. B.	Junior	80	
Narrandes, R. S. P.	"	120 plus	24
Hayes, S. P.	"	72	

APPENDIX E.—*continued.*

Staff.	Grade.	Salary.		House or Marriage Allowance.
		£	s. d.	£
Stanger Government Indian School. (Std. I.-V.—Average attendance, 243).				
Doolarkhan, S.	Headmaster	240 plus		24
Bechoo, G.	Senior	140 plus		24
Samuel, E.	"	150		
Samuel, J.	"	130		
Sebastian, T. M.	"	140 plus		24
Soobroyal, E. E.	"	150 plus		24
Vinden, A. G.	"	140 plus		24
Peters, P.	Junior	130 plus		24
Umgeni Government Indian School, Durban. (Std. I.-V.—Average attendance, 168).				
Naidoo, M. K.	Headmaster	220 plus		24
Jithoo, R. O.	Senior	150		
Mahatho, B. B.	"	150 plus		24
Naicker, T. M.	"	150 plus		24
Sookharie, S.	"	150 plus		24
Naidoo, C. C.	Junior	120 plus		24

APPENDIX F.

Note showing the present position of staff of Government-aided Schools (vide Appendix J).

I collected information from 38 Government-aided schools. The following is a brief summary of the staff of these schools so far as numbers, qualifications (general and professional) are concerned.

Of the 38 headmasters, 29 are senior certificated, 5 are junior certificated, and 4 are without any certificate. As to their general qualifications, 2 have studied up to matric, 10 have studied as far as Standard VII., 5 have studied as far as Standard VI., 1 has studied up to Standard IV.

Out of a total of 181 assistant teachers employed in 38 schools, 24 are senior certificated, 80 are junior certificated, and 77 are without any certificate. As to their general qualifications, 10 have read up to Standard VII., 57 have read up to Standard VI., 26 have read up to Standard V., 4 have read up to Standard IV., 6 have passed Cape Junior, 1 Scottish certificate, and 1 Higher examination in Mauritius.

With reference to salaries of Government-aided teachers. Among headmasters I find that the highest salary paid is £240 per annum, but only one Headmaster draws it (St. Anthony's, P.M.B.). One head teacher draws £220 per annum (Centenary Road), 3 head teachers draw £204 per annum, 1 head teacher draws £184, 2 head teachers draw £180, 1 head teacher draws £174, 2 head teachers draw £168, 3 head teachers draw £162, 4 head teachers draw £156, 5 head teachers draw £150, 2 head teachers draw £144, 4 head teachers draw £140, 1 head teacher draws £135, 2 head teachers draw £132, 1 head teacher draws £130, 1 head teacher draws £120, 1 head teacher draws £86, and 1 gets no fixed salary and draws the grant (whatever it is) as salary.

With reference to salaries of assistant teachers 1 draws £240, 1 draws £180, 1 draws £150, 1 draws £138, 3 draw £120, 1 draws £120, 1 draws £114, 1 draws £111, 5 draw £108, 1 draws £102, 1 draws £100, 2 draw £96, 3 draw £90, 15 draw £84, 1 draws £80, 4 draw £78, 2 draw £75, 19 draw £72, 1 draws £66, 6 draw £65, 1 draws £63, 1 draws £61, 11 draw £60, 2 draw £56, 5 draw £54, 21 draw £48, 1 draws £45, 2 draw £42, 9 draw £36, 2 draw £32, 5 draw £30, 3 draw £24, 3 draw £20, 1 draws £21, 12 draw £18, 2 draw £12.

APPENDIX G.

Summary of Rules regarding Grants to Government-aided Schools (European, Coloured and Indian).

I.—EUROPEAN SCHOOLS.

Primary Schools.

(a) To any Primary School in the urban areas of Pietermaritzburg and Durban on the basis of £1 per head per annum, calculated on the quarterly average attendance up to 80, and 10/- per head per annum thereafter.

(b) To other Primary Aided Schools on the quarterly average attendance, if over 12, at the rate of £80 per annum, with an addition of £2 10s. 0d. per head in excess of 19, and £1 10s. 0d. per head in excess of 39.

In cases where the average attendance temporarily falls below 12 the Administrator may authorise the payment of a grant at the rate of £50 per annum.

(c) In schools where the average attendance is not less than 24, and where assistant teachers are deemed necessary by the Superintendent of Education, grants in aid of such assistance will be given at the rate of from £20 to £80 per annum for each assistant according to qualifications and experience.

In cases where it is found at the end of a school quarter that the average attendance has fallen below 24 the assistant's grant will be continued for one more quarter at the discretion of the Superintendent of Education. If at the end of the following quarter the average is still below 24 the assistant's grant shall cease.

(d) An annual capitation grant at the rate of 15/- per unit of average daily attendance for the year in the case of schools reported "Excellent" by the Inspector, and at the rate of 10/- per unit of average daily attendance in the case of schools reported as "Good" by the Inspector.

An additional capitation grant of 1/- per subject, for not more than three of the following subjects: Singing, Drawing, Needlework, Drill, Nature Knowledge, or Agriculture. These capitation grants of various kinds are regarded as being earned by the school as a whole and are distributed among the members of the staff by the District Inspector as a kind of bonus to the teachers for good work.

Secondary Schools.

Grants are given at the following scale:—

(a) In the Kindergarten and Preparatory Departments on the quarterly average attendance, if over 12, at the rate of £50 per annum, with an addition of £2 10s. 0d. per head in excess of 19 and of £1 10s. 0d. per head in excess of 39, subject to reduction at the discretion of the Superintendent of Education.

(b) In Secondary Departments proper at the rate of £5 per annum per head paid quarterly on the average daily attendance for the quarter.

(c) The Capitation Grant regulations shown under Primary Schools also apply to the Kindergarten and Preparatory Departments of Secondary Schools.

In addition to the above grants there are rules about giving grants to Technical and Special Schools, Farm Schools, Training Institutions, and for Building Grants, Grants for School material, and boarding grants for indigent children.

II.—SCHOOLS FOR COLOURED CHILDREN.

It is laid down that the scale of grants (attendance grants and assistants' grants) shall be on the basis of the scale authorised for European Primary Schools. Grants for technical education are also paid on the conditions laid down, and the scale for such grants is as follows:—

The minimum grant shall be £25, and at least five children must be fulfilling the conditions of the grant.

The ordinary scale shall be 4/- per school month for every child up to 20 children and shall apply only when the minimum grant of £25 is exceeded.

For each child above 20 in number 2/- per school month shall be the grant with a total maximum grant of £70.

Both in the case of European and Coloured Government-aided Primary Schools it is laid down that the Head Teacher is the grantee. The following are the exact words of the rule:—

"In all European and Coloured Government-aided Primary Schools other than those denominational schools situated in towns the Head Teachers shall be the grantees. In the town aided schools the grantees must furnish receipts quarterly from the Head Teachers concerned for the salary paid."

III.—INDIAN SCHOOLS.

In the case of Indian Schools it is laid down that grants shall be at the rate of £2 10s. 0d. per annum on the quarterly average attendance of all children not less than six years old. It is also laid down that no part of the grant may be applied to any other purpose than the payment of teachers' salaries.

Payment of grant for assistants where the average attendance is 50 or over may be made at a rate not exceeding £2 per school month.

In cases where it is found at the end of a school quarter that the average attendance has fallen below 50 the assistants' grant may be continued for one more quarter at the discretion of the Superintendent of Education. If at the end of the following quarter the average is still below 50 the assistants' grant shall cease without further notice.

It is not clear from the rules whether building grants and grants for school material are admissible in the case of Indian Schools. It is understood that they are applicable but that in practice they are seldom given.

APPENDIX H.

Rules regarding Free Places (Standard IV.), Free Places (Standard VI.) and Technical Bursaries, for European and Coloured Children.

EDUCATION DEPARTMENT, NATAL.

The Executive Committee has been pleased to approve, with effect from the 1st September, 1924, the following Regulations governing the award of Natal Administration Free Places in substitution for the Regulations published under Provincial Notice No. 54, 1922.

FREE PLACES (STANDARD IV.).

1. At some of the smaller Government, Government-Aided, and Government-Aided Farm Schools for European children, there are no facilities for instruction in Standards

V and VI. to prepare pupils for the Preparatory Course of the Primary Certificate Examination. The object of these awards is to assist pupils, who have passed Standard IV. at these schools, to attend a school where such facilities do exist.

2. Thirty Free Places, tenable for two years, may be awarded annually. The award includes free board and lodging at a Government Hostel, free tuition and the free use of books. Where possible, the child will be admitted to the hostel nearest to its home, but, should this be impracticable, the Superintendent of Education will decide where it is to go.

3. Holders must prepare for the Preparatory Course of the Primary Certificate Examination, and they must attend schools where suitable instruction for this course can be given, and where there is a Government Hostel.

4. A Free Place shall be held subject to a satisfactory report being furnished by the Head of the School attended, on the progress, attendance, and conduct of the holder, at the end of each school term, in June and in December.

5. Candidates must be European children, under twelve years of age on December 31 of the year in which the award is made.

6. Candidates must have passed or at least be in Standard IV. at a Government, Government-Aided or Government-Aided Farm School, which, in the opinion of the Superintendent of Education, cannot prepare pupils for the Preparatory Course of the Primary Certificate Examination. Head Teachers must ascertain annually from the Head Office whether their schools fall within this classification.

7. The parents or guardians of candidates must have been habitually domiciled within the Province of Natal for a period of at least one year immediately prior to the date of making the award, and must, throughout the tenure of the Free Place, be habitually domiciled within the Province and at least three miles distant from a school which, in the opinion of the Superintendent of Education, can prepare candidates for the Preparatory Course of the Primary Certificate Examination.

8. Even when the conditions of domicile in Section 7 are met, the Superintendent of Education may refuse an award if, in his opinion, the home is so situated that the pupil can attend daily.

9. By a date to be announced annually in the Departmental Calendar, Head Teachers must send nominations for Free Places to their District Inspector, accompanied by a report containing the grounds for nomination, together with the school history of each candidate, with any records of school achievement which may assist in determining whether the candidates are really deserving. Throughout the year, Head Teachers must draw the attention of Inspectors on their visits to these nominees, so that as far as possible, the Inspectors' recommendation can be based on their personal knowledge of the candidate.

10. By a later date to be announced annually in the Departmental Calendar, the District Inspectors must forward to the Superintendent of Education all the nominations, accompanied by the Head Teachers' reports, that they have received, and recommend for Free Places those that they consider deserving. Where they refuse to recommend a nominee they must state the grounds for their refusal.

11. In addition, the Superintendent of Education may require candidates to write an examination, the syllabus for which, based on Standard IV., can be obtained from him on application.

12. As soon as it has been decided to hold the examination, notice of the date, centre, etc., will be sent to the schools concerned.

13. The awards will be made in January of each year, but they will be considered for the purposes of Section 5 above, to have been made on December 31 of the previous year.

14. If a Free Place be surrendered or withdrawn before its full period has expired, the unexpired portion thereof may, with the approval of the Executive Committee, become available for award to the qualified unsuccessful candidates of that year or of previous years.

15. Apply for Free Place (Standard IV.) Nomination Form (see Section 9) to Superintendent of Education, Examinations Branch, P.O. Box 395, Pietermaritzburg.

FREE PLACES (STANDARD VI.).

1. These Free Places are meant to assist European pupils, who have completed their Primary School Course, to proceed further with their school education.

2. Seventy Free Places, tenable for two years, may be awarded annually.

3. Holders will be supplied with the necessary books and stationery, and, in Government Schools, tuition will be free. At the discretion of the Superintendent of Education either a grant of £30 per annum, or free accommodation at a Government Hostel may in addition be given annually to not more than eight of the holders who can meet the conditions of domicile laid down in Section 10 below.

4. Holders must attend Government or Government-Aided institutions in Natal that can satisfy the Superintendent of Education that they are suitably staffed and equipped to offer a definite course of instruction after Standard VI.

5. At the end of the two years, not more than twenty of these seventy Free Places (including the £30 grant or free accommodation) may be extended for a further period, at the discretion of the Superintendent of Education, of either one or two years, provided that the reports (see Section 6 below) have been satisfactory. In December of each year Head Teachers of schools attended by holders may nominate their most deserving candidates for extension. The selection of the twenty will rest with the Superintendent of Education.

6. A Free Place shall be held subject to a satisfactory report being furnished by the Head of of the institution attended, on the progress, attendance and conduct of the holder, at the end of each school term in June and in December.

7. A Free Place shall not be held concurrently with a Technical Bursary, an Escombe Scholarship, Leuchars Bursary, or a Leverhulme Scholarship.

8. Candidates must be European children under fourteen years of age on the 31st day of December of the year in which the award is made.

9. Parents or guardians of candidates must have been habitually domiciled within the Province of Natal for at least one year prior to the date on which the award is made, and must continue to reside within the Province throughout the period that the Free Place is held.

10. If, in addition, the parents or guardians are habitually domiciled at least three miles distant from the nearest Government or Government-Aided Institution at which there is provision for the post-Standard VI. work to be undertaken, the candidate becomes eligible for one of the eight money or boarding awards referred to in Section 8 above, but even if this condition of domicile be met, the Superintendent of Education may refuse the additional benefit if, in his opinion, the home is so situated that the pupil can attend by travelling daily between the home and the school.

11. The awards will be made upon the result of the Primary School Examination (only Preparatory Course), and competitors must be candidates from established schools in Natal for this examination in the year in which the awards are made.

12. (a) Fifty of the seventy awards will be open for competition by all schools.

(b) Fifteen of the seventy awards will be open only to P. III. and P. IV. Government Schools, and to Government-Aided and Private Schools of approximately the same size.

(c) Five of the seventy awards will be open only to P. IV. Government Schools and to Government-Aided and Private Schools of approximately the same size.

If any of the awards under (c) are not utilised, they will become available under (b), and if any of the awards under (b) and (c) are not utilised, they will become available under (a). The Superintendent of Education will decide what standard of attainment is to be reached before an award can be gained.

13. The awards will be made in January of each year, but, for the purposes of Sections 8 and 9, will be considered to have been made on December 31 of the previous year.

14. If a Free Place be surrendered or withdrawn before its full period has expired, the unexpired portion thereof may, with the approval of the Executive Committee, become available for award to the qualified unsuccessful candidates of that year or of previous years.

15. When entering for the Primary Certificate Examination, candidates will state on the entry form whether they wish to compete for one of these awards, and the Head Teacher will be required to make a written declaration regarding the parent's or guardian's domicile.

TECHNICAL BURSARIES.

The Executive Committee has been pleased to approve, with effect from September 1, 1924, the following regulations governing the award of Technical Bursaries in substitution for those published under Provincial Notice 195/1917, as amended by Provincial Notices 198, 199 and 245/1917, and 131/1922:—

1. The object of these Bursaries is to assist deserving European children, that have completed the Primary School Course, to continue their education on vocational lines at institutions that, in the opinion of the Superintendent of Education, are suitably equipped.

2. The value of a Bursary shall be £60 per annum for bursars who can meet all the conditions of domicile laid down in Section 10 below, and £15 per annum for those who can meet the conditions of only Sub-sections (a) and (b), but not of (c) in Section 10 below, and the numbers awarded shall be so arranged that the total expenditure per annum does not exceed £3,000.

3. All the Bursaries are open to candidates whose domicile qualifies them for £60 Bursaries, but if there be not enough candidates of sufficient merit to absorb the whole available sum, the remainder of it may be utilised in awards to candidates whose domicile qualifies them for £15 Bursaries.

4. Each Bursary shall be tenable for three years, or for a shorter period if the course selected is completed in less time.

5. The institution to be attended and the course(-s) to be followed shall be subject to the approval of the Superintendent of Education. The following institutions and courses are approved:—

IN DURBAN:

Girls' High School:

Commercial Course.

Mansfield Road Higher Grade Elementary School:

Commercial Course.

Technical Course.

Natal Technical College:

Art Course.

Chemical Industries Course.

Commercial Course (for boys only).

Engineering Course.

IN PIETERMARITZBURG:

Berg Street Girls' School:

Commercial Course.

Havelock Road Higher Grade Elementary School:

Commercial Course.

Technical Course.

Technical Institute:
Commercial Course.
Trades Course.

If it is desired to attend an institution or to follow a course other than the above, the approval of the Superintendent of Education must be sought.

6. Parents or Guardians of bursars shall give a written guarantee that the holder will complete the course selected unless prevented by circumstances, that, in the opinion of the Superintendent of Education, are valid, or unless unsatisfactory reports on progress and conduct lead to the withdrawal of the bursary.

7. A Bursary shall be held subject to a satisfactory report being furnished by the Head of the institution attended, on the progress, attendance, and conduct of the holder, at the end of each school term in June and December.

8. A Technical Bursary shall not be held concurrent with a Free Place gained under Provincial Notice No. 248/1924, or with a Country Bursary given by one of the institutions named in Section 5 above, or an "Harry Escombe" Scholarship, or "Leuchars" Bursary, or a "Leverhulme" Scholarship.

9. These Bursaries shall be open to European children who are under 16 years of age on the 31st day of December of the year in which the Bursary is awarded.

10. The parents or guardians of candidates—

- (a) Must have been domiciled within the Province of Natal for a period of at least one year immediately prior to date of making the award;
- (b) Must throughout the tenure of the Bursary be habitually domiciled within the Province of Natal;
- (c) Must throughout the tenure of the Bursary be habitually domiciled beyond the Borough boundaries of Pietermaritzburg and of Durban and at least two miles distant from the nearest point on a tram route of the Borough concerned and from the nearest railway station on the following sections of railway:—

Pietermaritzburg to Howick.
" " Thornville Junction.
" " Edendale.
" " Albert Falls.

Durban to Pinetown.
" " Amanzimtoti.
" " Verulam.
" " Mariannahill.
" " Wests.

11. The above conditions of domicile may be relaxed at the discretion of the Superintendent of Education in the case of necessitous orphans born in Natal.

12. In the event of a bursary being awarded, the candidate will be called upon to furnish a Medical Certificate on the prescribed form to show that he/she is physically fit for the course selected.

13. The Head Teachers of established schools within the Province of Natal may nominate for these Bursaries candidates who have attended established schools in Natal for at least one year immediately prior to the award being made. The nomination shall be accompanied by a report containing the grounds for nomination, together with the school history of the candidate, with any records of school achievement which may assist in determining whether the candidate gives promise of being able to make full and proper use of the course proposed.

14. Nominees for Bursaries must be candidates for either the Primary or the Preparatory Course of the Primary Certificate Examination, or must already possess a certificate of having passed this examination or one equated to it by the Superintendent of Education.

15. The Superintendent of Education may in addition subject the candidates to further tests (a personal interview, an oral and a written examination) in order to satisfy himself of the suitability of the candidates and in order to select the most meritorious in cases of competition. For this additional examination, the Superintendent of Education may require candidates to come to Pietermaritzburg at their own expense.

All the available Bursaries need not necessarily be awarded if there are not enough candidates of sufficient merit.

16. The awards will be made towards the end of January of each year, but will be considered for the purposes of Section 9 above, to have been made on December 31 of the previous year.

17. If a Technical Bursary be surrendered or withdrawn before its full period has expired, the unexpired portion thereof may, with the approval of the Executive Committee, become available for award to the qualified unsuccessful candidates of that year or of previous years.

18. Nominations for the Bursaries must reach the Superintendent of Education each year by a date to be announced annually in the Departmental Calendar. These must be accompanied by:—

- (a) A statement of the institution to be attended, and the course to be followed (Section 5);
- (b) A written guarantee by the parents or guardians that the selected course will be completed (Section 6);
- (c) A certificate of locality of domicile (Section 10);
- (d) The Head Teacher's report (Section 13).

19. Apply to the Superintendent of Education, Examination Branch, P.O. Box 395, Pietermaritzburg, for the "Technical Bursaries Nomination Form" on which there is space for each of the above.

If the nominee is also a candidate for the Primary Certificate Examination, he/she must, of course, be entered for that examination in the ordinary way.

No. 38, 1925.) (18 February, 1925.

The Executive Committee has been pleased to approve, with effect from the 1st September, 1924, the insertion of the following additional Paragraph No. 16 to the Regulations governing the award of Natal Administration Free Places (Standard IV.), published under Provincial Notice No. 248, 1924:—

20. Subject to the necessary financial provision being made, the Superintendent of Education may award annually free places to four boys from the Melbourne Road School, Durban, to four girls from the Albert Street School, Durban, and to three pupils from the Greyling Street School, Pietermaritzburg. These free places may be awarded to the most deserving pupils who pass the examination in Standard VI. the most creditably, and who definitely decide to continue their studies in a Government School for coloured children in a commercial, domestic science, or other approved continuation course.

APPENDIX I.

Statement showing the Indian Schools in the charge of the various Inspectors of Schools.

District	Name of Inspector	Indian Schools Inspected	
		Government	Government-aided
North Coast	Mr. Winterton	Carlisle St., Durban Mitchell Crescent, Durban Stanger Umgeni	Amatikulu. Darnall. Centenary Road, Durban. St. Anthony's, Durban. Fairbreeze. Greenwood Park. Mayville, Cato Manor. Mount Edgecombe. Nonoti. St. Xavier's, Oakford Estates. Red Hill. St. Theresa's, Sydenham. Linley Manor. Tongaat Boys'. Tongaat Girls'. Umgeni Prospect Hall. Umhloti. Verulam.
South Coast	Mr. Murray Brown	Depot Rd., Durban	Clairwood. Isipingo. Malvern. Port Shepstone. Roosfontein. Sea View. Stella Hill. Clare Estate, Sydenham. Hill View, Sydenham. Newlands, Sydenham. Sydenham Boys'. Sydenham Girls'. Umzinto. Welbedacht. Westville St. Thomas'.
Midlands	Mr. Lawlor	Estecourt York Rd., P.M.B.	Howick. Lidgetton. Railway, P.M.B. St. Anthony's, P.M.B. St. Paul's, P.M.B. St. Silas', Sutherlands. Wesleyan, P.M.B. Richmond.
North	Mr. McLeod Mr. Fouche	Ladysmith	St. Oswalds', Newcastle.

APPENDIX J.

Statement showing the Classes and Standards in Government-aided Schools and the number, qualifications and salaries of teachers in those schools.

No.	Name of School.	Average Enrolment.	Classes and Standards taught.	Salary of Head Teacher.	Age of Head Teacher	Qualifications of Head Teacher.		Salary of Assts.	Age of Assts.	Qualifications of Assistants.			
						General.	Professional.			General.	Professional.		
1	Fairbreeze	265	Classes Ia., Ib., Ic., II., III. Standards I., II., III., IV., V., VI.	£ 168	50		Senior.	1 100 2 90 3 72 4 48 5 32 6 36 7 32 8 18 9 18 10 18 11 12	40 38 25 23 19 20 18 17 19 19 18		Senior Certificate Junior .. ,, (provisional) ,, ,, ,, Certificate. ,, (provisional)		
2	St. Anthony's, Durban	290	Classes Ia., b., c., IIa., b., III. Standards I., II., III., IV., V.		28		Std. VII.	1 2 3 120 4 120 5 90 6 42 7 36 8 36 9 30	64 21 24 34 30 19 20 19 18	Std. VI. ,, VII. 3 subjects of matric. Std. VII. ,, ,, VI. ,, V. ,,			
3	Cato Manor School ..	373	Classes I., II., III. Standards I., II., III., IV., V., VI.	180	34		Senior.	1 84 2 84 3 78 4 78 5 78 6 75 7 72 8 72 9 54 10 48 11 48 12 48	23 32 26 23 22 21 22 21 22 21 24 24		Junior Certificate. Senior .. Junior .. ,, ,, ,, ,, ,, ,, U.S.A.		
4	Umhloti	123	Classes I., II., III. Standards I., II., III., IV., V., VI.	150	31		Senior.	1 80 2 72 3 60 4 48 5 64 6 48	33 22 20 18 23 24	Std. VI.		Junior Certificate ,, Provisional ,, ,, Certificate	
5	Wesleyan Indian ..	156	Classes Ia., b., II. Standards Ib., I., II., III.	144	36		Junior.	1 24 2 24 3 24 4 48 5 48 6 60	20 20 19 21 22 30	Std. VI. ,, ,, VI. ,, ,,		Junior Certificate ,, ,, Senior .. Junior .. Junior Certificate	
6	Welbedacht	98	Class I. to Standard V.	120	28	Std. IV.	Senior.	1 72 2 78	21 35½	Std. VI. ,, V.		Junior Certificate	
7	St. Paul's	155	Classes I. and III. Standards I., II., III.	£150 plus £18 house allowance	37	Std. VI.	Senior.	1 72 2 48 3 36 4 21 5 18 6 18 7 18	23 19 19 18 16 16 16	Std. VII. ,, ,, ,, VI. ,, ,, ,,		Junior Certificate ,, ,,	
8	St. Thomas'	83	Classes I., II., III. Standards I., II., III., IV.	156		Std. VI.	Junior.	1 60 2 30	25 18	Std. VI. ,,		Junior Certificate	
9	Nonoti	45	Classes I. and II. Standards I., II., III.	Grant salary no fixed wage.	24		Senior.						
10	Tongaat (Girls) ..	47	Classes I., II., III. Standards I., II., III.	86		Std. VII.		1 28	21	Std. V.			
11	Malvern	194	Classes I., II., III. Standards I., II., III., IV.	162	37	Std. VII.	Senior.	1 96 2 84 3 60 4 84 5 54	25 23 25 22 19	Std. VII. ,, VI. ,, V. ,, ,, VI.		Senior Certificate Junior .. Senior .. Junior ..	
12	Sutherlands	115	Classes Ia., Ib., Ic., II. Standards I., II., III., IV., V., VI.	156	28		Senior	1 75 2 63 3 54 4 42	21 21 20 20	Std. V. ,, ,, ,,		Junior Certificate ,, ,, ,,	
13	Port Shepstone ..	76	Kindergarten to Standard V.	140	25	Std. VII.	Senior.	1 54 2 36	21 19	Std. V. Std. VI.			

APPENDIX J.—Continued.

No.	Name of School.	Average Enrolment.	Classes and Standards taught.	Salary of Head Teacher.	Age of Head Teacher.	Qualifications of Headteacher.		Salary of Assts.	Age of Assts.	Qualifications of Assistants.	
						General.	Professional.			General.	Professional.
14	Verulam	173	Classes I., II., III. Standards I., II., III., IV., V.	£ 140	56		Senior	1 72 2 64 3 56 4 64 5 36 6 18	23 21 27 24 19 17		Senior Certificate Junior .. " (provisional) Nil. Nil. Nil.
15	Railway, P.M.B. ..	200	Classes Ia., b., c., II. Standards I., II., III., IV., V., VI., VII.	174	27			1 61 2 36 3 90 4 21 5 18 6 45 7 60	19 19 22 18 18 18 32	Std. VI. " " Std. V. " VI. " " " V. " VII.	Junior Certificate " " Senior .. " " Junior ..
16	Sydenham (Boys') ..	404	Classes Ia., b., c., IIa., b. Standards Ia., Ib., II., III., IV., V., VI.	204	35	St VII.	Senior.	1 138 2 111 3 108 4 60 5 60 6 72 7 72 8 48 9 66 10 120 11 36 12 30	37 30 34 18 18 26 31 21 24 42 19 18	Std. VII. " " " " " VI. " " " " " " " " " " " " " " " "	Senior Certificate " " Junior .. " " " " " " " " " " " " " " " " " "
17	Tinley Manor ..	135	Classes Ia., b., II., III. Standards I., II., III., IV., V.	180	40		Senior (prov.)	1 96 2 60 3 48 4 48	23 22 19 19		Senior (prov.) Junior Certificate " " " (prov.)
18	Clare Estate ..	136	Classes I., II., III. Standards I., II., III., IV.	162	37		Senior.	1 84 2 72 3 60	25 23 20	Std. VI. " " " "	Senior Certificate Junior .. " "
19	Sea View	132	From Class I. to Standard V.	156	35		Senior	1 108 2 84 3 72 4 48 5 36	31 29 23 22 19		Senior Certificate Junior .. " " " " Nil.
20	Stella Hill	153	Classes I., II., III. Standards I., II., III., IV.	162	45		Senior.	1 84 2 84 3 72 4 84	21 24 31 27		Junior Certificate Senior .. Junior (prov.) Senior ..
21	Darnall	76	Classes Ia., b., II., III. Standards I., II., III., IV.	130	22½	St VI.	Senior (Part II.)	1 56 2 24	23 15	Std. VI. " "	Junior (prov.)
22	Red Hill	81	Classes I., II., III. Standards I., II., III.	140	46		Senior.	1 80 2 56	28 23	St. IV. " "	Senior Certificate Junior ..
23	Mount Edgecombe ..	132	Classes Ia., Ib., II., III. Standards I., II., III., IV., V.	135		St. VI.	Junior	1 48 2 54 3 64 4 80	19 20 20 32		Unqualified. Junior Certificate " "
24	Greenwood Park ..	72	4 Standards 4 Sub-Standards	132	27		Senior.	1 54	21		Junior Certificate
25	Lidgetton	46	Classes I. and II. Standards I., II., III., IV., V., VI., VII.	156	25	St. VII.	Senior.	1 36 2 12	19 14	Std., VI. " "	
26	St. Anthony's, P.M.B.	298	Intro A., Intro B. Classes I., II. Standards I., II., III., IV. (Girls' only)	240	36		T3 of Europeans	1 21 2 21 3 60 4 30 5 72 6 96 7 180 8 240 9 30	20 18 21 18 24 26 40 36 18	None. " " Nil. " " " " " " " " " "	Senior Certificate " " " Cape T3. " Natal T3.
27	Richmond	56	Classes I., II., III. Standards I. II. III., IV.	144	30		Senior.	1 36	21	Std. IV.	
28	Umzinto	173	Classes I., II., III. Standards I., II., III., IV.	204	32	St. I. VII.	Senior.	1 114 2 60 3 48 4 30	28 23 31 19	Std. VII. " VI. " V. " "	Senior Certificate " " " "

INDIAN EDUCATION ENQUIRY COMMITTEE.

LIST OF WITNESSES WHO TENDERED EVIDENCE.

Second Meeting-
Monday, 2nd April, 1923.

1. Mr. Hugh Bryan (Superintendent of Education) and Mr. J.H. Lawlor (Inspector, Education Department);
2. Messrs. V.V. Naidoo and Munzoo, representing the Colenso Indian Social Service League.

Third Meeting
Tuesday, 3rd. April, 1923.

3. Miss Esther Payne Smith, Grantee of certain Government Indian schools, Pietermaritzburg.
4. Mr. R.M. Drummond and Mr. Bhayla, representing the Indian community of Eastport.
5. Mrs. Venables, representing the Ladysmith School Advisory Board.
6. Rev. J.M. Sundrum, Messrs. M.I. Kajeer and S.R. Naidoo, representing the Council of the Pietermaritzburg Branch of the Natal Indian Congress.
7. The Rt. Hon. S.V.S. Easri, P.C., Agent-General for the Government of India in South Africa.

Fourth Meeting
Wednesday, 4th. April
1923.

8. Rev. J. Metcalf, Grantee of 13 Indian schools under the Wesleyan Methodist Church of South Africa in Natal.
9. Messrs. A.A. Ghandi and M. Yusuf, representing the Tongaat Indian Community.
10. Mr. C.R. Amod, representing the Maidstone Indian Community.
11. Messrs. I.H. Zhan and T. Deeboruth, representing the Isenambi Indian Community.
12. Messrs. R. Singh and N.K. Chetty, representing the Ladysmith Indian Community.

Fifth Meeting
Thursday, 5th. April,
1923.

13. Miss V. Thomas, conducting a private school at Dannhauser.
14. Messrs. Sheik Abdool and D. Lazarus, representing the Dannhauser Indian community.
15. Rev. A.W. Cragg and Mr. R.A. Singh, representing the Richmond Indian community.
16. Mr. P.A. Naidoo, representing the Point Indian Community.
17. Messrs. V.K. Pillay and Mahomed Cassim representing the Pinetown Indian Community.
18. Mr. M.E. Sigamoney, representing Clairwood and South Coast Junction Indian Congress.

19. Messrs A. Bai, President; E. Thomas, Secretary
S. M. Woodley, E. J. Choonoo, T. M. Naicker,
L. J. Harris, Miss E. Peters, representing
the Natal Indian Teachers' Society.

19a. Mr. G. H. Hindson Grantee of Indian schools,
Durban.

Sixth Meeting -

Tuesday, 17th. April, 1923.

20. Messrs. Cassim Meer and V. G. Naidoo, representing
the Dundee Branch, Natal Indian Congress

21. Uzinto Indian Community Statement handed
in by Mr. S. R. Naidoo.

22. Messrs. R. R. Singh and V. G. R. Naidoo, represent-
ing the Glencoe Junction Indian
community.

23. Messrs. I. M. Kathir, Sheik Saeeer and A. M. Ephraim
representing the Newcastle Indian
community.

24. Messrs. Gopaulsingh and P. Mahabeer, represent-
ing the Isipingo and Merebank Indian
community.

25. Mr. V. Vinden, representing Mt. Edgecombe.

26. Messrs. Danjee Danjee and M. G. Notala, re-
presenting Verulam.

27. Mr. S. Cellerman, Dalton.

28. Messrs. A. L. Naidoo, B. A. Naidoo and S. A. Maharaj,
representing the Natal Indian Farmers'
Association.

29. Messrs. D. Charles and F. Pillay, representing
the Fort Shepstone Indian Community.

30. Messrs. J. P. Lutchmansingh and S. Hoopsingh,
representing the Chaka's Kraal Indian
community.

31. Mr. Peter Luke, representing the Stanger,
Kearsney and Glendale Indian community.

32. Messrs. S. John and N. Singh, representing the
Tugela Indian community.

33. Messrs. M. Ramportal and B. Maharaj, represent-
ing the Nonoti and New Guelderland
Indian community.

Seventh Meeting -
Wednesday, 18th. April
1923.

34. Messrs. R. M. Naidoo, Nicholas and C. M. Anglia,
representing the South African Indian
Federation.

35. Mrs. J. M. Godfrey and Mrs. V. R. R. Woodley re-
presenting the Durban Indian Ladies.

36. Rev. A. Lamont of Durban.

37. Rev. G. Hibbert-Ware, Grantee of Anglican
Church Indian schools in Durban.

33. Capt Byron, Grantee of two Anglican Church Indian schools in the vicinity of Durban.
39. Messrs.V.M.S.Achary and G.S.Woodley, representing Sea Cow Lake Indian community.
40. Messrs.H.L.Paul,L.R.Gopaul. J.E.Naik, Ismail Gora, J.Sobiah, in their personal capacity.
41. Mr.L.J.Harris,Chairman Westville and Rooikopjes District Indian Farmers' Association and Head Teacher of St. Thomas' Government Aided Indian School at Rooikopjes near Durban.
42. Mr.H.Tandree,representing Greenwood Park District Indian Community.
43. Mr.M.E.Lakhi, Mr.G.C.Vannali and Capt.W.T Walker (Town Clerk),representing the Greytown Indian community.
44. Mr.H.Deethasu Maheraj (Chairman) and Mr. Changiah (Secretary) representing the Manning's Place Landowners' and Residents' Association.
45. Col.Foxon, ex-magisterial service of Natal in his private capacity.
46. Mr.D.S.Chetty,representing Umgeni Village Indian Community.
47. Messrs.Albert Christopher,Pundit Bhawanidayal, S.Rustomjee,V.S.C.Pather, A.I. Rajee,P.R.Pather,and S.R.Naidoo, representing the Headquarters of the Natal Indian Congress.
48. R.A.Lewitt Statement put in.
-

Eighth Meeting -
Thursday, 19th. April
1923.

INDIAN EDUCATION ENQUIRY COMMITTEE

Monday, April 2, 1928.

MINUTES OF EVIDENCE taken before the Indian Education Enquiry Committee.

the SUPERINTENDENT OF EDUCATION (Mr. Hugh Bryan) is called, and is examined as follows:-

By the Chairman:

1. I don't know if you saw an article which appeared in the "Witness" on Saturday, anticipating the sitting of the Commission, which gave the number of Indian children of educatable age as 32,000. How many Indian children are there of school age in Natal?

I can best answer that by a long statement. In my Report of 1926 there is an unfortunate phrase which should have been deleted, but which failed to be deleted. I there give a certain number of children of school age. That phrase "of school age" should not have occurred in the Report. That figure of approximately 32,000 is the Census figure of Indian children in Natal, of all children, not children of school age, and the number of children of school age is an extraordinary difficult thing to get hold of. We admit children to the European schools of six years of age; the subsidy is paid for children of seven years of age. The European population is about 167,000, and the Indian population is about 147,000. Those figures are approximately right I believe. We know that the European population of 167,000 supplies an average enrolment of about 25,000 children, and a gross enrolment of about 31,000. It means then that as the European population of 167,000 is likely to supply a school-going population of at least 25,000 to 26,000

children, assuming that the Asiatic is not less prolific than the average European you will have at least 25,000 to 26,000 children of school age in the Province. It is not certain, but I think that is a fair deduction to make.

By Mr. Lidgett.

2. Will you compare the average enrolment in that case.

Yes, I think you will have not less than that in the schools, so when I say at least 10,000 in my Report, I think that is the very lowest figure. It can very well be 15,000 and it may be more.

By the Chairman:

3. You say 25,000 children?

Yes, I think it would be at least that. It is guess work almost entirely. We can only approximate to it. The ordinary figure that you take on the population is 20 per cent for children, and that you would have to lower by a unit or two in the case of school-going population. If you took the figure of 16 per cent. of the population you would probably get an approximate figure of the school-going population.

By Mr. Acutt:

4. Is it not a generally accepted fact that Indians are a great deal more prolific than Europeans? Have you taken that into account?

I am not able to say that. If that is so then you would have to put your figure up 3,000, 4,000 or 5,000.

By the Chairman:

5. Don't you in your Department communicate with the Census Department with regard to the number of European children who become of school age every year?

Yes, with regard to Europeans. We know those, but we cannot get them with regard to the Indians. All they can give us is the number of children existing in a certain year. The question of age is an extraordinarily difficult one. What we do in the schools for the sake of registration is to say when the children appear that this lot of children are to be reckoned as seven years of age. The parents don't know the age of the children.

By Mr. Acutt:

6. Don't the parents have to register the children?

Yes, within 30 days of their birth.

By Mr. Fell

7. Could you not make the parents responsible?

To bring the certificate to the school. It could be done, of course.

By the Chairman:

8. The number of children you have in the Government schools at the moment is how many?

In the Government schools just about 2,000, primary.

By Mr. Fell:

9. How many schools?

Eight primary schools.

By the Chairman:

10. Then in the Aided schools you have approximately 8,000?

Yes.

11. You give a total in your statement of 9,913?

Yes.

12. You then put the later position that there must be at least another 10,000 children who would be actually

17. The parents take them away?

Yes. I think a very large number of them are sent back, and they perform small tasks in the field, or they go round with their mothers and fathers fruit selling and things of that sort. They become useful at the age of from 8 to 10, and they don't attend school afterwards. I should say that is the reason. It is a common sight to see an Indian man or woman with a small vegetable handcart with an Indian boy in attendance. Out of this 10,000 there are about 7,000 of them in Standard II and below.

18. If better facilities were given would not the same thing apply, that they would fall off after a certain age?

In any department of education you get a drop after a certain stage. The drop begins in European education in Standard V, a small one, and the big drop takes place after Standard VI.

By Mr. Acutt:

19. I take it that if Indian parents kept their children at school longer, up to Standard V or VI, that the number of children in the schools would be very greatly increased?

You would have roughly in Standard VI, 1000 or 1,200 children, and in each standard that would mean that you would have at least 2,000 or more children in the schools up to Standard VI more than you have at present.

20. At what age do they generally pass out of Standard VI ?

I think you will find that if an Indian boy goes to school at the ordinary time he will progress at the normal

rate just as the European boy does. An Indian boy would pass out of Standard VI at about 13 or 14. Indians have no difficulty in overtaking the work.

By Mr. Lidgett:

21. Put shortly that means that Indian children, age for age, learn just as quickly as European children?

Yes.

By the Chairman:

22. Do you think there is any real remedy to improve the situation without compulsion - a compulsory school age?

The information that we have shows that the children are anxious to come to school. I have a report in this year where one school has rejected 300 in the neighbourhood of Durban.

23. Through lack of accommodation?

Yes, I think that is the tendency. The Indian children want to come to school. The majority of the parents are keen, I believe, on the children going to school.

24. Seeing that they fall out so rapidly after Standard II would not some compulsion be required, say up to Standard III or Standard IV?

Of course one cannot pretend that a Standard II education is what one would wish. Its national value would be dubious if it went no further than Standard II.

25. Have you come to any conclusion as to what would take place if the principle of compulsion were applied? Considering the economic position of the parents what would you suggest?

If you are going to have a system of compulsion, I should say you certainly should not have the upper bar of it lower than Standard IV, and that it should be increased as time goes on. I would not be satisfied to let it rest at Standard IV permanently.

26. What is the actual position regarding these aided school grants? Do you pay them on attendance?

Yes, we pay them on attendance. The grants are £2.10. 0 per annum on the quarterly average attendance of children not less than six years old and not more than sixteen.

27. You make some inspection of the schools?

Yes, they are regularly inspected and reported on in the same way as the European schools.

28. The class of teacher that you have got in the Government School, the Indian teacher has passed what standard?

We have for the Indian teacher at present two certificates, one of which we call the Senior and the other the Junior. The academic qualification for the Senior Indian Certificate I should say roughly is one and a half years beyond Standard VI and the Junior Certificate is just about Standard VI.

29. Even the Senior Certificate does not come up to the Junior Certificate of the European?

I should not say so. What do you say Mr. Lawlor?

Mr. Lawlor (Inspector of Schools) I should say the Senior Certificate is near about the same level as the Junior certificate of the Cape.

30. I think we may take it that your opinion is that we can approximately get an average attendance of about 20,000 children in the Government and Aided schools without compulsion?

Yes, if there were facilities for their attendance, and the teachers to teach them.

31. In the course of twelve months you would have them?

I think within that time the numbers would double themselves.

32. And most of those children would go up to about Standard III without compulsion?

Yes probably.

33. After that they would begin to filter out?

Yes.

34. Have you formed any approximate idea of the cost, assuming that we put the whole system under Government control and put aside the aided schools except where they had some reason for supporting them themselves? Have you formed any idea of the number of teachers and the actual cost?

I have not attempted to work that out. Of course it would mean that if you had 10,000 extra children roughly you would want another 250 class rooms and another 250 teachers, and it would mean of course that you would have to build those 250 class rooms, and at P.E.D prices you could not hope to do that at less than £100,000. Then you have got the salaries of the teachers on the top of that.

35. Have you any idea of the mean average cost of a

teacher. As near as I can get at it I put it down at £150?

The average salary of an Indian teacher in the Government schools is £140.

By Mr. Lidgett:

36. That is the seniors?

That is all over. In the Government Aided schools the average salary is £57.

By Mr. Acutt:

37. Indian teachers?

Yes, of course in the Aided schools you have to remember that a so-called salary is paid in some cases. I mean that it is an abuse of words to call it a salary.

By the Chairman:

38. You would want £80,000 roughly for salaries, and another £10,000 for Headmasters?

Yes.

39. That would be about £90,000 in salaries alone?

Yes.

40. That is running it on the basis that you would take all those children up to Standard IV.?

Yes.

41. And the subsidy from the Union Government is on an average attendance of 75 per cent?

We get an average attendance of 87 per cent.

42. That would be 18,500?

Yes.

43. The Union Government Subsidy would pay your salaries?

Yes.

By Mr. Scutt:

44. Have you any European teachers in Indian schools?

Yes. We have European Heads in two Government schools, and we have European assistants in one Government school, twelve of them. There are European Heads in five Government Aided schools. There are fourteen European assistants in Government Aided Schools.

By Mr. Lidgett:

45. Those figures don't include the Europeans in Government Aided schools - the average of £57?

They are the Asiatic teachers.

46. You say that the Indian teachers in the Government schools average £140 a year, and in the Government Aided schools £57?

Yes.

47. Are the qualifications in both institutions the same?

No. In the Government schools out of 50 teachers two only are unqualified; in the Government aided schools out of 176 assistants 91 are unqualified.

48. I suppose those are the lower salary people. What are the salaries of these people?

There are people getting as little as £1, 30/- and £2 a month.

49. How many approximately?

I could not tell you exactly how many. According to the latest returns I find that out of a total of 216

teachers 18 are drawing salaries of less than £2 per month.

By the Chairman:

50. And the rest, in the Aided schools?

Mr. Lawlor (Inspector of Schools): There are 18 receiving between £12 and £24 per year, 20 from £24 to £36 a year, 21 from £36 to £48 a year. Then you have 22, 25, and 26 gradually going up until at £7 per month you have a rapid falling off in numbers. The big break occurs after £48 a year. The highest salary paid in Aided schools is £18 a month. That is paid to two persons I think.

By Mr. Lidgett:

51. With regard to the difference in pay of the qualified teachers, does this mean that there is a constant urge or scramble on the part of the qualified teachers in Government Aided schools to get into Government schools as vacancies occur?

Mr. Bryant: I think they desire to get into Government schools.

52. Do you in actual fact find that the Government Aided school qualified teacher is always on the jump for any vacancy that occurs in the Government schools?

Yes, we always have a number of applications for any vacancy.

By the Chairman:

53. Are there any lower than £12 a year?

No.

54. What are the qualifications of these Government Aided school teachers who receive very small salaries?

They have anything from a Standard IV or Standard VI education, pupil teacher type, and a very poor type too.

By Mr. Acutt:

55. Have you statistics showing the proportion of boys and girls attending the schools?

The number of girls in attendance is 1,767 and the number of boys is 8,146. These last figures were compiled more recently than those I have previously supplied. If you call it 8,000 as against 2,000 you won't be far out.

By the Chairman:

56. Has the Department laid down any scale of salary for aided schools, or is it left to the Managers?

Yes, entirely.

By Mr. Hollander:

57. You pay the grant, and they do what they like?

Yes.

58. These aided schools are generally under the supervision of one or other of the Missions?

The great majority are. As a matter of fact, the great majority of them are under two men. There is one group under Mr. Metcalf of the Wesleyan Mission, 13 schools, and the other group is under Mr. Hindson. Five are under the Anglican Church, one is under the Swedish Mission, two are under the Roman Catholic Church, and so on. There are very few indeed who are not in some way connected with a mission.

By Mr. Pretorius:

59. Is the average attendance, 87 per cent. good?

It is very good.

By Mr. Lidgett:

60. How does that compare with the European schools?

The European figure is 91. The European figure is higher under compulsion. As a matter of fact, on the

whole the European section is higher in the secondary section, where it is 93 per cent.

61. You don't give the number of Aided schools in your statement?

I think so. The Government aided schools are given as 44.

By the Chairman:

62. How many teachers in these Aided schools are drawing less than £5 per month?

81.

63. Can you give us any idea how far the schools are supported by payments from the parents in fees, and what support they get from Missions or other outside sources, or whether they are largely run on the actual grant?

Mr. Lawlor: Apparently fees average out per pupil from 7/6 to 8s.0. per year. That would be a conservative estimate.

64. You don't know whether any of them are supported from outside sources?

I have not got particulars, but going through the last set of financial returns I don't see anything in the nature of donations.

65. Can you give us any information as to whether the grant is utilised only for salaries. I think you have a rule that it should be spent on teachers' salaries only?

That is the regulation. I find that the Government grant roughly does not pay the teachers' salaries in two

schools out of three: in the third it does.

By Mr. Hollander:

66. What is that due to?

I have not analysed it very carefully but there is such a thing as putting an expensive teacher in charge of a small school. There is overstaffing in several cases, comparing one school with another. Some of the teachers are drawing high salaries comparatively for the post they hold.

By the Chairman:

67. Do you think any portion of this grant is used for any other purpose outside the payment of salaries?

That would apply to the one school in three. I cannot give these figures very accurately, because the financial return required to be altered in form.

68. With regard to the one third you mention where the grant is more than the teachers' salaries, are they not actually breaking the rule there?

In the strict letter of the law they are.

69. In one third of the schools they are not actually expending on teachers' salaries the grant in accordance with the Regulation?

Yes.

70. Is it a fact that the grant is pooled in some cases?

Yes, in one set of schools it is done. One grantee has a credit balance £307. That I understand is used for expansion. In one or two cases I have had to call attention to expenditure that I did not consider was justly educational, but in the majority of cases the money

is spent on education.

71. There are two Managers with a large number of schools under their charge, one with 13 and another with 10?

Yes.

72. Do they utilize the grant for each school separately, or do they pool the whole sum?

In one case I know they pool the whole sum, and there is not a separate return for each school, but the other grantee Mr. Metcalf, makes a return for each school, and states how that particular school has made its balance.

73. Is the grantee allowed any expenses out of this grant for himself?

He charges travelling expenses. And it may be paid out of the grant, but I am not prepared to say without further examination of the figures that it comes out of the grant.

74. What is the total amount paid to Managers as travelling expenses?

I cannot give you that now.

75. Do you think it would be approximately £500 a year?

I would not like to make any approximation without consulting the figures again.

76. Does the Department permit savings from these grants to be utilised for payment of loans or improvement of buildings or for the redemption of debts created in that way?

Such features figure in the returns, rents, installations of sanitary apparatus and other charges like that. One or two charges I have queried.

By Mr. Hollander:

77. You know that the present subsidy is based upon a capitation grant of the children attending school, as opposed to the old method of £ for £. Can you point to anything in the Subsidies Act of 1925 which definitely and compulsorily applied the subsidy which the Province received to education purposes only?

No.

78. You then agree Mr. Bryan, that the subsidy is a general subsidy to the Province, although it is based upon the attendance of children at school, and therefore the subsidy is not restricted to educational purposes?

I don't think it is by law.

79. Would you be in favour of allocating the subsidy under different heads to the heads under which it is granted?

You mean making water-tight compartments.

80. Yes, of each section of the subsidy?

I think that is a fair way of putting it. I think the Native or Indian or European section has a right to what it earns.

81. Then it should be restricted to education?

Yes, I believe that was the intention.

82. I am taking the Law as it is. If the subsidy is not legally restricted to education would it be correct to insist that it should be divided into water-tight compartments under the headings under which it is granted?

There is the consideration of equity besides the legal consideration.

83. I want to get at the basic facts of the subsidy, and I understand you to agree with me that there is nothing in the Act whatsoever that restricts the subsidy to educational purposes, although it is based upon school attendances?

I don't know of anything.

84. Would you restrict it to education under the compartments under which it is granted?

Yes.

85. If we take Indian education as laid out in the Auditor's Report, page 54, the unit cost of Indian education in Government schools, after deducting any revenue which is earned is £7.5.6.?

Yes.

86. As against that the subsidy to the Province is five guineas per Indian child?

That is in Government schools.

87. If the water-tight compartment system were adopted would you be in favour of reducing the unit cost in Government Indian schools to five guineas?

That would create a further water-tight compartment as between Government and Government aided schools.

88. Would you be in favour of further sub-dividing it by not permitting any increase in the unit cost per pupil over the five guineas?

It would be difficult to resist.

89. In the event of any expansion on the present figure of £7.5.6 such expansion would involve the Province in a loss of £2.0.0 on each pupil?

Yes, in Government schools.

90. I think you will admit that on that one point alone it could not have been intended that the subsidy was to be

restricted to education?

I don't think that the per capita grant in any Province balances the cost of education. Ours would be the nearest probably.

91. The same thing applied right through the educational service in exactly the same way - I am eliminating Native education, which is dealt with on a separate basis - but in no case does the per capita grant equal the unit cost?

That is correct.

92. So that in each case the Province is adding an additional amount to the figure set forth in the subsidy?

Yes, in the Government schools.

93. If you take the grant-aided schools, there is of course a very considerable difference. The amount of the unit cost in a grant-aided school is not equivalent to the per capita grant allowed under the Act?

£2.16.5 as against £5.5.0

94. The unit cost in the aided-schools under Indian education is less than the per capita grant that we receive from the Union Government?

Yes, very much less; about 50 per cent.

95. I draw your attention to ordinary primary education. The grant there is more than the unit cost even in the case of Europeans, in the European aided schools?

Yes.

96. The fact that the whole of the grant is not being spent on Indian Aided schools applies equally to European aided schools?

Yes.

97. From that point of view would you like to suggest that the Administration has been making improper use of funds which

are granted under the per capita basis for education?

No, I would not like to say that at all.

98. The comparison is the same practically over all sections of it?

Yes.

99. That is quite clear?

It simply means, of course, that there is a quite obvious opportunity of doing more for the Grant-aided school.

100. But not for doing more for the Government school?

No, I would say that we should seek the advantage of the majority.

101. If you want to strike a balance the only way you would do it would be to reduce the unit cost of the Government school?

Yes.

102. That would result in a reduction in efficiency?

The first thing one would think about would be the cost of the salaries, and you would probably have to get rid of your European teachers, or something of that sort.

103. If it becomes a question of expansion of facilities, under these circumstances would you favour the expansion of the present Grant-aided school?

Yes, it would have to be so. I don't think the Province could possibly face the expenditure even of £6.15.0 over the whole system. It would mean an instant addition of about £30,000 to your expenses.

104. You are ^{of} opinion that expansion would necessarily have to be in the direction of reducing, shall I say, the status of the Government school and building up the aided school?

Yes, you have got to remember that the Government

school are so small numerically compared with the aided schools that if you did reduce them you would not save much, and I think it is quite a sound thing to have a Government school section up to which schools can be encouraged to climb.

105. All things being equal I take it that if you had not to regard the financial side of it at all you would prefer all the aided schools to be turned into Government schools?

As a matter of efficiency, yes.

By the Chairman

106. Can you give us the amount spent in excess of the subsidy on European education and Coloured education and Indian education?

I cannot tell you.

107. Would it be possible for you to verify the figures if I give you a statement of the number of pupils in European schools in 1924, 22,491. The subsidy was £342,150 and the actual expenditure was £449,036. In 1926-27 the subsidy was £350,573, and the expenditure amounted to £420,701. The figures are also given for Coloured education and Indian education. You might verify them and put in your replies at a later stage. I have a statement drawn up here which you can take?

Yes.

108. In the Government Indian school the average cost per annum per pupil is £7.9.0 and in the Aided school it is approximately £2.18.0. The average per Indian pupil per annum is therefore £3.15.0?

Yes.

109. It is not a matter for your Department. You can't dispute that statement?

No.

110. The same thing does not apply in Coloured or European education?

No.

111. But there is this further feature, that there is a great deal more spent of European education, which comes from the taxation of the European very largely, in addition to the subsidy?

Yes.

112. In your opinion would the Indian community at the present moment stand such taxation as would bring their education up to the level of the European?

I cannot say. It depends how far the Indian is taxed to-day.

113. Coming back to the standard of qualifications of Indian teachers, what is the actual standard aimed at by the Department? Is it not a fact that in the aided schools the majority of the teachers don't exceed Standard VI?

Yes.

114. There are 91 unqualified in the Aided schools. What is the nature of the qualifications of the unqualified?

Many of them would be below Standard VI.

By Mr. Lidgett:

115. All these 91 might be standard VI ?

They might be , but I very much doubt it.

By the Chairman:

116. The training for the Junior Certificate for the Indian teacher, what does it give them?

There is a regular teachers' examination. We tried to make the syllabus for that examination in some way fit them for the work they would have to do in the schools; and then they have a very small amount of specific training, but of course it is very indifferent, not of a good standard.

By Mr. Hollander:

117. Any expansion, whatever direction it takes, must begin with the teachers?

Yes.

By the Chairman:

118. Do the Indian teachers take a departmental examination to become teachers, or do they merely take a school examination?

They take a departmental examination.

119. Standard VI ?

No, the specific examination for teachers' certificate.

120. That is a special examination?

Yes.

121. Before they join and train for this certificate are they required to pass Standard VI? Do you not admit them as Junior Certificate teachers after Standard IV?

They may not have the actual record of their school passing, but they have passed the departmental examination which is fully equal to Standard VI.

122. You do admit some of them for the training certificate who have not passed Standard VI?

Yes, quite likely, but they have succeeded in fitting themselves for the requirements of this examination, which is if anything a bit beyond Standard VI.

123. You admit that the position is unsatisfactory?

Yes.

124. And that the Standard should be higher, and you favour a proper system of training to put them on an efficient basis?

Yes.

125. I don't know whether you care to put up any statement as to what exactly should be done, a definite statement as to what it would cost, and the number of children who would come into the schools without compulsion, or whether we should compel them up to a certain age. Will you at an early date give us replies to those questions as to the cost of putting Indian primary education on a proper basis?

Yes.

By Mr. Hollander:

126. Are there facilities to-day for the training of Indian teachers?

No we have a makeshift scheme. There are three centres where they get a certain amount coaching for the examinations, and a little training in the art of giving lessons. It simply means that a few of these teachers go to school now and again, and we are able to detach European lecturers who go now and again and see how they are carrying on their work.

127. If the funds were available you would see no difficulty in organising a training centre for Indian teachers?

No the difficulty would be the staffing of it. I presume you would want to have some Indians on the staff and we have not got them in the Province. We have not any graduated Indians who could do the work. I would favour a European head, and a staff of graduated trained Indian teachers, men of experience. They would have to be obtained. We have not got them in the Province.

By the Chairman:

128. In view of the fact that the position is not satisfactory would you favour the establishment of a training college and the importation of graduates from India to start that College?

Yes, I would favour that.

By Mr. Hollander:

129. In the event of such an institution being founded and and being satisfactory organised, would you favour the staffing of Indian schools entirely by Indians, from the head downwards?

Yes, if we could get Indians of the correct level of education, but where shall we get them.

130. But if they were obtainable, would you favour the replacement of European teachers by Indians?

Yes, I would like to see it done, but I don't know that Indian opinion would entirely back me up.

By the Chairman:

131. In putting up a statement of cost, Mr. Bryan, I want you to bear in mind that the Province will not face taxation of the Europeans for the purpose of developing Indian education. You will have to keep that cost within the amount that the Union Government gives as subsidy to-day?

Yes.

By Mr. Hollander:

132. Would you favour the principle of Indian education being put on the same financial basis as native education, that is to the extent that the amount voted by the Union Government per capita for Indian education should be earmarked and allocated in the same way as the Native Vote is allocated for Native education?

It is difficult to say until I examine the Education Vote. It is an awfully difficult question.

133. Supposing the Union Government were to say that they were prepared to abolish the five quineas per head for Indian education and provide for the Indian community in the same way as they do for Native education. They don't give us a per capita grant for Natives. They give us a block sum. Supposing they said they would take out of the subsidy the whole of the Indian children so far as the

per capita grant is concerned, and replace that by a block grant to be earmarked specially for Indian education, what would you say to that?

I would prefer to have the subsidy system, because you can get an increase. There is always a snag in this block grant business.

134. You would not favour the Indian education problem being dealt with from that point of view?

No.

135. You would rather it was part and parcel of the general system, and subject to the per capita grant as we have it to-day?

Yes, I would prefer that.

136. In view of what you have said about the position of the teachers, and the number of children that are offering and the general backwardness of Indian education, are you of opinion that the five guineas per capita grant is sufficient to bring about any material improvement in the present position?

It will enable you to get a certain amount of material improvement in time. I think that we can by means of adjustment possibly make this five guineas grant do. That is the position that we are reduced to, seeing how far we can make the subsidy fit in with our requirements. What I would like to see is that our requirements be met as long as they are not extravagant. I think we could very well do with an increase of this capitation grant, to carry out the thing properly and effectively. I think the subsidy should be increased.

137. Don't you think, in view of the fact that this enquiry is a special part of the Agreement that was come to between the Government of India and the Union of South Africa, and that we are acting more or less as the Agent of the Union

Government in conducting this enquiry, that the principles laid down by the Union Government in this matter would justify us in asking for an increase in the subsidy?

I think that if we find difficulty, owing to the amount of this subsidy, in honouring the terms of the Agreement we should be perfectly justified, and more than justified, in asking for an increase.

138. Can you say that for any purpose of development or expansion, in the light of the information you have given us, the amount actually received, if we allocate it in a water-tight compartment, the £5 per head, is sufficient to bring about a material improvement?

I don't see where the money is to come from if we begin to expand. The money would be entirely insufficient.

139. If the terms of the Agreement may be regarded as a national obligation in South Africa, we would be entitled to look to the national Exchequer to place us in a position to carry it out?

Yes I agree with you.

By the Chairman:

140. Can you give us any idea what grants are being given towards Government aided schools, what grants have been given during the last ten years, and the amount spent on Government school buildings for Indians?

It is a matter of collecting the information.

141. Have you formulated proposals for expenditure on buildings at any time?

We have done this every year. We have placed upon the Estimates certain increases in class rooms and that sort of thing for certain Indian schools, and they have not survived as you know.

142. Is it your opinion that the medium of instruction in

Government Indian schools should continue to be English?

Yes.

143. In all cases?

Yes.

144. You don't favour vernacular education?

No.

145. Have you any knowledge of whether the local Indian communities have borne any cost of Government aided school buildings during the past ten years?

I have reason to believe that in Durban the Indian community have.

146. Whatever you know regarding that you can put before us in a statement later?

Yes. Might I supplement with regard to a question you asked as to the qualification of candidates for the Junior Indian certificate. There is no pre-requisite qualification asked for. We don't ask that they should have passed any standard or class before entering for this examination. There is an age limit only. We stipulate that they shall be not less than 15 before they enter for the examination. There is one other point that should be mentioned, and that is that I think it is a matter of common knowledge that the question of an Indian Teachers' training college has been thoroughly gone into by the Right Hon. V.S. Sastri, and he has raised a considerable sum of money for its establishment. The amount mentioned is £13,000 for the purchase of ground in Durban, and for the building of this Training College and the High School combined on that ground. I understand that he has acquired two acres of ground on which to build. Personally I think that is quite insufficient, but it is all that he has been able to get. That ground and that money has been procured for an institution which we educationists consider a prime necessity. As an educationist I am profoundly

grateful for the work Mr. Castri has done.

MR. BRYAN put in the following statement showing the present position of Indian education in Natal:-

1. Number of schools

Government.

Inter.	P IV	Class 1 250 or more.	Class 2 100-250	Class 3 Under 100	Total
1.	1	1	5	1	9

Government-Aided.

Under 50	50-99	100 - 149	150 - 249	250-399	400- 500	Over 500
1	13	11	13	0	4	2

Total 44.

2. Number of pupils

Primary (up to Std VI)	Boys	Girls	
In Government schools	1,903	139	
do Government Aided-schools....	<u>6,171</u>	<u>1,623</u>	
	8,079	1,767	9,846
Secondary (Stds. VII - X)			
In Government schools	66		
do Government Aided-schools....	1		<u>67</u>
		Grand Total	<u>9,913</u>

3. Number of Teachers:

Government.

European including two Heads 14
Asiatic " seven " 57

Of 50 Assistants:-

30 hold Senior Indian Certificate
13 " Junior " "
2 are unqualified.

71

Government-Aided.

European, including five heads 19
Asiatic " thirty nine " 215

Of 176 Assistants:-

13 hold Senior Indian Certificate
67 " Junior " "
91 are unqualified.

There are also ten Coloured Assistants 10. 244

4. Average number of pupils per teacher:

In Government schools29

In Government-aided schools 33

5. Number of pupils receiving no education:

Estimated at about 10,000, at least.

6. Education demanded:

In addition to the ordinary Primary curriculum, which is, roughly, that of the European schools, there have been demands for:-

- (a) Post VI education: There is only one centre for this, Carlisle Street, Durban, where sixty-six pupils are enrolled.
- (b) Technical education: For this there is no provision.
- (c) Vernacular education: This exists in a number of "private" or so-called "Tamil" schools. Its value is very dubious, and its continuance is not really necessary.

7. Needs:

- (i) Accommodation for 10,000 mentioned in 5 above
- (ii) Teachers to cope with the additional children when found accommodation. This connotes a Training College.

8. Grants to Aided schools:

The present system needs revision, for the amounts are insufficient to secure a decent status for teachers. Some are receiving a "salary" of £1.10 to £2 per month. The Department is ready to make suggestions which should remove present anomalies.

9. Vote for Indian Education:

This does not represent the full amount of the subsidy according to the Administration from Indian sources.

(30)

10. Indian schools, both Government and Government-Aided are fee-paying. Free education is, however obtainable by the penurious on investigation by School Attendance Officers and on recommendation by the Head Teacher.

11. Training of Teachers:

This is a mere makeshift at present, consisting of classes at three centres, (Pietermaritzburg, Durban and Verulam) where a modicum of "coaching" is done for the Examinations by Europeans.

Mr. LAWLOR (Inspector of Schools) is called, and is examined
as follows:-

By the Chairman:

147. You have some information for us?

The point I wish to place particularly before the Committee is with regard to grants. I first took an interest in this matter last year. I had an application from schools for the Additional Assistants' Grant of £20 per annum where the average attendance exceeds 50. I went into the figures, and I came to the conclusion that these grants were not distributed as well as they might be. I have also come to the conclusion that the system of grants-in-aid ought to be changed. A grant-in-aid is now paid on a capitation basis purely and simply. I would be inclined to take these Aided Schools and grade them by average attendance into so many grades. I have tried to devise a scheme of salaries. The main idea was that the Province should make itself responsible for the salary grade within limits, instead of giving the old capitation. I think the time has come to do away with these small salaries. I think they are a disgrace. I figured out once that to make £1 a month, if they had the initiative to go on the streets and sell the "Natal Witness", as soon as they had sold 80 they would be earning £1 a month. A second point. We give an additional grant for assistants where the average attendance is 50 or over. It is not always given. With that system of distributing the grant the schools benefit very differently. One school has got no less than six of these grants, and several

schools have none at all. You should see that the schools are as well equipped with staff as you can afford. That was my idea in changing the system of grants, that you should, and I would make the salary bill provide for an increment for a year or two years to the poorly paid teacher. The salary bill the Province should be responsible for up to a certain point. I worked out a scheme of staffing. I cannot say it is liberal. I found that according to my scale it would make very little alteration in the present staff, and about 10 schools at present would be rather overstaffed on my scale, while five would have their staffs increased. I feel that the system of grants-in-aid ought to be changed, and that we should, having determined our limits so as to be financially secure, guarantee the teachers their salary, and do away with the capitation system of grant.

By Mr. Hollander:

148. Do I understand that this scheme of yours involves rationing?

Yes, a school between so many and so many should have a staff of so much. I took the facts as they were. There is a need for some law. Some of the schools are in my opinion overstaffed, and a good many of them are understaffed and in some cases you find an understaffed school drawing Assistants' grants. There is another point in this scale of mine I propose to have the points overlapping. Supposing we run a school up to a certain point, that school can declare to go on to the next scale when it passes an intermediate point. The idea is to encourage them to get an extra teacher. I find that in a school of five teachers one of the classes is 52 and another is 72. That school is paid on a capitation basis. There was a credit balance of revenue over 'expenditure' of £75. The

school is understaffed, but instead of applying that credit balance to getting another teacher it was distributed as a bonus amongst the existing staff.

By the Chairmant

149. You must admit they were working overtime?

They were paying themselves for it. Whether they could do justice to a class of 72 I will leave to my educationist.

By Mr.Lidgett:

150. How many children were there in the other classes?

The numbers were 52, 72, 22, 23 and 21. The corresponding salaries were £204 for the Headmaster, £60 for the person in charge of the Class of 22, £114 for the man in charge of £72, and the other salaries were £43 and £30. There is a great discrepancy between the top and the other salaries, and on the top of that they distributed a bonus of £75 amongst them. Things of that nature were at the back of my recommendation that before we pay any grants we should insist on a proper staffing. I tried to work out a basis on existing figures, but I admit that the work is imperfect and not complete. I figures that two-thirds of the schools did not balance and that they had to pay more in teachers' salaries than we paid them in grants. If we raised the present capitation grant to £3 instead of £2 a head most of the schools would balance.

By the Chairmant

151. Would three good teachers handle a school with an average attendance of 100? We should earn £325 at £5.5.0 per head. Could you run a school like that with Primary classes up to standard III or Standard IV, with that £525 and pay three good teachers averaging £150 each?

I will give you some of the actual figures of schools for three teachers. One school has got an estimated average attendance of 72, another of 93, another of 47, another of 42, another of 110, another of 76, another of 73, another of 74, another of 77, another of 80 and another of 92. Those are all three-teacher schools.

152. Assuming that the average attendance was 100 we should earn £525. That would leave £450 for three teachers. Would that approximately cover the cost of a school like that?

I never like to answer financial questions without have considered them. I have put down here one head and two assistants for the grade of school that has from 64 to 105. As 96 they would be allowed to get an extra assistant if they so wish. I should say that we could manage fairly well on £5.5.0., but this business is much bigger than dealing with an individual school. If you take your £5.5.0., it won't do to make your salary bill consume too large a proportion of your subsidy. I am looking forward. You are going to have a Training College. You have got to find money for the running of that. I don't say that should come out of the subsidy. You ought I think, to get some assistance from the Union Government. If we adopt the figure of 60 per cent. of the grant for teachers' salaries, that would bring us out about £3 per average head. That applied to a school of 100 pupils would give us about £100 each.

153. That is 33 per cent. lower than the mean average scale the Indian teachers' Society put up?

I leave the margin for future developments. If you have bigger salaries and higher qualifications you will have

a difficulty otherwise in meeting your expenditure.

154. Can you give some idea of the nature of the accommodation in the schools you have visited?

The accommodation is very deficient. In a good many of the infant classes they sit on benches, and they support their slates on their knees when they write. Some of the schools try to cope with it. It depends on the initiative of the grantee as a rule. I think the condition on the whole of the infant rooms particularly leaves very much to be desired. It is better than it was 20 years ago. I can remember seeing children in a gallery. The seats were so full that if a child at one end nudged the next child the one at the other end fell off.

155. And the buildings?

They are for the most part wood and iron. They are extremely trying in hot weather and in cold weather. There is one school in Maritzburg which has been here for 20 years. It should have been pulled down long ago. That is an Aided school. They try to keep their buildings as clean as possible, but I have always winked a little at overcrowding, because I have always held that it is better to have more children at school, as many as we can take, rather than allow them to be kept out. As a rule I have difficulty in getting additions.

156. How did they build these buildings?

The schools are different in that respect. St. Silas' school at Cuthberlands, is an Anglican Church adapted to a school. The grantee made herself responsible for the Railway school at the Railway Indian Barracks.

By Mr. Hollander:

157. This suggestion of yours involves the abolition of the grantee system entirely?

Yes, except that you leave him some of the management.

158. Under the system you suggest you would make yourself responsible for the salaries and pay them?

Yes.

159. That means control?

The grantee would still look after the school buildings.

160. You don't suggest the entire abolition of the grantee principle?

I put it rather differently. I am not in favour of turning them into complete Government schools, because I tell you frankly I think that would be a mistake. I think you would add to your expenses a great deal if you did that. Therefore you must leave a grantee with a certain measure of local control.

161. If the basis of the grant-in-aid is to be changed to a salary scale, a definite salary scale, which would be allocated and paid to the teachers direct, how do you suggest that the other expenditure of the school should be met?

They would have the same source of revenue that they have now. They would have the fees.

162. They are not very much?

No.

163. You favour the present grantee system for control, with a change to an actual payment for salaries instead of per capita per pupil?

Yes.

164. Leaving the system more or less as it is?

Yes, something on the farm school principle, where there is a grantee. If the grantee wishes to increase the salaries in any way from their own funds I would have no objection so long as we keep within our limit.

165. Would you suggest that the payment of salaries be on qualification?

That would have to be taken into account. That would be one of the factors. It could be laid down that it would be desirable to have so many certificated teachers. There might be a case where they could not get them. I can foresee all sorts of difficulties until we have a constant stream of qualified teachers coming out. The great difficulty is this transition interim business.

166. Would you favour the extinction of existing facilities on the principle you have indicated? That is, if there are more schools brought into existence the extension should take place on the guarantee of the payment of salaries?

We expected the people in the old days who wanted a school to show us that they wanted it. We should have a progressive policy, and take them in rotation.

167. How would you deal with secondary education?

I have practically no secondary education in my District there is one secondary school at Carlisle street, in Durban. I have not given that subject very much consideration.

We could gradually develop the facilities for secondary education. I think it is right that we should develop one in Waritzburg. I would distribute secondary top schools through the Province as you find the need of the development. I would not do it at once, because you realize that the majority of these children do not get beyond Standard VI. and it would be ridiculous to put a secondary school say at Klip River until there was a need there. I have always felt that that is a sound policy in education to feel the need first. Don't anticipate. Anticipating too many needs causes trouble, especially financial trouble. A period like this is very often a period of promises. You want to see who actually wants the thing.

163. Do you think that the present teachers in the existing Government Aided schools would fall within the category of being entitled to the salary scale you have in your mind? I am referring to the Indian teachers now in the aided schools. Do you think the existing teachers in the present Government Aided schools would have the qualification which it would be necessary to lay down to fit them into the category of your scale?

You have heard this morning of the principle of the grantee managing so many schools. One of the results of that is for a teacher to get into a circle of schools. I would encourage free movement from one Aided school to another. I cannot offhand give the number of qualified teachers but there are 91 unqualified and we have about 85 qualified. With 85 qualified teachers and 44 aided schools, that would give us an average of 2 qualified teachers per school. That I see in my way in the pooling of the schools under one grantee.

169. I take it that the initial step necessary before anything of this kind is done would be to ensure an output of qualified teachers?

Yes, to begin with. With regard to this Indian Training College there will be some time before there will be any output from it. Then we have the other problem. Are we going to increase the number of schools? We shall want teachers immediately if we do that. Years ago I wanted to recommend a lower grade of teacher even than we have at present. The idea was to have some sort of qualification for this interim period which would enable us to come with an increase in the number of schools, and gradually when the Training College has taken its full place then we can carry on the system better. I would recommend a very great expansion of this. I have not worked out very clearly how it should be done.

170 Referring to the Government Aided schools how about the character of the work done?

Two of them do remarkably good work.

171. What is the difference in the curriculum between the Government schools and the Government aided schools?

When I first undertook Indian education as a part of my duty there was a special syllabus for Indian schools. I felt that the syllabus was antiquated. As regards a subject like arithmetic the Indians can keep well up with the average European. In English you cannot expect them to be so well up. Where the schools rather suffer is when you get to subjects like Geography and History. The teachers have not the experience of education to teach those subjects.

172. Would you be prepared to suggest a standard for Indian education for the Province?

May I ask what you mean by a standard?

173. Would you be prepared to suggest that the curriculum of the Indian school should be brought up to the European standard, or if not at what point would you stop?

I should think it would be the work of some years to bring it up to the European standard. I should rather bring on a few limited lines.

174. The conclusion you would like us to come to is that it should be put within certain defined limits, what you regard in the European schools as standard IV or Standard V. It would be necessary to lay down a curriculum that would fall short of the European standard.

We would have to make concession in a good many subjects. It all depends to my mind on the teachers you have got.

175. Assuming that you have a staff of qualified Indian teachers in all subjects, would you suggest that the Indian Government Primary school should run on the same curriculum as the European school?

To a large extent, yes, generally speaking, I think when the Training College gets going, and we get a better class of teacher we should be able to do this, but I would not like to suggest any approximation to that until ten years
By Mr. Nichol:

176. Is there any system of grant for Indian schools for equipment or appliances from the Government for the Aided schools?

There is no system or definite regulation that I can

recall on the point. Occasionally when I had some old books to give away I would invite schools to apply for them, or a few old desks I would do the same. There is no definite system.

177. Has there been any case within your knowledge in which a grant was given for equipment, a direct grant?

I cannot recall one.

178. Are there any bursaries or free places provided for Indian students to prosecute their studies, say after Standard IV or Standard VI, similar to those provided for European and Coloured children?

None that I know of.

By Mr. Hollander:

179. Are there any for the Coloured children?

We give three free places in a Coloured school, but they are not followed up and taken advantage of.

180. Have any steps been taken by the Department offering encouragement to students to complete their course to Standard VI, in order that they might join the teaching staff?

No, they have not been encouraged in that way.

181. Is it the case that all the furniture and equipment have generally been provided by the savings from the grants or other sources of income such as fees?

There may be occasional instances in which some of the money is voted to improvement.

182. Is there any system of physical training in Indian schools, Government or Aided, physical drill or physical exercises with proper space provided?

No, it can be introduced. Several schools take physical training of a kind. As to the question of provision of space who is to provide it?

133. Are there playing fields available generally in the case of Government Aided schools?

I can only speak from my limited experience in the Midlands District. Take a school like Sutherlands. They have a football ground. The Wesleyan school drill in their playground. It depends largely on where the school is. If the school is in the country they are generally fortunate in getting a little more ground.

134. My question is a general one?

I cannot answer for 35 of them, because I am not familiar with the coast schools.

135. With regard to the buildings of the Government Aided schools, are they well constructed and suitably designed?

In my experience I would not say so. There is great room for improvement. One of my schools deserve nothing more than to be pulled down.

136. Is it the case that most of these buildings are made of wood and iron?

Several in my district are made of wood and iron, in fact all the schools outside the town. The Roman Catholic Mission school is not, but they rent a big building.

137. Is it the case that several classes meet simultaneously in the class rooms?

That is a drawback which exists.

138. Most of these buildings become very hot in the hot

weather?

Yes they are very unpleasant about this time of the afternoon, these wood and iron buildings.

139. Are sanitary arrangements with lavatories provided in these Government Aided schools?

They are supposed to be provided. Those in the towns have been compelled to observe the Borough regulations. There has been an improvement in that respect in some of the schools. I have had to speak about the condition of these places, and in one school I threatened to withdraw the grant until it was rectified.

190 I find in the Report of the Superintendent of Education for 1926 that in the European school the attendance in the various classes is fairly uniform, and that all the children are fairly distributed in the various classes. As the attendance is fairly uniform I wish to know whether it is due to the system of compulsion?

There are two reasons. The first is compulsion, and the second is the necessity of passing a departmental examination in Standard VI. The institution of that examination and its recognition by outside bodies as a condition of employment has led to retention. That has brought about the uniformity.

By Mr. Hollander:

191. The Education Law lays down a school-leaving age or a standard?

That Law was in existence in 1910. It was amended in 1915 when you raised the age, but the levelling up of the Standards became very noticeable after the school-leaving certificate was arranged for.

By Mr. Kichlus

192. As at present most of the schools for Indians are overcrowded, and they have no accommodation, I wish to know if the students were willing to sit in larger classes would there be room for their admission at present?

You mean if we instituted an examination as it were and kept them in school a little longer?

193. If they were willing to continue their education up to Standard III and IV?

Most of them in my District go up to Standard III or IV. The strain on the accommodation, even as it is is great. I tried to cope with it in Haritzburg by trying to get them out of the Aided school in Standard III over to the Government school.

By Mr. Hollander:

194. Have the present conditions resulted in the exclusion of a large number of Indian children who are desirous of obtaining education? Are you conscious of any general exclusion of Indian children by reason of the accommodation and conditions not being able to provide for them?

Applicants have not been turned away to any great extent in my district. I am not conscious of any great exclusion. I am not saying that there is no such thing, but it has not come to my knowledge.

195. Is there a demand for education which is not satisfied?

The parents are not as willing to send the girls to school as the boys in a good many cases. That sex business is to be taken into account when you ask me a question like that as to exclusion.

196. Within your own experience of the district you supervise

(45)

has it come to your knowledge, through representations made by grantees and other people who are interested, that there is a very much larger number of Indian children offering than the conditions will permit of being accepted?

I am not aware of it. I cannot recall a single case.

By Mr. Kichlu:

197. Has it come to your knowledge that more than 300 students were refused admission at Clairwood?

Clairwood is not in my district.

V.V.Naidoo AND E.M.MANJOO are called, and are examined
as follows:-

By the Chairman:

198. Who do you represent?

The Indian Social Service League of Colenso.

199. Will you read your statement?

V.V.NAIDOO reads the following statement:- We the undersigned representatives of the Colenso Indian school service League, which represents the Indian population at Colenso, beg to submit our statement concerning our local requirements and needs in regard to the necessity of providing education to Indian children in the locality. The number of settled Indian population in Colenso is 194. Owing to the gradual development of Colenso, and to the fact that the S.A.R. Electric Power Station is built here, there is every prospect that there will be a gradual increase in the number of Indian population as time goes on. There is not a single school at Colenso, to which Indian children could be sent to be educated. There is a Government school, which is comparatively large, for European children at Colenso, under the Headmastership of Mr. St. John F. Mitchell. Frere, which is half way between Colenso and Estcourt, has a school for European children, and attached to it is also a hostel. The nearest Indian school is situate 13 miles away from Colenso - at Ladysmith, and the next nearest school for Indians is at Estcourt, 25 miles away from Colenso. In the past admission has been refused at the Government Indian school at Ladysmith owing to want of accommodation at this school. The absence of an Indian school at Colenso has resulted in Indian parents of means sending their children to different centres to be educated. One boy is at

at Ladysmith school, two at Estcourt, and three at Pietermaritzburg. The majority of Indians resident at Colenso are in poor circumstances, and are therefore unable to send their children elsewhere to be educated, which will entail further expenses as not only fees in regard to tuition have to be met, but their board and lodging have to be paid. The number of children of school-going age is 60, and the ages of these children range from 6 to 14. There are no facilities whereby these children could be educated, and all of them are growing in illiteracy. We desire to emphasise the point that there is a keen desire on the part of Indian parents to provide education for their children, and the very fact that parents in well to do circumstances send their children, though it be few, to distant places to be educated is an indication of the fact that there is a growing need for the establishment of a school at Colenso. We feel that the Provincial Administration can secure a suitable building at Colenso at a low rental, equip the building with school furniture, and staff the school with teachers. We on our part are prepared to recommend to the Department an Indian of substance and standing as grantee. To meet the immediate requirements of the Colenso Indians, we respectfully suggest that the establishment of an aided school be authorised, and we undertake to see that a sufficient number of Indian children attend the school. We also feel that surrounding localities, where Indians reside, will also send their children to be taught at this school, if established. We also desire to bring to your notice that in a small population like Colenso there are 19 boys and girls, whose ages range between 14 and 21, who have never received any kind of schooling

and are absolutely illiterate. It goes without saying that unless provision is made for the establishment of even an Aided school at Colenso almost all the children now growing will be without any education. We have collected statistics showing the names of parents, number of children, number of children of school-going age, and the total local Indian population, which we think will serve some useful purpose in considering the claims of Indians at Colenso for the establishment of the school. We have in this statement given you sufficient facts, which we trust, will be carefully considered and relief afforded to us. We desire to thank you for the opportunity given to us in placing before you our own local requirements.

200. Do you think you could get an Indian there who would be responsible, who could act as grantee?

Yes.

201. Have you any idea how you could find two teachers?

To start with even a Junior teacher will satisfy the immediate needs of the locality.

202. You have 103 children in the District?

Yes, including children in arms. That is the total number of children.

By Mr. Hollander:

203. What is the accommodation at Ladysmith?

Even last year admission to the school for infants was refused. There was not enough accommodation.

204. Are you familiar with the figures of attendance at Ladysmith?

No. They have their own representative here who will tender evidence.

205. It seems to me from the Superintendent's total that the largest number of pupils, 177, have only attended for practically half the year?

That is for the Ladysmith representative to answer.

206. I am trying to square that with the statement you made that admission has been refused because of want of accommodation at that school?

As far as admission for outside pupils is concerned, admission has been refused. That I can substantiate.

207. Have you made representations to the Administration with reference to the establishment of a school at Colenso?

I have never done that, because of the difficulty existing schools have to extend and improve.

208. You say here there is a keen desire on the part of Indian parents to provide education for their children. If there was that keen desire at Colenso ---- ?

Before the Electrification came into existence, the Indian population there was negligible.

209. But that is about four years ago?

Yes.

210. You have been content to go on as you are up to the moment?

Yes knowing full well that the Department would not be able to open up a school seeing that a school like Ladysmith is not extending or giving admission to children

outside.

211. There are 170 school places in Ladysmith, and that total number of places was only filled for one half of the year?

But the children there are enrolled.

212. But they only attended half the year, and 27 only attended just over 100 days, and 25 only attended between 50 and 100 days, and 11 only attended from one to 50 days. The school was apparently only full for less than half the year?

They have not struck off the roll the names of children who are irregular.

By Mr. Pretorius:

213. On what grounds have children been refused admission to the Ladysmith school, children from Colenso?

The Headmaster in charge said that there was lack of accommodation. That was in 1926. I made a personal application for my youngest brother, and they refused admission.

By Mr. Fell:

214. What do you consider the Indian community in Natal entitled to in the way of educational facilities under the terms of the Agreement between the Indian and South African Government as compared with the European population.

I think that will be best answered by our leaders. I don't think I should say anything about the matter. We only represent our immediate localities. We are not well versed in those subjects.

By Mr. Lidgett:

215. You have really come here to ask us to give you a school in Colenso?

That is all.

216. I suppose you will recognise that your town is a place of greater difficulties for us to deal with than almost any other in Natal?

Why, Sir.

217. Because it sprung up in a night and it might disappear in a night?

The Government has sunk a great deal of money there.

218. Do you know that the whole of these 194 Indians are going to be permanently settled in Colenso?

I know that the place is gradually improving and it stands to reason that the people will gradually increase.

219. But the whole reason for the existence of Colenso as we know it now is based on the Electrification scheme for the Government railways. Are any of those 194 Indians employed at the Electrification works?

None at all. They carry on callings such as store-keeping, washing etc. These are not employed at the Electrification works.

By Mr. Kichlu:

220. Can you tell us the number of Indians employed on the Electrification scheme?

There are none at all.

221. Is the population of Colenso a floating population or a fairly permanent one?

I reckon the present population is permanent. I have

been there eleven years. The population will increase. The Power Station is being extended and other dwellings are going on.

222. The population is fairly permanent?

Yes, quite, the majority of them being business people.

223. Is there at present any school there for Indians?

No. The nearest school is 18 miles away at Ladysmith. The next nearest is 45 miles away at Estcourt.

By Mr. Pretorius:

224. How many Indians were there living at Colenso in 1923?

I am pretty certain that the Indian population then could not have been more than 200.

225. What would the population be to-day?

194.

By Mr. Lidgett:

226. That includes the babies in cras?

Yes.

By Mr. Pretorius:

227. What was the population prior to 1923?

About 50 per cent less than it is to-day.

By Mr. Bell:

228. Is the train service suitable to Ladysmith?

Yes, it is very convenient; but it is a handicap that second class accommodation is refused to Indian children even though they are in possession of second class tickets.

(The Committee adjourns)

Tuesday, April 3, 1923.

Miss FRYER: ITM is called, and is examined as follows:-

By the Chairman:

229. Who do you represent?

I am a grantee of six Indian schools, and I represent them.

230. You don't represent any religious body?

I must say that the religious body to which I belong has not done very much to help me. If I represent any religious body it is the Anglican Church.

231. Have you put in any written statement?

No.

232. Have you anything to say regarding your own school and the difficulties you have to face?

The grants that we receive are supposed to be employed only for the payment of teachers. If we want appliances and buildings, we must get them out of school fees, which are very small, and private subscriptions. The Indians connected with the schools of which I am grantee have done a great deal for themselves. They pay the rent of the school at Newcastle. They increased the size of the school at Lidgetton, and put up the best wood and iron building that we have entirely at their own expense. At Horick the Indian Babha put up a building which they used on Saturdays and Sundays, and which they lent to us

on the school days, the weekdays. The school at Sutherlands was enlarged by the Indians with the assistance of white people some time ago, but the original building was put up by the Anglican Church. The railway school is my own private property, and I have sometimes spent on it a balance belonging to the school and coming from school fees, but only recently. For many years I added a class-room whenever it was wanted. The oldest school we have, St. Paul's, is at the bottom of the town. One part of it is almost pre-historic. It is green brick and it was put up in the time of Dean Green, I don't know how many years ago. It is beautifully cool but very small. The other part of the school is a good brick building but not large enough, and these two schools were put up by the Church people with the assistance, a little, of Indians in the neighbourhood. With the exception of the schools at Newcastle and Lilletton, the schools are too small and overcrowded.

233. What is the nature of your staff and their qualifications?

As soon as Mr. Lawlor started the teachers' classes the capacity of the young teachers has improved wonderfully; their capability, their power of teaching has increased wonderfully. They often begin teaching when they are only 15 or 16, and they keep very good discipline in classes varying from 30 to 50 infants, and they teach them something. The Head Teachers have themselves been trained, and they teach the young teachers how to teach; but one of our difficulties is that we cannot afford to

pay certificated teachers a sufficient salary, and they very naturally apply for posts under the Government and leave us. In the school at St. Paul's three certificated teachers have left us in the past year. The school has grown, and we have four Junior teachers whose average age is 17, I should think, and the Head teacher has to leave his class perpetually to see what these Juniors are doing. If, as is the case at Sutherland's, the same teachers could be kept on year after year, teaching would be very much more successful, and the upper standards would not suffer so much from the head teacher perpetually having to go away and see what these very young teachers are doing.

By Mr. Nichol:

224. What is the usual starting salary which you pay your assistant teachers in the school?

We pay them £1.10.0 a month, holiday months as well as working months, and we raise it 10/- each year if they are satisfactory. If a very clever boy passes the Senior Examination very rapidly, we increase his salary more rapidly. If a boy fails in passing his Examination, he does not get the 10d. 6s. increase but he does get part of it.

225. What is the maximum to which teachers can rise in your school?

One of the teachers at Newcastle gets £3.10.0 because he is a married man, but I tell them that under present circumstances we shall never be able to afford

to give a senior teacher more than £8. I have one other senior teacher who is getting £7.10.

236. What is the average rate of a teacher's salary in the schools in your town?

I should think at Sutherlands the average might be £4. At St. Paul's only about £3, because we have four junior teachers who are not getting as much as £2 per month.

237. Is it the case that within the limits of the present grant-in-aid it is impossible for you to pay larger salaries than you pay at present?

Already when I pay larger salaries I have to get the difference out of my own pocket or from subscriptions. Every school of which I am grantee has a large or small deficit balance.

238. Do you always get grants for assistant teachers which are permissible under the rules?

Only in three cases out of six. Newcastle gets grants for two teachers, so that I suppose at some time that must have been the custom. Sutherlands gets one grant. The Railway School gets only one teachers' grant. At a time when we had four or five certificated teachers at St. Paul's I applied for a teachers' grant, and it was refused on the ground that things were going to be set in order. It takes a long time to set things in order.

239. Have you ever received any building grants from the

Government towards the construction of any of the schools in your charge?

None at all, but the Railway school stands on a site which belonged to the Railway, and was sold to the Corporation, and the Corporation has treated us very handsomely and has reeled off the school. In that way the Corporation and the Railway helped us, but I don't think the Government has done anything else towards the buildings or the sites.

240. You have done your best within the limits of the funds available so far as the question of buildings is concerned?

That is so, but the Indians themselves have given great help.

241. Now as regard the condition of the Railway School building here, is the building suitable for educational purposes? Is it of iron and wood?

It is made of iron and wood, and in many ways it is very suitable. The class-room in which the Head teacher teaches is parallel to another class-room of the same size, and the Head teacher always has his last junior teacher under his eye so that he can give his instructions through the window and can see what he is doing. I think the school is quite suitable. It would be better to have a class-room for each class, as it is we have two class-rooms with a class in each and two class-rooms with two classes in each.

242. Is the school full?

At the Railway School we have room for a few more because so many of the Railway Indians were sent from Waritzburg to Durban some time ago. We lost 70 children all at once. We have picked up very much, but the school is not quite full.

243. Is the Novick School quite full although it has been in existence for only about two years or more?

It is overflowing.

244. Are children being refused for want of accommodation?

Tell me are supposed to, but we don't, and as we have classes outside a good deal they don't suffer from want of oxygen to any great extent. May I tell you a story against the Corporation. It is against the rules to put up a wood and iron building within a certain distance of the Town Hall. I wished to put up a wood and iron class-room, and put in a plan. I got a reply that it was contrary to the rules, but would I go ahead and they would not take any notice. I considered that very kind and thoughtful.

245. Are the Indian children very keen on education?

Very keen indeed, but they play truant occasionally. They get tired of their holidays, but they like a day or two off in term time.

246. Are the parents keen on sending their children to school?

Yes, except when they are useful at work. It is

very hard indeed for a basket woman to have to leave vegetables in the garden because she has nobody to carry them. She naturally keeps a big boy at home to help her carry her things to town. But on the whole I think the children are very regular.

247. In the case of the Newcastle school will you kindly let us know whether the rent for it is paid by subscription raised locally by the Indian Community?

That is so. The young people at Lidgetton formed a school Committee, and gathered all the Indians from a distance. People came from Greytown to the meeting, and all these people assessed themselves at annual subscriptions according to their wages. About 15 months ago I found that Newcastle was costing me more than I could afford, and on the spur of the moment I wrote to the Headmaster and told him I could not carry on and that he was not to start on the 1st. February. He only had about three days notice. He called a meeting and the Indians agreed to double the fees and to pay the rent, and they have also formed an Indian school committee which is paying the rent, and about the same time they doubled the rent. I think the people who pay the rent pay it to each other. That is their look-out. Some of these things are complicated. The property is in an Indian bankrupt estate, and I think the Indians who pay the rent are the creditors, and they get the rent back again. I have not paid the rent for the last year and three months. It has been paid by the Indian Community at Newcastle, and they pay their fees very well. That school has been paying its way and paying off the deficit balance at the rate of £5 or £6 a year.

243. Are there any debts at present in connection with the schools in your charge which should be met from the savings of the grant, or are all the schools self-supporting?

Only one school is self-supporting, and that is the Railway school, because the building is my own, and there is no rent. It is a large school, and that school has a balance of about £25, but all the other schools have deficit balances, and if the schools are in a position to pay a little of it off it comes back to me. Money is owed to me. I could if I liked put it down as subscriptions, but if I did that and a school improved financially then I should not know what to do quite with the money in hand. So I put it down as a deficit balance, but I don't expect to get it back. It is practically subscriptions I have given to the schools during the past six years. I borrow the balance of the Railway school to pay teachers punctually instead of keeping them waiting for their salaries. If the school increases, and we want another classroom I shall spend it on the class-room, but at present it is in my possession, and I set it against the deficits.

249. In other words, you run the school as well as you possibly can within the limits of the total amount available?

Yes. The salaries are also pooled. When there is a balance the Headmaster wants his assistants to have higher salaries. I keep the salaries very much at the same rate, however, through all the six schools.

By the Chairman:

250. To put your schools on a satisfactory basis what do you suggest should be the increase in the amount of the grant from the Department. Say we put it up to £4, would that enable you to put your schools on a satisfactory basis?

£4 instead of £2.10.0. Of course they would like the highest salaries they could get, but I think that would be

sufficient. Any young teacher who got \$2.10.0 and who received \$4 instead ---

251. That is not the point. You get a grant of \$2.10.0 per child on the average attendance now. If it were raised to \$4 per child would it give you enough money for salaries, and to put them on a satisfactory basis?

Yes that would be sufficient for the salaries.

252. You would have \$400 as compared with \$250?

Yes, that would make the salaries quite sufficient.

By Mr. Nichols:

253. If the grant is raised to an allround rate of \$4 per scholar, average attendance, would it not be the case that the smaller school would not be able to earn enough to maintain efficiency, and the larger schools would be able to earn an ample amount?

That is the case, As it is at present the big schools are very much better off than the small schools. The smaller the school the greater the grant that is required.

By the Chairman:

254. Do you find that the children attend regularly up to a certain point, and then begin to drop off. What is the point or standard at which they leave?

I think the fourth standard. A good many children leave after they have passed the second and third standards, but the greater number of them pass the fourth standard, and a few remain in the fifth standard. Fewer remain in the sixth, and an occasional child, generally a very small boy who is precocious, stays on to the seventh standard, but we have not many in the seventh standard.

255. But there is a desire to complete a fairly good primary education amongst the community generally,

Yes, I think the children leave because their parents are poor, and they want them to earn wages.

256. Have you any idea of the earnings of the parents of the children who attend your schools?

A cook in a hotel gets as much as £12 a month sometimes down to £3 per month. I am not quite sure. I am speaking from what the people have told me. A young waiter gets £3, and very likely has a couple of children to send to school. The wages in tea-rooms and hotels vary from £3 to £12, but I think £12 is very unusual. I think the people who are better off than others are the people who have land near the town, and who grow vegetables and sell them without the intervention of the middleman.

257. And the Railway employees?

I don't know what they are paid now.

By Mr. Lidgett:

258. When the Chairman put that question to you regarding the increase of the grant from £2.10.0 to £4, in your reply you rather stressed that that increase would put the matter of salaries right. Would not that £4 per child enable you practically to carry on these six schools without drawing on your own funds or the subscriptions of people who are interested in this work?

I think it would be quite sufficient.

259. Not only for salaries but for the repairing of the buildings and the supply of equipment, and that sort of thing?

Yes, I think it would do that. I think if such an increase were made it would be much better to allow the managers of schools to spend some of it on equipment and repairs instead of paying it all in salaries.

By Mr. Aoutti:

259. Do the school children pay any fees?

The fees vary a little bit in different schools. I said that the Newcastle people doubled their fees. That was incorrect. They added something to every fee allround. The father can afford larger fees for the small children rather than in the upper standards. The fees go from 6d. a month for the infants up in some of the schools to 5/- per month for standard VII. In January and July when we get no school fees the grant is insufficient to pay the salaries. I have to advance money which I get back when the fees are paid in other months.

260. Do you find that any of the parents fail to pay their fees.

I don't think that is the case so much as it used to be. The fees come in pretty regularly. Of course we bring pressure to bear. The headmaster of the Railway School asked me to let him have some of the toys the children were to get at Christmas. He told the children that they would not get the toys unless the parents paid their fees, and the fees came in quite wonderfully.

261. Do you find there is a reluctance on the part of the parents to allow their girls to go to school?

Yes, but the number of girls at school is increasing very much. The number of girls at Newcastle increased very much after Mr. Sestri's visit.

262. Do you know what is the reason for this reluctance on the part of the parents to allow their girls to go to school?

I asked the boys why they did not bring their sisters, and they said: "Teacher, women must learn to work in the house." The girls come best when they are the oldest in the family, and have little brothers. As soon as the brothers are old enough to come by themselves then the girls remain at home.

263. It is not solely on religious grounds?

No I don't think so. I should like to mention that the schools have a very civilising effect on the Indian community. When my school was built of wood and iron at the railway all the other buildings around were made of wattle and daub and tin from petrol and paraffin tins. After being at school for some time a boy would tell me that his father was going to build a house like the school, of wood and iron. The tin shanties are being turned into wood and iron, and some of them are quite pretty little buildings. Besides there are a certain number of brick houses, and they have taken the place of the wattle pole and tin houses that were there thirty years ago

(66)

MR. DENNING AND MR. BHAYLA, representing the Estcourt Indian community, are called, and are examined as follows:-

By the Chairman:

264. You wish to speak about the position at Estcourt?

Mr. DENNING: There is only one school that I have anything to say about, and I don't know that I have anything to add to what I have already said in the statement I have put in. I am not in a position to express any opinion on the various questions the Committee are handling except the one matter of the school premises in Estcourt, and that I think I have stated as it is altogether in that statement. (The statement put in by witness is as follows: - "On the 25th. January last I prepared a report for the information of Mr. Nichol, which was handed to him at the time of his visit to Estcourt. I cannot do better than quote from the same report. The educational facilities provided in Estcourt for Indian children consists of one school only, which has also to provide the requirements in this connection of what are known as Coloured children. The school is a mixed one for boys and girls. It is a Government school and is served by a Headmaster and two Assistants as to whose qualifications no exception can be taken; but as regards the school building the accommodation is totally inadequate. The premises are that used to be the Agricultural Hall some thirty or forty years ago when Estcourt consisted of only a few scattered houses. In this building there is one class-room only, the size of which is 57 feet by 20 feet, wherein are housed 57 pupils in eight different classes. The rest of the building provides living accommodation for the headmaster and his family. It would be superfluous to stress how extremely insufficient these premises are for the purpose for which they are being used. Beyond the limited accommodation, however, the schoolroom itself is badly ventilated and insufficiently lighted. Cross ventilation can be obtained only by opening a door leading into the headmaster's living room. The school-

room would never pass the test of any health regulations. In fine weather classes are held on the verandah outside, which relieves the congestion; but in wet weather the position is almost impossible for the carrying on of teaching. These premises are not the property of the Education Department, but are rented. They were never intended I am sure for permanent use as a school, but only to meet a temporary difficulty in obtaining premises. The tenure is quite precarious, and may be terminated on a month's notice, in which case no other accommodation would be available for the time being. As I have stated there are 87 Indian and Coloured children attending the local school, but it is estimated the attendance would be increased by at least 25 per centum if the accommodation were sufficient. Apart from the unsatisfactory nature of the accommodation there appears to be no serious ground for complaint from this school. The requirements of the town therefore are adequate premises. A suitable site would I am sure be given by the Borough Corporation. Plenty of land is available, and the only expense to which the Department would be put would be in connection with the building itself.") I should like to emphasize the size of the building accommodating eight classes in the one room, and that part of the building is occupied by the Headmaster and his family. Three of the walls are simply blank walls. The only ventilation comes from the window and the doors on one side. The court is very full up, and there are very few vacant buildings. As you will see from the statement I have put in this building is rented, and the rent 25 a month, and if that tenancy were terminated at any time, as it could be on a month's notice, there are absolutely no other premises whatever. This subject of premises is not a new one so far as the Katecourt Indian school is concerned. As far back as 1891 there was correspondence with the Education Department, and at that time the parents of the Indians offered

to purchase two acres of land if a building could be put up. but the reply from the Education Department was that the item was struck off the Estimates. It would appear that it has never been considered since then as far as the Department is concerned.

By Mr. Nichol:

265. The school at Estcourt is a Government school?

Yes.

266. The accommodation consists of only one hall in which all the classes are located? Is that the case?

Yes. In dry weather it is not so bad, because they hold classes outside, but in wet weather I don't know how they carry on with three teachers trying to teach three classes in one room.

267. How long have they had the school in this building?

Since 1913.

268. Has there been any proposal by Government to construct a new building --- to acquire a site?

None at all. The Indian community offered to get a site, but it did not get any further.

269. Who supplied the furniture? Was it supplied by Government?

The school does possess suitable furniture, but it was not supplied by Government. It was supplied by the Indian community themselves. It was originally an Aided school. It is now a Government school.

270. Is the school quite full, or is there any accommodation left unoccupied?

To express my own opinion I should say that with 37 pupils in this one room the accommodation is quite insufficient. If there was more accommodation, there would be more pupils. They estimate that there would be an increase of 25 per cent. There are no other Indian schools in that district, that is to say, as Kooli River, Interton or Lomen. But I don't know that they would attend on account of the matter of travelling facilities.

By the Chairman:

Q71. Have you anything to add Mr. Phoyla?

MR. PHOYLA: - I don't wish to say anything more than I have said in my statement. (The statement put in by witness reads - "Being a co-delegate to R.S. Drummond, who is giving evidence before the Education Commission at Fritzberg on the 3rd April 1923 on behalf of the residents of the District of Tebort, I heartily support all his statements as to our requirements in connection with education and the facilities which we urgently require here. In addition I wish to add re Vernacular Education that we desire that this privilege be extended to all our children irrespective of creed to be educated in their respective tongues, and the Government to subsidise the various Vernacular Institutions or allow grants-in-aid for this to be carried on in our District as the Commission may think best. The majority of the residents of this village are very poor and earn a very little wage to pay for books and school fees. They find it very difficult. Therefore a good many pupils are not attending school at present. Even those that do attend school leave by the time they reach Standard II, especially the boys whom the parents send out to seek employment so as to bring in a little

remuneration for the upkeep of the family. We humbly ask that to meet the need free education be granted, so that all children could go to school and acquire the desired knowledge that they require to grow up to be youthful, respectful, and worthy citizens. There is only one Indian school in Weenen County. There is quite a big Indian population here. The train service from some of the villages is very inconvenient to Leticourt, so that children could not come to school and return home in the afternoon. The Bergville and Weenen trains arrive at Leticourt at 11.30 a.m. and depart at 1.30 p.m. This does not allow much time for the pupils to be at school. There is quite a big number of children of school-going age at these and intermediate stations, and they are kept back from getting any education at all for the want of a good train service. If provision was made to have a Hostel attached to the school it would provide an opening for all the country children who are in remote areas to take advantage of this and attend the school regularly." There are a few Indian merchants there who are carrying on a Vernacular school there, but I am reluctant to ask for assistance because the Government School is not being helped.

By Mr. Clarkson:

272. Do you want your children educated in the vernacular only or in English?

I want to educate my children in both.

273. How many dialects are spoken in Leticourt?

We speak English.

274. No Hindus there?

(71)

Only two.

75. Do you want their children subsidised in their own
ve macular?

They will teach their children. .

MRS. V. HABLES (Ladysmith) is called, and is examined as follows:-

By the Chairman:

275. I understand that the other members of your deputation are not here?

No, they are unfortunately not able to come, so they asked me to take their place. The first point I feel should be that the school is in a very poor situation, under flood level, but there is no other ground available. I think we shall have to leave that out.

277. The floods are not serious?

Three years ago we had a very bad one. The feared another one after the drought. Also we work under difficulties. Shall I read the statement I have put in? (Witness' Statement reads as follows ---
Owing to other engagements, the delegate and one of the alternate delegates of the Ladysmith School Advisory Committee find it impossible to attend the Commission on Indian education at the sitting on the 1st April. The desire to submit in evidence the following memorandum of their views in addition to the evidence that may be rendered by Mrs. Venables, also a delegate of the Committee. They ask for the respectful consideration of the Commission to the points submitted: - 1st. They have to point out the unsuitability of the site of the Indian School in Ladysmith. It is situated on "flood level" and on more than one occasion the school has been inundated with water causing interruption of the school work and danger to the health of the children, 2nd. The school consists of five class-rooms with seating accommodation for 170 pupils. At present there are 124 children attending school and the addition of one or two

large class-rooms is necessary if the education of the children is to be carried on satisfactorily. The present site consists of one acre of ground, and it is very desirable that not only extra class-rooms be provided but that more ground for play and recreation be obtained. Ground for this purpose adjacent to the present school property is available, which is owned by the Ladysmith Corporation. 3rd. In the opinion of the Committee better facilities for the training of Indian teachers should be provided, and we would urge the establishment of a Training College for this purpose. 4th. There are many girls of school age not attending school at present and some effort should be made to secure the attendance of all Indian children of school age if facilities are afforded. 5th. The attention of the Commission should be given to the present scale of salaries and allowances of the teachers. 6th. Provision should in this Committee's opinion be made for meals for the poorer children, and a hostel provided for children of Indian parents who reside at considerable distances from school. 75 pupils in country districts adjacent are waiting to occupy an Indian Hostel if one is provided. 7th. The Delegates desire to call the attention of the Commission to the need of more expert drill and gymnastic instructors for the children during school hours. Hindu girls' dresses are totally unsuitable for Boy's Drill. 8th. A woman teacher would be of great assistance for attracting Hindu girls to the school. In submitting this memorandum the delegates of the Ladysmith School Committee desire to express their gratitude to the Education Department of Natal for consideration given to the advice of the

Committee in the past, and for their attention to the welfare of the Indian children. They express the hope that the points mentioned will secure the sympathetic consideration of the Commission and would respectfully urge that as far as possible the Commission recommend that the facilities as outlined be placed before the Provincial Council). With regard to the 7th. point I have mentioned, this arose out of our unofficial visit to the school when I was standing by and saw the drill that was being given to the children. I was immensely struck that the children were wearing long dresses and could not do the exercise. With reference to point 6, one woman teacher would be of assistance. I saw small girls being pushed in among the boys. They simply had not got room to move their elbows, and the result is that the children are not very much attracted to go to the school. Parents remove their children at Standard K when they can afford to send them to school, but until the accommodation is improved I suppose children will leave the school rather early. With regard to irregularity of attendance, it is to be done entirely by attraction. They send children as late as possible, and get them away as soon as they can. The school is always too full in spite of the unfavourable conditions, and there are children waiting to go on the school books. I might add that the vernacular is not desired locally as a medium of teaching. The Headmaster is very emphatic on that point. The conditions under which they are allowed to live in the town, and the malnutrition of the children, is absolutely deplorable. That also accounts for some children not attending school.

273. How many children have you?

The accommodation is for 170.

279. You practically want another 50 per cent accommodation?

We are working for two more class-rooms. We have an efficient staff, five and a Headmaster, at present. One is a very junior teacher.

280. Would you recommend the education attendance being compulsory?

Yes, I should.

281. Up to what standard?

Up to standard IV, if not Standard V. After all, Standard V is where a child begins to learn most, but it is partially economic pressure. Our Indian population is not rich, except for a few merchants. The number of small Indian children who are allowed to hawk with their parents is simply deplorable.

By Mr. Lidgett:

282. Is it on account of the poverty of your people that we see a suggestion for free meals?

There may be 30 children out of 130 who are really in need of food quite as much as our poor white children.

283. What are the parents? Are they mostly market gardeners?

They are.

By Mr. Kichlu:

384. Has the desirability of constructing a Hostel been considered in order to remove the congestion and allow students from outside to come and get education in higher classes? Is there a hostel attached to the school?

No, there is no hostel.

(76)

235. If a hostel were constructed and additional classrooms were available in the school, would it meet the situation better?

Yes.

236. Would it be desirable to have a separate girls' school beyond a certain age so that they might have the benefit of receiving education above Class IV?

There is no demand whatever for education by girls at the present time. There are only 20 girls in the whole school, very small girls, only nine years old.

237. If a lady teacher were appointed, would that make better provision for the education of girls?

Yes, if there were class-rooms for girls only. I think that would be of the utmost value.

238. Would it be desirable to open another school in the outlying places?

I don't think so. the Indian population is so scattered.

The P. V. J. N. "WINDY" and Messrs. H. I. "JOE" and S. R.

WINDY, members of the Executive of the Natal Indian Congress, Pietermaritzburg Branch, are called, and are examined as follows:-

By the Chairman:

239. Will you read your statement?

S. R. "JOE" reads the following statement: "We, the delegates of the Pietermaritzburg Branch of the Natal Indian Congress, and we such representing the Indian population of the City, beg to submit our statement in regard to several aspects of the question concerning Indian education. We desire at the outset to state that as the Headquarters of the Natal Indian Congress intend to submit a comprehensive statement dealing with all the questions that arise out of the terms of reference and with the general principle of the system of Indian education, with particular regard to the question of finance as appertaining to Indian education, we for these reasons do not wish to cover the same ground as will be covered in that statement. We, however, desire to confine ourselves to an examination of the system of local education, to survey briefly the existing facilities that are afforded to Indian children and to lay stress on the immediate requirements of the local Indian population. The total Indian population of the City is estimated to be 9,000, and it is computed that there are 1,300 children of school-going age out of this population. There are one Government school and five Government Aided schools including one at Sutherland. The number of children attending these schools is as follows:-

	boys	girls	total	space accommodation
York Road Govt. school	83	7	90	185
St. Anthony's school	263	157	420	300
Mesleyan school	146	87	233	206
St. Paul's school	140	80	220	200
Railway School	133	55	243	130
St. Elias, Sutherland	97	34	131	190

St. Anthony's school has recently converted a latrine into a classroom, where an infant class is at present being accommo-

dated. This school refused admission to 40 children during the first quarter owing to lack of accommodation. St Paul's school has lately added a class-room. During the early part of this year it refused admission to 15 children for want of accommodation. Deducting the number that at present attend schools out of the total number of children of school age, we find that 463 children who do not attend schools are growing up in absolute illiteracy. In this connection the Superintendent of Education in his latest report observes as follows:-

"The attendance of Asiatics shows an increase of 700 odd on the figures of last year. The Asiatic population has increased since 1924 but just about 1,000, so that a small advance has been made. We may assume that there are at least 32,000 children of school age now in the Province, for the census calculation was 31,599 in 1921. The difference between this and the 9,155 enrolled represents the mass of illiteracy among a certain portion of the Province's population that is growing year by year. A commission has been proposed to examine the question which cannot be burked any longer." Of the aided schools mentioned, with the exception of one or two, the condition of the rest of the Aided school buildings leaves very much to be desired. Notwithstanding the march of events in the improved system of modern education, and in the improved types of modern school buildings, we find that the same old schools are still attempting to serve the educational needs of the community. In these old buildings we admit with a debt of gratitude some pioneering work in the cause of Indian education was done, but without casting any reflection upon those who still continue their noble work in the field of primary education we owe a duty to ourselves to point out that the condition of these buildings as they exist cannot stand the test of the requirements of the Public Health Act, much less the rules of hygiene and health. They are ill ventilated, and their outward and inward appearance is not a source of pride

to the children attending the schools. The effect of the appearance of these buildings is unwholesome. The ravages of time have left their mark upon them. They are delapidated and are only fit to be demolished. The situation of these buildings permit of no expansion, much less improvements. If they had been a place of dwelling they would have been condemned as unfit for human habitation long ago. The consideration of the condition of some of these school buildings, their unfitness to be used as schools and their congested state forces us to the conclusion that the Administration should consider the gradual conversion of Aided schools into Government schools, with an eye to the provision of suitable buildings, with due regard to the choice of suitable localities. The further consideration is that the Aided schools, if not most of them, are overcrowded with children, much to the disadvantage of both themselves and the teachers. Added to these disadvantages is the employment, in the majority of cases of uncertified teachers in Aided schools. Their inefficiency does not carry teaching far. They retard rather than improve education. The present system, we submit, which allows the appointment of uncertificated teachers is faulty. We venture to urge that this system should either be mended or ended. We think that the duty falls on the Education Department to make the appointment of teachers even in Aided schools. As control of finance to aid these schools is in the hands of the Department, we do not see why the control of appointment of teachers should not be left in the hands of the Department also. Maritzburg, owing to its situation and to its environments has established clear claims to the right to be an educational centre. This being the case we cannot too strongly urge, besides the consideration of the question of the conversion of Aided schools, the question of establishing a central primary school, say for beginners up to Standard IV. The erection of such a school will not only relieve the congestion in so far as attendance is concerned, but

will provide fuller facilities to those who are unable to be admitted into schools owing to want of accommodation. Smaller towns like Estocourt and Stanger have primary schools, and it would be unreasonable to withhold such benefits from the City. The Claims of Haritzburg as an educational centre, the consideration of the large permanent Indian population here, and of the number of children who are not able to receive education, all point to the urgent necessity for the establishment of a Government primary school in Haritzburg. We should like to emphasise the need for a Primary school for girls as well. An education among Indians, as indeed with others, is not viewed with favour when girls reach a certain age. Parents for obvious reasons withdraw their daughters from mixed schools, and no separate girls' school exists where they can continue their course of study. Their education suffers thereby, and even what is learned in their early lives is forgotten and the time spent in school is lost for all practical purposes. The absence of a separate girls' school acts as a deterrent to the advancement of female education. We feel that the establishment of a girls' school staffed with women teachers, becomes a necessity, and will afford inducement to many a girl to qualify herself for higher education and for the profession of teaching also. We also desire that the benefits of instruction in domestic science be extended to Indian girls as well. If the State desires to tackle the problem of Indian education properly, and not only modernise it and bring it to a fair level of perfection, then foremost consideration should be given to the extension of the principle of free and compulsory primary education to Indian children, when education, though it be of a primary nature, will be equally distributed, and the status of a portion of the population will be enhanced thereby. We therefore feel that free and compulsory primary education should be extended to Indian children as soon as possible. In this brief statement we have, as already stated at the com-

mencement, confined ourselves to an examination of local conditions, and we sincerely thank the Committee for the patience with which they have listened to our representations."

290. I presume you are representative men of the Indian Community?

S.R.NAIDOO - We are.

291. Can you give me an instance where men of your class have made an effort to improve primary education by your own efforts? We had Miss Payne Smith here this morning and she has done a great deal?

It is the duty of the State to provide for primary education.

292. Don't the Europeans provide it?

We can show instances as to our own efforts to provide education. Take the Mahomedan school where English as well as vernacular education is being given. That is in Maritzburg. They purchased a very large school, and 90 children are being taught there.

293. Are they both boys and girls?

Yes, boys and girls.

294. Is that entirely at the parents' cost?

Yes, except that the Education Department is good enough to send their Inspectors to examine these children.

295. Are these children the children of the poor Indian class or of the richer Indian class?

The majority I should say are from the poorer section.

296. Who finds the money to run the school?

The community.

297. Can you give me any other instances where your own community have made an effort to help themselves?

I can give you an experience of my own. Somewhere about 1910 we started a High School for Indians. The Headmaster was the late Mr. T. Vaughan, who had been a teacher of the York road Government school. After establishing the school, and conducting it for three or four years, we wanted aid from the Government which the Government refused. That is an instance where even in those days the Indians were ambitious to have education. I should also state that apart from the imparting of English education there are numerous vernacular schools. For instance, we have a large school in Maritzburg, the Hindu Young Men's Association Tamil school. There is another school conducted by a Hindu Society, and another at Fentrich, all conducted by private efforts. I think it is within the knowledge of the Education Department that Indians at Howick originally established a school for themselves out of their own private means, and this school has now been taken over by the Department, and it is now an Aided school.

298. You ask for free and compulsory primary education?

Yes.

299. Do you want it at once?

I think, Sir, a gradual process will be necessary.

300. Up to what standard do you suggest we should make it compulsory?

I should say on the same basis as the Europeans. I

think they go up to Standard VI. I should say that in so far as the schools which are situated in the larger centres like Meritzburg are concerned I think the whole of compulsion can be utilised with advantage. But as regards smaller places, villages and so on, I think it will take time.

301. Suppose we were to say we will make it compulsory up to Standard IV. Knowing the earnings of your community are you sure they could afford to keep their children at school until they reached Standard IV?

I am quite sure.

302. They would not be impoverished by doing that?

They will view it in this way, that they are getting the benefit of education free at the cost of the state, and every parent would like to take advantage of it. You may have a few instances of exemptions being claimed.

303. Don't you know that in England when the compulsory system came in there was a half-time system for years until it became applicable to the poorer people?

I think it will take time.

304. Would you extend it to Standard IV?

In the larger centres certainly.

305. Would that not be took high for a beginning?

I don't think so.

306. Don't you think Indian market gardeners depend very largely for assistance upon their children?

In some cases, but I think things are changing for the better. More parents in poor circumstances are desirous of seeing their children receive the benefits of education.

307. Do you think we could venture to put the compulsion up to Standard III, and in a few years up to Standard IV, if we provide the buildings and the accommodation etc.?

All these considerations will have to weigh.

308. Will your community be able to stand that at the present moment?

I think so in the larger centres.

309. They will send their children up to Standard III, with perhaps an exemption age of 12?

Yes.

310. And in a few years up to Standard IV with an exemption age of 13?

Yes.

311. Do you think your community will stand that, and that it would not make them suffer?

I know that my community will. They are ambitious for education.

312. We don't want to put on the Indian community anything they themselves will resent?

I think the parents will be willing to assist the Department in that respect.

313. Even if it means taxation to assist?

Special taxation?

314. Any taxation that will be necessary to meet the cost of the education will have to fall proportionately on the Indian community just as it does to-day on the white community?

I think they will be willing to bear general taxation applicable to all.

315. We have endeavoured to clean up in the matter of sanitation the area round Durban, but we have not found the Indian community willing to pay even for their own sanitary services?

I think the spirit of resistance is misunderstood. If you are talking about the Health Board, I think there has not been generous treatment. I feel, having studied the question to a certain extent, that they are not being sympathetically treated in the levying of rates and in the collection of rates and so on.

316. But I don't think the resistance has been on that ground. I think they want control themselves. You have given us one or two instances where the Indian community has helped itself, but it certainly has not been general. If this is going to be carried out the Indian community will have to come up to standard?

I feel that they will help the Department.

317. This Agreement promotes a new spirit?

You take the question of the provision of higher schools - a training college. The Indians have contributed about £20,000

318. And you think that is going to extend and expand?
I think so.

319. Regarding the girls, at what age do you reckon that girls should be separated from boys?

Between 12 and 13.

320. You think they should attend mixed schools up to the age of 12?

Yes, I know of instances where there are girls who have passed Standard IV, and because of the absence of a girls' school they are now at home and have stopped their studies.

321. In making education compulsory would there be any objection to having the compulsion applied to girls as well as boys?

No, but in some cases we will have to apply for exemption for girls.

322. For what reason?

Especially when you have orthodox people, who are fast disappearing. I take the view that the population is fast becoming Colonial.

323. There will be a religious objection?

Their outlook is becoming. They are getting more and more Anglicised.

324. Have you any compulsion on girls who attend school in any part of India?

I don't know.

325. But you do feel that there would be some resistance to compulsion for girls here?

I do think that there would be some exemptions asked for. I would make the compulsion applicable notwithstanding

to both sexes, always providing for exeaptions.

326. What class of exemption? On religious grounds?

Solely on religious grounds.

327. Can you give me any idea, taking the Indian population of Haritzburg as 9,000, that would roughly 2,000 families?

Yes.

328. Can you give me the average earnings of the average Indian working man?

23 to 25 per month, and in some cases you have men employed who also receive rations.

329. Would £60 a year be too high for the average family earnings?

I would say the average of the poor section would be about £43 a year.

By Mr. Clarkson:

330. Have you as a Congress discussed this matter of Indian Education with the Indian Teachers' Society?

Yes, we met twice and had a discussion with the local teachers.

331. They are putting up a recommendation for the Government grant to be increased from £2.10s. to £4 a year?

I have not gone into the question of finance. That has been reserved for the Headquarters Representatives of the Natal Indian Congress.

332. Don't you think you ought to have thought about it,

because you say here "to give extension to the principle of free and compulsory primary education". Have you any idea of what it would cost?

No.

333. A quarter of a million?

Not so much as that.

By. Mr. Acutt:

334. You put forward the suggestion of free primary education. Do you think that the Provincial Council would be justified in granting free education to a section of the community which contributes in a very small degree towards the general taxation of the country? Do you think the Provincial Council would be justified in committing the Province to a larger expenditure such as you suggest in view of the small amount of taxation which comes from the Indian community?

That is a debateable point. I think it could be shown that the Indians pay as much as any other section pays by way of taxation. I think the Congress will show that. The revenue derived from the Indian community by way of taxation is about equal proportionately to what is derived from the other sections of the community.

335. Do you think we would be warranted in committing the country to this large expenditure on free education, because I don't think the Indian community does contribute a fair share towards the taxation of the country? Have you got any means of proving that the Indian community pays its fair proportional taxation?

If you will look at the statement put in by the Congress, they have gone into this question of the revenue derived from taxation of the Indian community.

Interesting figures are given there with regard to the taxation contributed by Indians.

336. You will recollect that last year the Poll Tax was imposed by the Provincial Government, and £35,000 was contributed under that form of taxation by the Indian community. That tax has since been removed, and I don't know by what other means the general run of the Indian community contribute towards Provincial taxation?

Our view is that the Personal Tax was paid by all except those who received exemptions under the Ordinance.

337. If the Poll Tax was at present in force you would have a claim to say that you do pay a fair share of taxation, but in view of that tax being taken off how can you justify your view?

We pay the Wheel Tax and the Licences and Customs dues.

By the Chairmans

338. Customs dues go to the Union Government?

Yes.

By Mr. Pretorius:

339. What would be the best method educationally of dealing with children whose parents contemplate leaving the country under the assisted scheme?

You cannot make any distinction.

340. That would mean that we would be spending money on a population which may be leaving the country at any time?

I think you will have a good percentage of permanent Indian population, and this permanent population is going chiefly to consist of those who like myself were born here.

341. That does not alter the fact that many families will take advantage of this Government aided scheme?

Yes.

342. How would you overcome the difficulty in determining the number of school-going children owing to the transitory nature of the Indian population?

You will have to balance the births against those who leave, the gradual growth of the population.

343. Would that be the way you would overcome that?

According to the Census figures I think the population does not show much difference.

344. How would you overcome the difficulty of the many dialects of the Indian children here are taught only English? If they leave the country for India would they not be placed at a disadvantage?

I don't think so. India is so used I understand to the English language that that language is spoken almost everywhere.

345. But still an Indian child leaving this country may find himself in a very difficult position. He would not be able to converse with people in his own tongue?

The knowledge of the vernacular is not forgotten.

346. Do they not neglect it here?

They speak it.

347. Would you recommend that it be taught in the schools?

I would recommend that the vernacular be taught as an optional and additional subject, and that it be left to the choice of parents.

348. You would want about half-a dozen teachers in each school?

If the parents wish it they must find the means to overcome the difficulty.

349. You are aware that this is a bilingual country. Would the Indian be quite willing to talk Afrikaans as well?

Out of a Conference at Kimberley, Afrikaans has become an Official language of the Conference. It all depends upon the point of contract. I know Indians in the Transvaal who speak Afrikaans just as good as English.

350. Under those circumstances you have no hope of ever opening business in the Transvaal?

There is the inter-Provincial barrier.

By Mr. Clarkson:

351. You would like it knocked down?

I think that would be an advantage to all.

By Mr. Pretorius:

352. Can you tell me how the average school attendance in India compares with the average school attendance of Indians in Natal?

I cannot speak on that matter.

By Mr. Felli:

353. What do you consider the Indian community in Natal entitled to in the way of educational facilities under the terms of the agreement between the Indian and South African Governments as compared with the European population?

I think the Agreement is clear on the point. The duty of the Government is clearly stated; that as long as the permanence of the population is established we are going to have the same facilities as any of the

other sections of the population.

354. You have seen the Agreement?

Yes.

356. Will you give us your interpretation of it?

I am not a lawyer.

357. You work for one though?

That is quite different from being an actual lawyer.

I think what is said in the Agreement is that the Government recognises its duty to uplift the Indian population to the whole extent of their capacity and opportunity.

358. And put them on the same footing as regard education as the rest of the population?

Yes, I think that is clearly said.

By the Chairman:

359. Do you think they have in their minds the level of the Native, or of the Coloured man or of the European?

The Agreement talks of a Western standard, and I think it means a European standard.

360. Take the Malay population at the Cape. They are Asiatics, of course, like the Indians, and you would hardly say they have a European standard. Do you think the Indians would be satisfied with the Malay standard at the Cape?

In the Cape Province the conditions are quite different. There the Cape Malays enjoy the franchise, and can regulate their needs and requirements by the power of the vote. If it is viewed in the same position

here-----

361. Would you be satisfied with that interpretation?

No. I think there is a distinct principle laid down that the permanent population are expected to aspire to a Western standard of living.

362. Equality in every sense with the European race?

In so far as provision for education is concerned.

By Mr. Kichlus:

363. With regard to the efforts made by the Indian community itself to provide educational facilities you gave us two instances of what has been done at Maritzburg: the Madrasa and the Tamil schools?

Yes.

364. Have there been numerous instances elsewhere in Natal?

There are numerous instances. Take the Tamil Institute which costs somewhere about £2,500, and take the Tamil school in May Street. That is a fine institution. All these have been maintained by the Indian community. In Durban there are four schools conducted and maintained by private efforts entirely at the cost of the Indian community.

365. Is it the case that in small places also efforts have been made to meet local needs?

Yes. Take Greytown where there is a school maintained by private efforts.

By Mr. Lidgett:

366. Without a grant?

Without a grant.

By Mr. Acutt:

367. Do they teach through the medium of English?

Yes.

By Mr. Kichlus

368. At the local school here they teach English in addition to some of the vernaculars?

Yes.

369. And some Arithmetic too?

Yes, I think they almost copy the syllabus of the Government schools.

370. Is it the case that the Inspector of schools conducted their last examination, and declared that the students had attained the proper standard?

That is true.

371. In regard to the education of girls, I take it your idea is that in the early stages of education, say up to Standard I or II, there is no objection generally on the part of parents to send girls to school along with boys?

No.

372. It is only when they reach a certain stage that there is a desire like the members of the other communities to have special schools to meet their special needs?

Yes.

373. Is it the case at present that some children attending the usual schools go to certain vernacular schools in the evenings?

At all vernacular schools that is the position . They go to the English schools and after 3 o'clock they commence their studies in Vernacular school at about

3.30 to 5.30.

374. Would it not be better if the schools where the buildings are decent were made the regular Indian schools and if the community made arrangements for additional instruction outside school hours?

Certainly.

375. Would any of these private bodies be willing to take advantage of such an offer?

Speaking as the President of the Hindu Association, which owns property to the extent of Rs. 2,500, comprising a large building with a school, library and so on, we would be prepared to place our building at the disposal of the Department for this purpose, and the Madrasa will also place buildings at the disposal of the Department.

376. Have you any information about the probable number of persons who go back to India every year under the Assisted Emigration scheme?

I have not the information before me.

377. Anything approximate?

I should say about 2,000 per year.

By the Chairman

378. They are leaving at the rate of about 700 a month this year?

I cannot say correctly. I think that owing to the larger bonus the inducement is greater.

379. There has been on an average about 300 to 350 a month since leaving since the increase of the bonus?

That may be.

By Mr. Kichlu:

330. Has the departure of these persons had any effect on the children of school-going age?

No.

331. Is it also not the case that in some cases the persons who go back have no children. They are elderly people?

Yes.

By Mr. Fell:

332. Do they take their families with them?

Many of them are elderly people who have not made good in the country.

333. Are many of them coming back to your knowledge?

I have not known of a single instance.

By Mr. Lilgett:

334. But you are quite satisfied in your own mind that any loss to the Indian community which arises from re-patriation is more than made up through the birth-rate of those who remain?

No I cannot say that. I don't think the birth-rate will overbalance the number of re-patriated Indians.

335. Do you think there are not 4,000 birth per annum?

I cannot say.

By Mr. Kichlu:

336. You suggested the establishment of a separate girls' school?

Yes.

337. Is it your idea that the institution of such a school would also solve the question of providing lady teachers for the lower classes?

Yes, I think our girls are beginning to realise their

own responsibility. They want to be teachers. I know of instances where girls have taken to the teaching profession.

333. Is there an Indian lady teacher in one of the schools here?

Yes.

339. Is it likely that there are girls who would take up teaching as a profession?

Yes, most decidedly.

By Mr. Clarkson:

390. Some questions have been asked about the repatriation scheme. I put it to you. Can we take it as a fact that from 80 to 85 per cent of the Indian population have no intention of leaving Natal?

You will have people like myself born here, and you will have people well established.

391. I don't want to debate the question. I put it to you from your practical knowledge. I ask you as a practical man can we regard it as the permanent position in Natal that 75 per cent of the present Indians do not intend to leave and are going to remain?

I cannot speak of the percentage, but you have a good number of the population that will remain permanently.

By the Chairman:

392. What is your opinion of the actual number?

I cannot say.

By Mr. Clarkson:

393. You can judge of a percentage?

I think a little over 50 per cent.

394. If only 50 per cent are going to remain then our

(93)

problem of education is about halved. What do you think is the absolute maximum of the population that will remain here?

I think very little over 50 per cent will remain.

By Mr. Kichlu:

395. Will you tell us whether the provision of buildings or the number of schools is sufficient for the present number of pupils who are receiving instructions?

No, they are overcrowded.

pp. 99 to 120

Evidence of the Rt.
Hon'ble V.S. Srinivasa
Sastri.

INDIAN EDUCATION IN NATAL

MR. SASTRI'S EVIDENCE.

On April 3 last the Right Hon'ble V. S. Srinivasa Sastri, P. C., Agent General to the Government of India in South Africa, was examined by the Commission appointed by the Natal Provincial Government to inquire into the problem of Indian education there. The following is the evidence given by him :—

(By the Chairman) Will you give us, Mr. Sastri, your considered opinion of the full meaning you attach to Clause I of Part III of the Agreement—the upliftment of the Indian community? Perhaps you would like time to consider, and would like to put in a written statement later? I believe you helped to write it?—I don't think I need time to give you my interpretation of this clause. It is true I helped in the writing out of this paragraph, as in the writing out of some other paragraphs. I would say that this sums up the goal as it were which the Union Government would keep in view in its work of uplifting the Indian population. Interpreted broadly, it would mean that the communal way of looking at these questions should be dropped; that is to say, that in considering what would be done in any case, you must not ask: who are they, which community do they belong to, what is their complexion, what tax do they pay, and so forth, but you must consider their capacity to develop by measures of upliftment, and whatever they can turn to advantage must be afforded to them. That is to say, take education with which we are primarily concerned at the moment. In considering how much education an individual should receive, the question should not be asked: what community does he belong to, where does he come from, how much tax does he pay, but what is his capacity, how much education is he capable of receiving and turning to his advantage and to the advantage of the community? In other words, he must be made an efficient member of the entire community, as efficient as he can be made. Education and other facilities must be afforded to him in the measure that will draw out of him the best of which he is capable, to make him a most useful member of the community. That, it seems to me, is the ideal which generally is held up for the Government, and the Union Government said that they would be actuated by that ideal in dealing with the Indian community. That, however, as I said, is the goal. No man in his senses would ask, considering the disparity between the ideal and the practical in this country, that this goal should be reached to-morrow, or by a sudden effort. It is quite another question what is practical—how much can be done. Then comes the question of the resources that this Administration has. It is not therefore a goal which is to be immediately reached, the contemplation of which should paralyse us, but it merely means that the common rule of civilised Governments, that they should make no distinction between elements of their population, but that they should deal with all alike impartially as their capacities warrant, is the ideal which is laid down in this paragraph. It is clearly visualised as the goal of effort.

The members of the Commission have got your memorandum which you sent to the Administration with regard to the erection of a High School and a school for teachers in Durban. I am quite satisfied with your explanation on this paragraph of the Agreement, but I should like you to give us what is in your mind with regard to your statement of the collection of this sum of money. You don't mind that information being given to the Press?—Certainly not.

You propose to control the building of this school yourself subject to some expert advice, and to hand it over to the Department and expect us to equip it with teachers and so on and take charge of it finally as an Administration?—That part of the equipment which is material I propose to make part of our scheme, and we will equip it with furniture, and perhaps, if our funds warrant, with a laboratory and library too. Before handing it over we intend to make it complete.

It would not be a serious trouble to us in taking over this school to obtain 10 or 12 teachers from India—Indian teachers, even including lady teachers?—It would not be difficult; on the other hand I hope to be able to secure for you some of our good men. I have some in view, and I want to be able to address the Governments and the Training Departments, and to ask them to send men out here. I am in full hopes that at all events at the start, for the first five years, this school shall be well equipped and well taught.

It would give us efficiency from the start?—Yes.

We can only proceed to that extent when we have pupils offering who are qualified to enter the school?—Of course.

It will take some two years to build?—No. I think once we start we can build in six months. I would like a word of explanation. Talking of a High School, I would like the Commission to remember that there is a High School already in Durban. We are not going to start a new High School. That High School will be shifted, and brought to this building, and it will include the training of teachers. It will be a combined institution.

What is the position in India regarding compulsion in primary education? Take any State that is to some extent modernised?—Perhaps you mean certain Presidency towns?

We have an Indian population roughly of 140,000, and we have roughly from 20,000 to 25,000 Indian children to deal with in Natal. What element of compulsion would you recommend to bring us into line with a State in India?—In India all our compulsory schemes so far have embraced a course of five years. When we first started, we thought four years would do, but the Education Department advised us that a mere four years' course would mean waste of money and waste of effort, because what is acquired in four years in a primary school would not last. They therefore advised us to come more up to the standard of advanced countries. They would have recommended six years, but I think in Bombay and Madras and certain other large towns we have started with a five years' course. It is not yet in operation in the rural areas, but in some of the towns it is being carried out. In some of the territories of the Native Rajahs it has been in existence for some years with success. One State, which is governed by the Gaekwar of Baroda, has nearly all its population of school age at school, and it is considered to be a model which British India is slowly following. If we aimed at anything less than five years good money may be wasted.

For the moment would you make compulsory education a period of years?—Yes.

What is the position with regard to the question of fees in India? Are the primary schools free?—The primary schools have become mostly free now.

They were not free until about ten years ago, but then the effort of making them free began, and I think it is almost entirely in Government and what are called Board schools in the country. There is a very large number of private schools which are allowed to levy fees, or remit them, just as they please. Where they remit the fees the Government makes the loss good to them which they incur by remitting fees altogether.

I don't know whether you would care to give us your views as to whether there should be any proportion of European teachers retained in the primary schools of the Province?—I would prefer it as a goal to have education entirely in the hands of Indians, but I am not attaching great importance to the personnel of the teachers. I am advised by all those who know that the number of European teachers employed in the primary schools is comparatively small.

(*By Mr. Kichlu*) Is it proposed to have a residence for the Principal of the College in connection with the Training College scheme?—Yes.

Is it proposed to provide sufficient ground for a complete institution in every way?—We should very much like to do that, but perhaps the two acres that the Town Council have so far agreed to give us may not afford enough scope. We must wait until the Town Council change their view as to our requirements.

I take it it will be essential to have the training college in close proximity to the present school, and also to the other schools, in order that the teachers may be trained with ample facilities for learning how to teach?—That is why we have chosen that particular spot, and are unwilling to take our institution from that place even with the temptation of ten acres the Town Council might possibly give us outside that area.

I take it that your requirements would include sufficient space for a European Principal's residence with a separate entrance, and also any other additional buildings, and also two hostels, because hostel provision will be necessary for about 40 teachers who will be taught there? And there are other requirements?—That is part of our scheme as I drew it up, and it is embodied in the memorandum; but all these ideals have got to be curtailed a good deal by reason of the very restricted space we now have. We only have two acres, and we must cut our coat according to the cloth. We cannot afford to have the whole of this scheme brought on at once. We must wait.

(*By the Chairman*) Have they not agreed to extend that land? I understand you have made a further application?—I am afraid it has been turned down. Two acres is all we have, and we have to build as much on two acres as we can commodiously build.

(*By Mr. Kichlu*) Will it not mean that the training of teachers will be delayed if we cannot get all the necessary buildings?—The provision of training, and the turning out of trained teachers, will certainly not be delayed because we have not got a very large space. It would be fitting with educational ideals to have a good large area, but we must do without that. We cannot have everything.

(*By Mr. Acutt*) Could not the Indian Sports Ground adjoining this proposed Training College be utilised for physical exercise and sports?—We could, but that is always open to matches and other things, and we should have to depend on the mercy of two or three Committees who will not always be in their sweetest moods. Your school should have its own play-ground. That, of course, would be the ideal,

and in ordinary circumstances a school is an institution for which Town Councils are the readiest to grant as much space as possible. However, I recognise the difficulties of Durban, and I have to wait.

(*By the Chairman*) With regard to the education of girls, shall we find any difficulty in applying compulsion there? At what age, do you think, they should go into mixed schools, and when should they be separated? You are acquainted with all the religious limitations of the Indian community?—I should not say there was any religious difficulty about girls attending schools. There is a difficulty arising from the sentiment that the other sex does not require so much education as the male sex. That somewhat backward notion of the female sex is rather more common in Indian society than it is in European society, and that is a sentiment which it is rather hard to eradicate. It will take time. I think until about 12 years of age girls and boys might be educated together without serious inconvenience, but after that I think sentiment would demand a separation. I don't know how far it is the case in the whole of the Province of Natal, but from my little experience in Durban and Maritzburg there is, I think, an increasing disposition to send girls to school even after 12, provided a separate establishment could be made for them. That is a very difficult proposition, and I am not prepared to advocate a separate system of girls' schools in the immediate present, although where there is such a demand perhaps the Administration would be inclined to regard it sympathetically. At present perhaps it is quite enough to go on with co-education. There are two free schools which I have myself inspected, maintained specially for girls by private mission agencies. They seem to be very popular and are doing well. The Government seems to maintain no separate girls' schools. On these matters I am prepared to abide by the decisions of the Department, acting in consultation with the accredited leaders of society here. I am not prepared to dogmatise on the point, or bring my own notions into the discussion. I know at the present moment, the Department is very sympathetically disposed, and whatever measures they resolve upon, in consultation with leaders of Indian opinion should, I think, be generally acceptable.

Of course you have become acquainted with the system here, very largely an aided system through grantees.—That is for Indians; for the Europeans the system is reversed largely.

Would you favour pretty well an entire Government system of education as soon as possible?—I am a practical-minded man, and whatever my ideals may be I try to remember them and go forward. I go forward only slowly. I am perhaps a conservative, but I am not quite prepared to advocate a very speedy abolition of this grantee system. I know that with the very limited resources at your disposal you cannot immediately launch upon a wide system of Government schools. I must see which system will bring education within the means of the largest possible section of the Indian community, and I think the grantee system promises to bring quickly more under this system than the Government system. I would not therefore advocate any precipitate conversion of grantee schools into Government schools. But there are many things connected with the grantee system to which I object, and which perhaps may be remedied without falling back on the Government system altogether. I daresay in the course of the evidence which will be tendered to you many points will be brought up calling for reform in the grantee system. One thing struck me very specially, that the grantee in this country is overburdened with work, and it is becoming almost a profession with

some people. One grantee becomes responsible for several schools separated by considerable distance from each other. He charges a travelling allowance and, I understand, takes a certain remuneration for managing, and in some cases,—at least I have been informed so,—this poor subsidy which the Administration gives to the schools is made to pay the cost of the buildings which are erected! Fancy the small stipends that you give by way of teachers' salaries being invaded for the purpose of paying the capital expenditure by contributions to a sinking fund. The amount given by the Union Government is five guineas, out of which this Provincial Administration gives only £ 2-10.

This position existed long before we had this basis of subsidy. It is not the intention to save money. It is only about three years ago that the subsidy arrangement was altered, and Mr. Havenga's statement at the Conference in Durban was that he had adopted this form of subsidy to place it on a scientific basis, and he placed it on the European, the Coloured and the Indian for all the purposes of the Province, and not in relation merely to education. The grant has never been lessened because the subsidy was lessened or because it was decided on the school-going population. A mistaken idea has got about concerning this matter. The decision of the Natal Provincial Council to limit education was a decision deliberately arrived at. A political fight was going on between the Indian and the European. The basis of subsidy has had nothing to do with it. The political fight, I understand, now that we have this Agreement, is to disappear. We are to start on a new basis, and as a result of this enquiry whatever we can do to carry out this Agreement will be done quite straightforwardly by every member of this Committee. It is a mistake to think that we have been trying to save on the subsidy. Previously we had a subsidy on a £ for £ basis. Then it was cut and a block sum was given by Mr. Burton, and eventually that block sum subsidy was altered by Mr. Havenga, and now we have a subsidy based on the schoolgoing population of the Province. That hurt us. We suffered under the new arrangement. I hope you understand that the subsidy has not had any influence whatever on the way we have treated Indian education?—I am very thankful to be instructed on the subject. I was not thinking of the legal aspect of the case at all. I realised from the beginning that there was no obligation on the local Administration to spend all the monies they have got by way of subsidies on education. From the point of view of law I put it aside altogether.

Miss Payne-Smith has told us that if we increase the grant from £2 10s. to £4 that will give immediate relief, and will be a satisfactory basis. That would be a beginning for these Aided schools?—Yes.

(By Mr. Clarkson) In training these teachers in this Training College would it not be preferable for their salaries eventually in these Government aided schools to be paid by the Government?—So long as the salaries are fixed by the Department it does not matter who is the paymaster.

I understand that the position to-day is that a large number of these teachers are very poorly paid? It is due to the fact that the grant is only £2.10s. The salary is in relation to the amount of the grant practically?—I was thinking that what you thought was that the Department should fix the salaries to be paid to the teachers. Who actually hands them to the teachers is a different matter.

We cannot revolutionise Indian education in five minutes. These schools are here, and you cannot convert them in five minutes into Government

schools. In connection with the remark you made with regard to compulsion, there is a large number of Indian children not attending school. Should not the aim be to extend facilities to enable those who are anxious to attend to go before you talk about compulsion?—You mean that the full results of the voluntary system must be obtained before you begin to think of compulsion.

Yes?—It may be a solution; as far as I can see the community will stand compulsion.

Is it not far better to make provision first for those who want to go to school voluntarily?—I understand your point. A certain amount of very impressive evidence has been given that the present accommodation is not sufficient even for those who offer voluntarily. Let us meet that demand first before we consider compelling children to go to school. There is a good deal to be said for that.

(By Mr. Lidgett) In these Presidencies in India where education is further advanced does the compulsory system and the provision of free educational facilities apply to all sections of the community?—It applies to all sections of the community, subject to a fairly considerable number of exemptions which are granted.

Which may be religious or from some other point of view?—Yes.

There is no social line, no caste line, or anything of that kind? It is applicable to everybody. They all have to attend school?—Yes.

I think from some of the results that we have heard of from witnesses, they have an idea that as a result of the sitting of the Committee a sudden change of policy is going to take place, and every Indian child is going to be within a school within 12 months, perfectly free and paid for out of the general revenue. What you have said this afternoon, if it is listened to attentively by them, will have very great effect. There is one point I would like to emphasise, and that is this, that whereas the £4 suggested would come out in the hands of the capable administrator like Miss Payne-Smith in a Government aided school, the actual cost in the Government school of the Indian people at the present time is something like £7?—Largely on account, I think, of the expense of the Carlisle Street Secondary school which is staffed with a European staff.

It may be due to that and other things. If the Indian community are looking to Government schools I want them to realise what it is going to mean for the community—You mean it will mean a great restriction.

I mean there is a very vast sum of money to be found, and the amount suggested by Mr. Clarkson this morning of £250,000 is not by any means overdrawn?—It is a very conservative estimate if it means placing the Indian children on the same basis as the European children in regard to education.

32,000 children at £7.10s. would come to about £250,000 a year?—Yes.

There are numbers of people who think that the white population of Natal is a very wealthy community?—I hope you are.

The position absolutely is that beyond what we get from ordinary taxation all the way round there are only 11,000 people in Natal who come above the £400 a year bar so far as Income tax is concerned, so that whatever anybody wants in the way of increased services in Natal at the present time, if you cannot get it by means of a Personal tax there are only 11,000 people in the Province who find these additional funds. Therefore it becomes a very grave problem—the demands any section of the community

put forward. I understand you regard all these demands made by your people as a goal towards which we are to work by means of instalments?—Speaking for myself, I believe in steady and gradual progress. I am struck by the distance you have got to cover in this respect before this goal can be reached, the enormous distance, and nobody expects the Natal Administration to be able to accomplish that in a limited number of years. If you were the American Government you would find it difficult, but you are only the Natal Administration. You will find it very hard to reach the goal. If you keep it steadily in view, if you don't turn back from it and go back altogether to the old policy to which Mr. Dyson was referring, and say "so much this year, and so much the next and so much the third," providing always there are funds, that is all that a reasonable person can ask. I don't put my demands higher.

(By Mr. Acutt) You have just said you realise we have a long way to go before we reach the goal which is being aimed at, and it all evolves on the question of finance. It is all very well for you to say that it does not matter who pays the taxes or what complexion a man has, in endeavouring to give the community a chance of uplifting themselves to their fullest capacity; but we have got to look at the financial aspect of matters, and the people of Natal consider that they are overburdened with taxation, both Union and Provincial, at the time. Any improvement of the conditions with regard to Indian education is going to mean further taxation, and in my opinion the bulk of the taxation of the Province is borne by the Europeans. We, as representatives of the people, have got to study the wishes of the people, and I am quite sure that we are going to be faced with considerable difficulty, if we put forward any proposition for increased taxation for the purpose of improving Indian education, and I think you as a broad-minded man, will fully appreciate our position. It comes to this: would it not be better to have differentiation with regard to taxation in order to provide the necessary funds for carrying out the aims in regard to Indian education?—It is a very thorny subject which Mr. Acutt has broached, but if you think you will give me sufficient time to develop my views I should be quite happy to deal with it. I said I was a very practical man. I believe that I am, but at the same time I am an idealist in this sense that when I realise what is right and proper I don't like to lose sight of it. I may be crawling my way towards it, but I crawl towards it. And one of my ideals is that in any advanced State, while the franchise may be withheld from certain sections for particular reasons, what are called the elements of social well-being, such as education, good sanitation, and good laws, equal administration of justice and so forth, must be made the common property of all. They cannot be withheld. The right to take part in the Administration, to shape the policy which is connoted by the franchise and by the power to make or unmake a Government, that may be restricted; but these other things, what we call the ordinary elements of social well-being, ought not to be measured out to people in a discriminating spirit. The general revenues of a country are the creation of a system of taxation to which all people contribute. Everyone that contributes to the general revenues of the Province is entitled to a share of these elements of social well-being. The poor man may contribute little to the State; he contributes according to his capacity. He contributes indirectly perhaps more than directly as a consumer of articles that are taxed at the ports, but he does contribute something. You never ask in creating schools and in creating hospitals: how much does this locality pay,

or how much do these people pay by way of taxation. You do what you can, irrespective of that. We do not differentiate usually on the ground that a community pays or does not pay. The community is taxed to the utmost capacity, and whatever might be said about the amounts contributed by the respective communities here, I believe it will be maintained that there is good ground for believing that the Indian community does not escape taxation unduly. The taxable capacity of the Indian community is perhaps somewhat inferior, but they are paying their share, and to divide the amounts expended on education into certain portions according to the taxes paid is to evolve a novel principle. I don't think it is done. You don't say that the Jews pay on the whole so much in taxation, and therefore they shall have so many schools. I think if you accept the Indian community under this Upliftment Clause as a part of the permanent population here for whom you are bound to do as much as you can the question of how much they pay in the way of taxes ought not to be taken into consideration. That is my point. They may not pay as much as the European community pays, but that does not mean that they should receive less education, or that their sanitary needs should be less cared for, or that they should be allowed to become the victims of disease more than others. Mr. Acutt mentioned that you are the representatives of the people, and you must act according to the wishes of the people. That point is recognised in the Agreement. The Union Government say they cannot legislate much in advance of public opinion. I am never likely to lose sight of the fact that, actuated by the very best intentions in the world, you will not be able to do as much as you would like to do by reason of the backwardness of European public opinion upon this subject. In educating public opinion I should certainly enlist the sympathies of an enlightened body like this Education Commission. It seems to me that your duties are not ended by saying that public opinion will not support this. I should personally like you to enunciate what you consider to be right or proper, and then measure what is done exactly to-morrow or the day after by the comparative backwardness of public opinion. I quite realise what Mr. Acutt wanted to enforce upon me, that the wishes of the people mean the wishes only of the European people. That is a practical and vivid way of putting the difficulties to me. He practically means to say that what determines the progress to be made in Indian education is not the wishes of the Indian people but the wishes of the European people. Am I likely to forget that you have the votes, and that the Indian people have not the votes, in this country? I can only urge that you will take the claim of the Indian people as to be looked upon with double care. Because those people have been recently disfranchised it is up to you to pay very special and very tender consideration to their wants. You have taken upon yourselves tremendous responsibilities in taking the franchise from them. It means you have a moral responsibility before God of the most onerous kind. That you have accepted, and I hope that same God will give you the courage and magnanimity to take that responsibility in the proper spirit. The Indian community cannot of course command means of publicity to the same extent as you can, but they look to you to see that the aim is kept steadily in view, and that as far as you can you will do for them to-day, to-morrow and the day after what can in reason be done. More it is impossible for us to expect, but less, may I say, it is not in us to put up with.

Mr. Sastri has got away from the point I had in view, and that is the financial point. He talks about educating public opinion, but what he leaves as to do

is to educate public opinion to put their hands in their pockets to provide additional facilities for Indian education. I conclude, Mr. Sastri, you are not in favour of differentiation?—It appears to me that if I were to subdivide the Indian community, and say there are among the Indian community so many sections, and ask for differential taxation among them I should be doing something ludicrous. I don't think that I should advise the Indian community to accept the position that if they want so many schools, and so much to be spent by way of teachers' salaries, they must contribute the whole of that expense themselves. As a matter of fact it is not so done now. Your general revenues are drawn upon in a very considerable measure for the support of European education. That means that the Indian supports European education to some extent. The Indian contributes to the general revenues what he can or what he is called upon to do, and from those general revenues a good deal of money is taken now and spent upon European education. Is it unreasonable for the Indian to demand in turn that something should be taken for the support of Indian education? Nothing is done so far: on the other hand, the whole of this subsidy given by the Union Government is not even spent on Indian education. There was no stipulation that it should be?

(By Mr. Lidgett) The amount granted by the Union Government per head in aid of Indian education is £5-5. and the rate to which European education is aided is £1617s. 6d. and this amount also increases and decreases according to the number of pupils at school. It cannot be said that although the statute failed to say these amounts should all be spent on education that there should not be a parity maintained between the monies received for these purposes and the money spent. So far the Indian has been deprived of the benefit of these revenues, while he has been rigorously excluded from the benefit of the general revenue. The European does not pay a penny towards the cost of Indian education, while the Indian for years has been paying something towards the cost of European education. That seems to me to be a proposition which is quite sustainable. From the general revenues monies have been taken hitherto as they were needed for the support of European education; from the general revenues so far not a penny has been taken for the support of Indian education. I am not making a complaint of it, but if the Indian asked that he should be brought on to the same level under the general revenue he would not be making a foolish or an unsustainable complaint. The Indian is paying now for European education—not that he is paying wholly or largely, but he is paying. He is getting nothing from the general revenue.

(By Mr. Acutt) You are aware that a differentiation is made by the Union Government in the case of Natives as regards education. Would you call that policy ludicrous? I don't pretend to understand Native education, and I don't desire to enter that controversial field.

I take it you are opposed to the idea of differentiation in regard to taxation?—I am entirely opposed to it.

(By Mr. Clarkson) There is one impression I would like to remove from your mind if I am able to. You are referring to this five guinea grant for Indian education. You are losing sight altogether of the fact that a large number of Indians use our roads, and particularly our hospitals, free, and if you made up a balance sheet—I wish to remove from

your mind the idea that there has been a deliberate attempt to deprive the Indian of what was considered right and proper in the way of education—you would find that the Provincial Administration is spending more than the grant on the Indian population?—Oh, no!

If you took a balance sheet you would find that the debit balance is against the Indian community. We deal with the whole problem as an Administration. Indians use our roads, and they contribute wheel tax, but according to the figures that have been put up they don't contribute more than one-fifth of the general revenue that we collect so that the contribution from general revenue for European education is more than provided by the Europeans?—That is putting forward a view which I combat in toto.

I don't want a general impression to get abroad that the administration has been using money specially earmarked for Indian education for other purposes—I don't say so for a moment. The law is on your side, but the fact that these subsidies have been regulated according to the number of pupils in schools, and that there is a further differentiation made between a European child and an Indian child, shows that in the mind of those who framed it there was some intimate connection between the amount received in that way and the amount to be spent in that way.

(By the Chairman) Since the new subsidy has come into existence the Indian community has lost through not getting as many children into school as possible. I think today we can get substantial relief by getting more children into school, and that, I think, is the proper way to look for relief at the moment?—That is the way a Provincial administrator would look at it.

I think the Indian community should look at it in that way too?—You know best, and as you get on with this enquiry towards the end you will be much wiser. I dare say you will hit on the best means of solving this very difficult problem, but since Mr. Acutt opened up that view of the enquiry I thought I should say that the Indian community has a claim as taxpayers which it would be unwise to ignore.

BOOKS RECEIVED.

- THE RULER OF BARODA. An Account of the Life and Work of the Maharaja Gaekwar. By PHILIP W. SERGEANT (John Murray, London.) 1928. 9 × 5½. pp. 312. 16s.
- AN APPROACH TO PUBLIC WELFARE AND SOCIAL WORK. By HOWARD W. ODUM. (The University of North Carolina Press, Chapel Hill.) 1926. 7½ × 5½. pp. 178 \$1.50.
- A STUDY OF INDIAN ECONOMICS. By PRAMATHANATH BANERJEA. (3rd Edition,) (Macmillan & Co., Ltd., London.) 1927. 7½ × 4½. pp. 421.
- CANNIBAL JACK. By WILLIAM DIAPEA. (Faber & Gwyer, Ltd., London.) 1928. 8½ × 5½. pp. 241. 7s. 6d.
- AGRICULTURE AND THE TARIFF. Compiled by JULIA E. JOHNSON. (The Reference Shelf, Vol. V. No. 4.) (The H. W. Wilson Company, New York.) 1927. 7½ × 5½. pp. 142.
- THE CONDITION OF AGRICULTURE IN THE UNITED STATES AND MEASURES FOR ITS IMPROVEMENT. A Report by THE BUSINESS MEN'S COMMISSION ON AGRICULTURE. (National Industrial Conference Board, Inc. New York and Chamber of Commerce of the United States of America.) 1927. 9½ × 6½. pp. 273.

WEDNESDAY, APRIL 4, 1928.

REV. MR. MITCALF is called, and is examined as follows:-

By the Chairman:

444. You are grantee of several Indian schools?

Yes, 13.

445. Will you read your statement?

(The following statement was then read by witness:-

"I am grantee of 13 schools of the Natal Indian Mission of the Wesleyan Methodist Church of South Africa. With regard to facilities, it appears that at the present time provision is made for the instruction of about one-third of the Indian children of school going age. The provision in Durban and Pietermaritzburg rises to about one-half, but in other parts the provision is very low indeed. Of the provision now made nine schools are Government, containing a little over one-fourth of those receiving instruction, and 44 Government aided schools containing nearly three-fourths of those receiving instruction. The cost to the Government of its own schools, after allowing for fees, is £6.13.4d per annum per child. The cost in the aided schools is £2.13.11d., considerably less than half. Many additional schools should be provided so that facilities may be brought within the reach of each child. The salaries paid to teachers are not satisfactory in Aided schools, grants are inadequate. The whole of the grant is devoted to the payment of salaries. The fees charged are needed for the maintenance and upkeep of property and the supply of school requisites. . The 13 schools under my care

are grouped for purposes of administration. Separate balances are shown for Fees-Maintenance and Grants-Salaries Accounts. From 1.7.27. to 31.12.28 salaries paid exceeded grants received by £317.15s. 4d. Salaries are increased on improvement in qualifications as far as possible. Experience is also taken into account in the earlier years, but paucity of funds prevents much advance on that ground later. There is little opportunity for promotion, and no provision for pension. Government Scale No.269/1927 appears to me to be reasonable satisfactory, but it will kill the Aided schools, unless grants-in-aid are increased sufficiently to enable them to approximate to the same amount. If the Government is prepared to pay all salaries as in Native schools, that will be acceptable. And it is presumed that in that case salaries would be the same in both Government and Aided schools. Should it be thought better to continue grants-in-aid based on average attendance, I would suggest that it would encourage better qualification, and make for greater efficiency if grants were made partly on attendance and partly on qualification of teachers. I understand that Indian Teachers' Association is recommending £4 per annum per child and requesting a scale of salaries higher than Scale No.269/1927. £4 per child would not nearly cover the scale of payment they ask for. I have worked out a scale of payment approximating closely to the Government scale, which could I think be met on an attendance grant of £3.10s. plus Assistants' grants, and house allowances for married men, which I illustrate below on the basis of Grade II in a school with an average attendance of 210 pupils and 7 teachers including headmaster, assistant grants to be given at the rate of £30 per annum for Senior Certificates and £20 for Junior Certificates.

ovt. Grade II. 210 pupils		Grant on attendance and certificates as above:-		
Minimum	Maximum			
Head teacher	£200	£240	Grant on attendance 210	£735. 0. 0
Assts. senr			2 S.C. Assists. @ £30	60. 0. 0
certs.	240	300	2 J.C. do @ £20	40. 0. 0
Assts. junr.			2 unqualified nil	
certs.	160	240	3 house allowes. @ £24	72. 0. 0
Unqualified	144	144		
house allow-				
ances	72 (4)	96		
13 pupils.	£816	£1020	School of 210 pupils.	£907. 0. 0
Cost per child	£3.18s.	£4.17s.	Cost per child	4. 6. 4

can amount £4.7s.6d.

"On the above basis of attendance it will be seen that the cost per child to the Government on my scheme is practically the same as the mean cost on the Government scale. House allowances are included in both cases. I presume there will have to be some regulation as regards marriage under any house allowance scheme") With reference to facilities my statement represents my opinion with regard to the position. I think the provision of schools altogether inadequate for the requirements of the people, and by some means or other additional schools should be provided so that educational facilities may be brought within the reach of all the children.

446. You don't make any remarks regarding equipment?

It is assumed that the fees will be continued, and that they will be sufficient to provide for the maintenance of the school, buildings and equipment.

447. What is the nature of the staff in your 13 schools now? Have you many qualified teachers?

Yes, a fair number. I could not say just for the moment what proportion of them are qualified, but I think the work being done in all my 13 schools is very satisfactory.

448. You have unqualified assistants?

They vary, of course, very much. We take on boys who have just passed Standard VI, and in some cases we have taken on boys as pupil teachers who have only passed Standard V. We have, to a certain extent, to take what we can get. The salaries we are able to pay do not permit of their living far from their homes. It is a very great consideration if their parents are near the school, as they can live on a much lower salary. We give them a salary of a kind from the time they begin, but we don't give them what you call a teachers' salary, because they are getting training in teaching, and a certain amount of instruction. We have no recognised pupil teachers' course, but they do really come in the capacity of pupil teachers and have an opportunity of acquiring instruction in teaching, and of course in a few years develop into very fair teachers indeed.

449. On the total expenditure you have undertaken you have an excess of £317.15.4d?

That was during the period of 13 months. I took over this work in an emergency 3½ years ago. I had not had any previous experience of Indian work. I found 13 schools with accommodation for about 2,000 pupils. During the 3½ years period we have provided additional accommodation for 475 pupils. The old Cross Street Indian Girls' school in Durban, which was carried on in a ramshackle hired building consisting of one room only has been superseded by the excellent Centenary Road school. This school gives accommodation for 120 additional pupils as well as being much more suitable. The other schools enlarged are Cato Manor, where we have accommodation

for 500 scholars, Fairbreeze where we have added accommodation for an additional 90, and Umhloti where we have just recently increased the accommodation by 75. Our Roll last quarter was 2,505 and attendance 2,204. Our teachers were 79, giving an average of one teacher to every 32 scholars enrolled. It is based upon enrolment there, not upon attendance. During 1927 the grants received from the Government for Teachers' salaries was £5,145. 7s. 6d. The fees received were £975. 4s. 5d. making a total revenue of £6,120. 11s. 11d. Salaries paid amounted to £5,336. 3s. 4d. Maintenance of buildings, school requisites, etc., and in some cases rents, or interest on borrowed capital, amounted to £742. 14s. 8d. The total expenditure of £6,078. 13s. 0d. left a credit balance at the end of the year of £41. 13s. 11d. That credit balance would not, I fear, have existed except for the fact that just before the end of the year one or two Senior teachers left, and their places were filled by Juniors at a lower cost.

By Mr. Kichlut:

450. Will you kindly let us know something about the scale of salaries for Junior and unqualified men?

An accurate answer to that would necessitate a definition of the term teacher. You can scarcely call a boy who is just taken on from the 6th. Standard in the school and made an assistant - you can hardly call him a teacher. He is rather a pupil in training for teaching. Some of these we have paid not more than £1 per month, but generally speaking our assistant teachers would receive not less than £3 or £4 per month.

451. And the salaries in the Fairbreeze Indian School?

be have nothing under £1 per month.

452. Are these pupil teachers in charge of regular classes?

I am afraid they have to be sometimes, but I take it that the Headmaster looks after them pretty closely.

453. I take it there is a fair number of teachers, Juniors and unqualified, getting under £3 per month?

I could not say how many, but salaries have been going up all along. There are some undoubtedly receiving less than £3, but I should hardly say a fair number under £3.

454. I find one Junior Certificated Teacher in the Jullott school who is getting only £36 per annum, C. Listan?

He is a case in point. He had just passed the 6th. Standard, a boy from the school. He was only put on in December quarter as a teacher. That was after we had completed the enlargement of the school. I suggested to the Headmaster there that he supply the vacancies by promoting boys. Listan is getting his experience, but he has been increased during the year, I know. I could not say from memory exactly what he is receiving.

455. Is the insufficiency of grant the chief reason for paying teachers by this scale?

Absolutely. The grant does not permit of the present salaries.

456. I take it that there are 13 schools in your charge, and the total grant comes roughly to £5,000?

Yes.

457. And the fees to £300 or £200?

Yes.

458. Are the whole of the fees and grants pooled?

Yes. The balances are carried to a general schools account, and a return is made to the Department of the net credit or the net debit of the pool is shown to the Department.

459. The account is kept of the whole amount which is pooled, and not separately?

The grants-salaries account is shown in a separate column, and the fees also. During the last eighteen months I have done this.

460. Is it the case that extensions and improvements of the buildings have to be made from the savings of the grant and the fees?

Not entirely.

461. Partly?

Nothing from the Grant Account has gone into extension of buildings, but from Fees-Maintenance Account something has been saved. But the whole of the extensions have not been paid for. We incur a debt, and pay interest and towards a Sinking Fund. Then we get contributions.

462. Have there been any contributions made by local subscriptions, made by the Indian community?

In two cases, yes, but not in the case of Cato Manor, but in the case of Fairbreeze and in the case of Umhloti.

463. Is it the case that at present you have a debt of over £3,000 in connection with the running of these schools, mostly in connection with capital expenditure?

That is so. Here again I have not the particulars. I think it is about £3,500. A sum of £2,000 of that is on

the Centenary Road school. That is because we have not been able to effect a sale which we expected to effect to clear half of it.

464. These debts I take it will have to be liquidated from the savings Account and the fees in future?

Yes, they will have to be dealt with in that way and gradually liquidated we hope- interest met, at any rate. That is about £1,400 or £1,500 of it, but the Centenary Road school is in a different category. We were hoping to discharge the whole of that debt shortly by the sale of other property.

465. I understand that the Government gives a grant towards one school?

Yes, they paid on the £ for £ principle towards the Centenary school. With regard to the other three schools no application was made and no grant was made.

466. And when the Government gave a grant of £2,000 on the £ for £ basis, who contributed the other £2,000?

The Mission is responsible for the debt. The Church is responsible for the £2,000. It is only the fact that it has not succeeded in disposing of a property it expected to dispose of that has caused the debt to remain.

467. What I wish to know is whether the school income consists of Government grant and fees?

The fee income has hitherto been able to meet the interest and a small sinking fund.

468. But no portion has been spent in liquidating the debt?

The small Sinking Fund does, of course, liquidate the debt gradually.

469. What property is to be sold to pay the debt?

That is what is known as the Indian Orphanage which has not been found necessary and which is now closed.

470. Is that a Mission building?

Yes, it belongs entirely to the Church, but I may say that the late Mr. Rustonjee gave some £1,500 or £1,600 towards it, with the stipulation that in the event of it ceasing to be used as an orphanage the proceeds should be used for the benefit of the Indians, and the trustees acted on that when they consented to the erection of the centenary road school.

471. What is approximately the value of this property.

We consider it about £4,000.

472. I wish to know what are the other items of expenditure that are usually charged to the pool amount? How are management charges met?

I receive a travelling allowance for the visiting of schools, that is all; 15.0d. per quarter per school for my expenses in travelling and other expenses I have to incur in connection with these schools. No part of my stipend in any shape or form is derived from the school.

473. What is the amount of this travelling allowance approximately annually?

It would come to £15. I don't really take account of it. I have worn out a motor car in three years, and the expense of petrol is considerable. The allowance would not pay anything like the expense of my motor car if I put it in.

474. Are the fees paid by the students regularly, and without any difficulty at all stages?

I think the collection of school fees depends very largely on the Headmaster.

475. Are there any exemptions from fees in any of your schools?

Yes children who are orphans, or whose parents are in straightened circumstances, are received free.

476. Are the free pupils 5 per cent or more?

I am afraid I cannot speak with any degree of confidence, but in some schools I should think it would be quite 5 per cent. possibly in others not so much.

477. What is the state of attendance in the higher standards say beyond Class II, in the schools in your charge?

I think a considerable majority of the total are below Standard II. I could not say what proportion there might be in any given standard.

478. Do all the buildings belong to the Mission, or are they owned by any local estates, or by the Indian community?

Two are owned by local estates, namely Mr. Elgecombe and Darnall. They are on estate property. They were in existence when I took over, and how they were originally erected I could not say. Another is on property to which we have only got, I think, the right of occupation pending the pleasure of the owner, but that pleasure is not likely to last.

By the Chairman:

479. Do you pay any rent in that case?

In that case we pay a nominal rent. At Mt. Edgecombe and at Darnall we pay no rent. Fairbreeze is also on the Tongaat Sugar Estate, and we pay a merely nominal rent there. The other one I refer to is on Mr. Armstrong's property, and the rent there is only nominal.

By Mr. Kichlut

480. Has the Indian community subscribed anything towards the upkeep of these buildings?

In connection with these extensions they have contributed, but I don't know of any other contribution.

481. Are the schools in your charge all Mission schools, or are some of them in your personal charge?

It is only in my capacity as the representative of the Mission that I have charge of them.

482. Have you got a fair number of girls in the schools in your charge?

The proportion would be comparatively small. The Centenary Road school is a recognised girls' school. There are very few boys attending there, and those are very small boys. We have also got a girls' school in Tongaat, but a number of small boys are in it. But we have two schools that are recognised as girls' schools, only very junior boys being admitted. In other schools we have in some instances got some girls. I don't recollect another except the Fort Shepstone and the Tongaat Boys' schools which have got no girls, and the reason why the Tongaat school has got no girls is because we have a girls' school within 100 yards of it.

433. In regard to the suggestion of yours in your statement about the scale of grant in regard to a school of 210, I wish to know whether on your opinion a uniform scale of this kind would give satisfactory results in the case of schools of various grades. There might be schools of 50, some of 150 and some of more than 200?

I took this as a fair average, and I think it would be found that it would work out quite satisfactorily in the other grades, except in the highest grade of all, where a more liberal allowance is made for the Headmaster and Assistants. I think it would be found to work fairly well, and according to what I have shown in regard to all grades. I take it that the advantage of it is obvious, and that it would encourage better qualifications on the part of teachers, and that the Department would feel that they were getting better value for their money. I should not consider myself that a grant based entirely upon attendance could be satisfactory.

434. Is Centenary Road school a girls' school?

There are mostly girls.

435. Do girls go to a higher standard than in a mixed school?

I am afraid that until this year we have not had facilities for carrying pupils on beyond the stage to which they are carried in our other Indian schools. But now we should be able to carry them on if they are available. At present we have two small Standard V and Standard VI Classes, but up to date there has been no great demand for anything further.

436. Are all your schools full?

Yes, we are constantly receiving demands. If the funds allow we can make extensions at once. During the last week

or two I have had two or three applications.

437. In regard to the debt you have incurred, in what period do you hope to pay off these debts without special assistance from the Government?

It would probably take twenty years. The present Sinking Fund would not admit of their being paid off in less time than that. I am speaking now of certain debts that were contracted before I took over, and I believe in regard to those that the Sinking Fund is only 2½ per cent. on the original capital, which of course, would take a number of years; but in regard to debts that I have contracted myself, we have dealt with them somewhat differently, and we have not looked so far ahead.

438. I wish to know whether the income of a school from fees and Government Grant is liable so far as the liquidation of the debts is concerned?

Where the property is our own the property is collateral security or actual security for the debt.

439. From what source is money found at present for the equipment of schools and repairs and furniture, etc.?

The only source upon which we can depend is the fees.

490. Is there any other school except the Umhloti school where the Indian community has contributed?

Yes Fairbreeze contributed somewhat.

491. Are the Indian children keen on education?

Yes, and they are very quick, too in acquisition.

492. Do parents keep their children away from school after any stage, or do they allow them to complete their education

(134)

in the ordinary way?

I think in regard to boys they would let them stay until they completed their education if they were able to do so. There are some who are not wholly their own masters. They may feel it necessary to put the boys to some kind of employment before they have reached a very high standard, but I think both parents and children are keen on education.

A.A.GANDHI AND M.YUSUF, representing the Indian community of Tongaat, are called, and are examined as follows:-

By the Chairman:

493. Will you read your statement?

(Mr.Gandhi read the following statement:- "We are residents of Tongaat, and have lived there for a considerable number of years. There are at present two Government-aided schools in Tongaat, one for boys and the other for girls. Both these schools are taxed to the utmost as regards attendance of children, with the result that many children have been refused admission for want of accommodation. Hence owing to the period of waiting, many children, who should have been at school, enter into employment. These schools, one a brick building, and the other constructed of wood and iron, are most unhygienic, and the condition of these buildings in hot weather is unbearable. The teachers are poorly paid, and the poor salaries paid do not draw an efficient type of teacher. Hence the children suffer by receiving tuition from unqualified teachers. There are three vernacular schools in existence, one teaching Tamil and Telegu, one Urdu and Arabic, and the third Hindi. These schools are maintained by public subscriptions from the Indian community. As we aim at some form of efficiency, but find the greatest drawback not obtaining good teachers, we plead that where good work is being done and schools are conducted on approved lines a grant-in-aid be given").

494. Do none of these school get grants now?

None of these vernacular schools receive grants.

495. They run entirely at their own expense?

Yes, entirely at the expense of the community.

496. Do they teach English as well as the vernacular?

No.

497. What is their claim? Do they ask us to give them a grant for a purely vernacular school, or do they desire to turn it into an English school as well?

If a grant is paid then they propose to include English as well.

498. How many children have they in the three schools?

In the Madrasa school 75 to 80, in the Tamil school between 80 and 90, and in the Hindi school between 40 and 50.

499. Are these schools taken account of by the Department in the figures they have put forward?

All these children attend the aided schools, and after the school hours they attend the vernacular schools.

500. They probably attend Mr. Metcalf's school at Tongaat?

Yes, after their school hours they attend the vernacular school.

By Mr. Kichlu:

501. Is it the case that the present Government-aided school does not provide sufficient accommodation for all the children of school going age who want to be admitted to the school?

The accommodation is very limited.

502. Do you want more schools of a Government-aided character?

Yes, we do.

503. Would you be willing, in case it were decided to open a Government Aided school, to place your building at the disposal of the Department to be utilised for the purpose of a regular Government-Aided school with fresh staff?

The position is that these institutions belong to the public, and the instructions of the public have to be obtained.

504. My question was not that the building might be made over to the Government. My question was whether if it was decided to open a new school they would allow their building to be utilised for the purpose. The building would continue to be the property of the community, and could be utilised for vernacular purposes outside the ordinary school hours?

Yes, certainly.

505. Have you any information as to the probable number of children who have been refused admission, and for whom further accommodation is required?

Many children. The number I cannot give, but there are many children who cannot get admission.

506. You want regular education to be given through the medium of English if any additional school is established, as it is done in the Government-Aided schools?

Yes.

I.H.KHAN and J SREBARUTH of Isimembe and C.R.AMOD

of Maidstone, are called, and are examined as follows:-

By the Chairman:

507. Will you read your statement?

(The following statement is read:- "Duly authorised by the Committee we beg to submit the following statement to the members of the Indian Education Enquiry Committee, and the following are the facts as affecting the district known as Isenembi which is approximately 7 miles North-West on Tongaat. The district has been opened up within the past 8 years through the Sugar can Industry and many Indians have acquired farms in the district. The district in itself is a large one, and approximately there are about 500 Indian families. Our Committee have long realised the need for a school in the district, and with a view to establishing a school a committee was formed and a school was established at the end of 1925. For finance, the Committee had to depend upon contributions from parents for the support of the school. At present there are 82 children on the roll, and there are 2 teachers employed. We have not been able to get the right type of teacher owing to our not being able to pay the teacher what might be termed an adequate salary. Thus we have had many changes. Our Committee is prepared to acquire 2 acres of land, and to raise sufficient funds for a building, and hand the whole things to the Government if a Government school could be established here. At the present moment the school is full. There are many children who through lack of accommodation and for the want of a better teacher have to walk 14 miles daily to attend the school at Fairbreeze while a few others live with their relations in

Tongaat to attend the Indian Boys' school there. Approximately there are about 50 children who would attend school if better facilities existed. The district is fast becoming a centre of Indian farmers, and the need for a Government school is keenly felt.")

508. Do you get any grant for this school from the Department?

Mr. PHAN: No.

509. Have you applied for a grant?

No.

510. What is the reason you don't get a grant?

We have recently applied for a grant through the Teachers' Association. We have not had a reply yet.

By Mr. Fell:

511. What do you pay your teachers?

We pay an Assistant Teacher £1.10s.0d.

By Mr. Kichlu:

512. You have applied to the Department through the Teachers' Association?

Yes, in February this year.

513. What kind of building have you got at present?

A temporary building.

By the Chairman:

514. There is a Government-Aided school at Fairbreeze. This building is constructed of wood and iron. What have you to say Mr. Anod the accommodation there?

There is limited accommodation, and children are refused admission.

(140)

515. What is it you want us to do?

Teachers there are paid at the rate of £1 per month, and they cannot get good results. I suggest that the Department should take the school over as a Government school. There is no playground, and there is no supply of water. Children have to take water from a well nearby on property belonging to a neighbour. If he objects the supply of water will cease. There are many children there. I desire that vernacular education should also be introduced.

RAGHOONATH GINSH AND M.K.CHETTY, representing the

Indian community of Ladysmith, are called, and are examined as follows:-

By the Chairman:

516. Will you read your statement?

(the following statement is read:) "The Government Indian school is situated in the flood area of Ladysmith. The school has to remain closed for periods of a week or two during floods. It is therefore desirable that the premises be removed to a better locality, and one that is not likely to be affected by flood. It is requested that a Kindergarten Class be established in the Government Indian School. Several applications for the admission of students were refused during 1927 owing to lack of accommodation in the school, and it is imperative that a further extension to the school premises be made. It is submitted that in two Class-rooms of the Government Indian school two classes each are being now conducted and when extending the school premises provision should be made for this. The educational facilities for the children in the outlying districts have been long neglected, and it is submitted that over 75 children will attend school from the districts provided a hostel for their accommodation is established, attached to the school, under the management of the school master. The poor children of the Indian community, it is requested, be provided with books and education fee of charge, and the suggestion is also made that the matter of providing them with free lunch be considered. It is submitted that a sixth standard class be established in the Government Indian school. As it is at present the facilities provided are inadequate to meet the demand. For purposes of religious instruction,

vernacular education is deemed necessary by the Indian community, and it is requested that vernacular subjects be included in the curriculum of the Government Indian schools. In the alternative it is suggested that the existing vernacular Institutions, the Ladysmith Madressa, the Hindu Thirukootam Free Tamil school, and the Hindu Senarthan Dharma Free Hindi school be supported by the Government with Grants-in-aid. As there are no qualified or certified vernacular teachers in this country, it is requested that permission be made for the schools to invite such qualified teachers from overseas".)

By Mr. Clarkson:

517. You request Mr. Chetty that that school be removed?

Yes.

518. And you request that additional class-rooms be added to that school?

During the past 12 years there have been three floods, and on one occasion the school had to be closed down for six weeks. On the occasion of the last flood the school was closed for one week. The local doctors advised that the school is unhealthy for at least two months after being flooded because the premises are damp. That is only a suggestion.

519. At any rate the school is not big enough for the pupils who attend it?

It is not big enough.

By Mr. Fell:

520. Is not the situation better since the Municipality have gone in for a scheme?

The scheme has been talked about for the past ten

years, but nothing has been done for some time.

By Mr. Kichlu:

521. In order to meet the demand for the admission of more children, would the Committee of any of the Vernacular schools be willing to allow a regular Government-Aided school to be opened there on the condition that the children continue vernacular work out of school hours?

They will be prepared to do that.

522. Is it your request that English be the medium of instruction, and that the vernacular be taught as an optional or additional subject?

Optional or additional. The medium is intended to be English.

R.SINGH: There is a school about 14 miles away: it is on Mr. Meyer's farm towards Van Keenen road. The Indians come off the surrounding farms. Therefore the request has been made, if the Government do not take the school over, and if those children go to Ladysmith, that free lunch should be given. If a hostel is provided they can stay there and other arrangements can be made.

523. Could their parents afford to pay hostel fees?

A good few could pay.

By Mr. Clarkson:

524. What about erecting a school where they now are?

Also better. The school could be taken over. The school has been running for about two years. The teachers are unqualified.

By the Chairman:

5252. You have had no grant?

No.

(144)

By Mr. Pretorius:

526. Have you applied for a grant?

No.

527. Is there enough accommodation for the children in that school?

The accommodation can easily be extended.

528. Is there sufficient accommodation now?

Yes.

By Mr. Fells:

529. Is it built on private property?

Yes, on Indian property.

(The Committee adjourns)

THURSDAY, APRIL 5, 1928.

MISS V. THOMAS (Danhauser) is called, and is examined as follows :—

By the Chairman:

530. You have prepared a statement?

(The following statement is read —“ I venture to submit as briefly as possible the historical facts and present position of my school at Danhauser, and formerly at Newcastle, together with some observations. In the year 1905, I first opened an Indian school at Newcastle, in which coloured children were also taken. This was my own, and there was no other school for Indian children. I carried the same along successfully till the year 1912, and handed over to Rev. Aleock Baile of St. Aidan's Indian Mission. In the year 1914, at Danhauser, I observed the Indian children displaying a very keen desire for English education. I opened the school in my enclosed verandah 20 ft by 20 ft, and out-doors. Since then many other schools have been opened at different times and places, but apparently for want of financial support closed down after a few months trial. I kept steadily on, and my registered record an average daily attendance of 48. on the 15th December last, and the attendance is about the same to-day. I now have 73 children in my school, of which 8 are girls. There are about 200 children, boys and girls, and I find it impossible to accommodate any more, My classes are primary up to the fourth standard. I conduct this School with the assistance of a relative, Miss Lazarus.

Neither of us however are certificated. My school suffers much for want of efficient requisites, staffs, inspectors, examiners and the like. My school fees are 2/6 per pupil up to the third standard, and 5s for the fourth Standard, with a family concession of 5s. up to the third Standard. I have also two pupils free. there is no other source of revenue, and I meet all expenses myself with the exception of prize distribution, which is met by Mr Lazarus aided by public subscriptions. Having given this account of my school I venture to submit that whilst there is a general mass of Indian children growing up in absolute illiteracy in the country districts, female education is being overlooked even in Towns such as Newcastle, Dundee, etc. The girlhood of this country grows up in darkness and their motherhood is but an entanglement. Needlework is remote and hygiene is an unknown factor. In view of the forgotten importance of female education, and the very regrettable state of Indian education in general, allow me to appeal for adequate provisions and for the immediate establishment of boys' and girls' Government Schools, and the extension of the system of compulsory education to a law abiding section of the population, so that we may evolve and unite into your most intelligent family of communities").

By Mr Kichlu;

513. You have made suggestions about girls' education, and about the establishment of girls' schools. Will you let us know whether you suggest that in the early stages the girls should leave the boys?

They should be together up to a certain age only standard 1 or 11.

532. Are girls keen on education at Danhauser?

Yes.

(147)

533. Are the parents willing to send them to school ?

Yes.

534. Is there any Government or Government aided school at present at Danhauser?

No.

535. According to your calculation there are about 200 children, boys and girls, who are of school going age, and for whom there are no facilities at present?

That is so.

536. In addition to your private school is there any other private school at Danhauser?

No other private English school.

Mr Sheik Abdeol and Dessen Lazarus (Danhauser) are

called and are examined as follows:--

By the Chairman:

537 You have prepared a statement. Will you read it ?

(The following statement is read:-- "Whilst there are private schools being conducted in private residences most of the children cannot be accommodated owing to insufficient space. Danhauser, surrounded by mines, is a thickly populated village of Indians in Northern Natal, and suffers a great hardship in being without any facilities for proper education. The nearest Government school is at Dundee, a distance of 22 miles by rail, and the nearest Government Aided school is in Newcastle, 22 miles by rail. Our representatives find that there are at present over 200 children at school going age at Danhauser, including the Collieries. All of these we regret to state receive no assistance whatever from the Government for their education. In view of this appalling state of educational facilities we made several representations to the department of Education from time to time, and in the year 1918, led by Messrs. Sheik Ameer and Dessen Lazarus, a deputation waited on the Administrator, Sir George Plowman and council with our grievances. With these reflections we venture to submit as briefly as possible as follows:-- In the beginning, at the introduction of the indenture system of Indians into the country, it was understood that the Indians, after the expiry of the term of their service were to become a permanent part of the population of the Colony, and as such were offered various inducements, and the natural sequence to such were the facilities for education. In pursuance of this policy, the Crown Colony and the Responsible Government voted sums of money for Indian Education; in fact at that time we received

education in equal proportions along with the European section of the population, but as the population increased it was found that the sum voted was insufficient. Now out of about 30,000 Indian children of school going age only 9,000 are attending schools, and for want of an adequate number of schools children in various villages and mining areas are not receiving any education at all. Moreover, in the case of European and coloured education the Provincial Administration is spending a large sum in addition to what is received as subsidy, whilst the full amount voted for the Indian children is not being expended. We therefore submit that all monies voted for Indian children be earmarked expressly for that purpose. Again the Apprenticeship act was passed, which says that before a child can be apprenticed in the printing trade, he must have passed standard VII. So it is also in other trades. In some trades it has been fixed at standard VI, and very few non-europeans children reach that standard because there are no educational facilities to that extent. In view of these facts, we suggest that there be Government schools established in the immediate future in all the country districts and the mining areas together with primary, technical and agriculture education. As for teachers, the Government could easily import a number of teachers from India instead of waiting for years for teachers to be trained in the Training College here. That in view of the Dannhauser Indian population in particular having long suffered for want of educational facilities and as there are over 200 Indian children wanting proper education, we pray that a properly equipped Government School be opened at the earliest opportunity. As there are a goodly number of Indians taking advantage of State-sided emigration, the residuary population given the

opportunity would prove an invaluable law-abiding intelligent community absorbed in the general happy population of this Garden Colony.")

538. So you want at Dannhauser a school equal to the European school?

A school similar to that of the European, conveyance being provided by the Durban Navigation Colliery, We should also have some conveyance, because the Colliery is some distance away. Otherwise children especially the infants, could not possibly attend. If the school is to be at Dannhauser some kind of conveyance should be provided. The Collieries are providing it now for the Europeans.

539. Your request is for similar arrangements to those made for Europeans?

Yes.

540. You know that the Union Government don't provide a similar subsidy for the Indian as for the European?

Yes. We ask for a Government school.

541. You would accept it on a lower grade than a European school?

I suppose the next best would be acceptable.

542. Can you give me any idea of the average earnings of the Indian population outside the storekeepers?

About £2-15-0 to £3, plus rations and quarters. That is the pay of the mine labourers, The total would amount to about £6-15-0.

543. And the population outside that, in the stores and elsewhere apart from the mines?

There are people of various grades. A storekeeper might be earning something like £100 net profit a month.

544. And the Assistant?

The assistants would be earning from £10 to £12 a month—counter hands. A bookkeeper gets a little more, about £12 to £15 on an average. The farm labourer gets from £2-15-0 plus rations and quarters.

By Mr Clarkson:

545. Is there any possibility of the Indian community at Dannhauser providing suitable ground and a building, so that we could start a school right away?

That has been our difficulty. We have been trying this from 1916. We have had great difficulty in getting a piece of ground, although the land there practically belongs to Indians a suitable piece of ground is not available lately we have found that the Dutch Reformed Church Committee has a piece of ground which is only one acre. Negotiations are going through. I am the Secretary of our Committee, and in the course of the next month I think we will come to some definite thing in the way of purchasing that land for school purposes. The negotiations are not closed yet, and therefore I cannot say anything definite.

546. Are the Dannhauser Indian Community prepared to find ground and put up a building if we start a school there?

That is a rather difficult question. We are prepared to find the money, but the finding of suitable ground is another matter. We could find ground in the lower valley, but it would be unsuitable.

Are you prepared to find the Money?

Yes .

548 Then you will find no difficulty in finding the ground?

I don't know; there is a difficulty in finding the ground .

By the Chairman:

549 . Cannot you approach the mine people to find the bricks ? Mr Snedden might find you the bricks ?

I don't think he is so philanthropic as that .

550 . His brother found all the material for a school , and the natives and Indians built it themselves . If you agreed to accommodate the Indian children he has on his mine he will probably do something for you .

Dannhauser people have been doing a lot to help themselves , a lot more than other towns have done . There are children in the Arabic School , which is being solely conducted by Mahamedan storekeepers .

551 . You say there is a lack of facilities at Dannhauser . We are anxious to help but the buildings and land must come from the Indian community , these people who are prepared to help themselves . You are a wealthy community at Dannhauser ?

That may be , and we have been doing our share . There is also a Hindu School there , which has been carried on for a number of years by public subscription .

552 . What about those buildings being handed over where Indians are carrying on schools at present ?

They have been carrying on schools in their private

houses. We are doing our best to get hold of a piece of ground, and then we are prepared to put up a school. If not, I have a sum of £200 which has been subscribed by the Dennhauser Indian Community. We will hand that over if that will be an inducement.

By Mr Kiehl:

553. Your request here is for the establishment of a Government School, and you have made suggestions in regard to making arrangements and bearing the cost of putting up a School building. Would you prefer a Government School or a Government aided School?

I don't know think the community will fall in love with a Government aided School. I think the Community will contribute more if the Government will provide a school directly under the Education Department.

554. In that case I take it you will put up a building, or make a suitable contribution to the Government towards the cost of a building.

But there are several other schools round about there which were built for Europeans in 1916 and 1918, and which are now closed. There are the Mossdale, Gambrian and Geduld Schools buildings. The Geduld School is a wood and iron place.

By the Chairman:

555. Could that be moved to Dennhauser?

Yes. The Mossdale building is of brick. The Geduld School is immediately behind the Gambrian, about a mile and a half.

556. Would that be suitable for Dennhauser if it were moved?

With a little extension it would accommodate the

requirements at Dannhauser for this time being. That is a Government building.

By Mr Kichlu:

557. How many collieries have you roundabout Dannhauser?

The Durban Navigation have three shafts, and the Cambrian have one, between Newcastle and Dundee, a distance of 44 miles, there is no Indian school, but the European children have an aided School, so that between the radius from Newcastle and Dundee we have no Indian School at all.

558. Is there Indian labour employed in these mines?

In all the mines. They are not as numerous as they used to be, but there are not less than 300 in these Collieries.

559. Is it all adult labour?

They are all family people with a number of children.

By the Chairman.

560. But the children don't work on the mines?

There are some children over 16.

By Mr Kichlu:

561. Are there any children of 15 and 16 who work in the mines?

Boys of 15, 16, and 17 are working in the mines.

562. Do these owners provide any facilities for the education of the children whom they employ, or for the children of the other workers?

No, not with regard to the Indians. With regard to the Europeans they are contributing something in the way of conveyance and so on.

563. The Indians Workers on the mines live on the mines

with their families. Quarters are provided for them?

Yes.

564. Is there not a school at Burnside which is at the Mine?

Yes. There is a private school which is being carried on by the labouring class of people themselves. The Colliery helps them by contributing to the salary of the teacher, and by giving him rations and so on. I have no doubt that if the Indians did the same thing Mr Sneddon would give a certain amount of assistance, but it is impossible to find an efficient teacher. They could only afford to pay £2 or £3 for a teacher, and you cannot get much of a teacher for that.

By the Chairman:

565. Can you tell me if the number is greater than in Dannhauser or at the Durban Navigation Mine?

At the Dannhauser Village the majority of the children live. A number of the Colliery children live in the village for convenience sake.

566. Do you think it would be better if a school is established that it should be at Dannhauser?

I think so. The only available ground is between the property of the Cambrian Colliery and the Outspan. There is one acre of ground available facing the main road to Dundee.

567. Could you not get nearer to the Durban Navigation? Then you would avoid transport altogether if you put a school between the Durban Navigation and the Village.

We have approached Mr Snedden with regard to that, and Mr Snedden said it is impossible to get that ground because it is mined underneath considerably, and it is

sinking. They would not even allow the children to play about there.

568. Are there any surface there?

There is a creek and in several places there are hollows on the slope.

REV. A. W. CRAIG and MR. A. R. SINGH, of Richmond community, are called, and are examined as follows:-

By the Chairman;

569. Will you read your statement?

(Mr Singh reads the following statement:- "The Richmond Indian School was established about the year 1903, mainly through the efforts of the late Rev. Fryer. The average attendance at the time was about 20. Some twelve years ago the School was on the point of being closed owing to the lack of funds, and the difficulty in getting qualified teachers, when the Rev. A. W. Cragg kindly undertook to take over the Grantsmanship, and to conduct the school. The school is conducted at present as a Government Aided School under the charge of the Rev. Mr Cragg. The Indian community here provided quarters for the head Teacher, which were erected on the £ for £ basis. This they were compelled to do on account of the teacher experiencing difficulty in obtaining suitable quarters on the small pay offered him. The present school building has accommodation for only 64 children and as the present attendance is 88, composed of boys and girls it will be seen that the building is totally inadequate, with the result that some children are accommodated in the yard/school and should any further children wish to attend admittance will have to be refused. It is requested that an extension of the buildings be made as soon as possible in view of the lack of accommodation. There are many Indian residents here who cannot afford to send their children to school owing to poverty, and it is suggested that in their cases they be provided with books and education free of charge. As there is a likelihood of an increase of the number of the girls attending school the need for a female teacher is greatly felt, and should one be appointed we are confident that this number will doubly be increased. Through the insufficiency of Government grants duly

qualified and competent teachers for the junior classes are impossible, and essential school requisites cannot be purchased, with the result that the efficiency of the school has to suffer. The community cannot continue indefinitely to meet the deficiencies which arise frequently in the payment of the teachers salaries, and it is suggested that the Government take over the school with its staff, due recognition being given to service and status, and that the same be conducted as a Government Indian School. The present staff is hardly sufficient to meet the present demands of the school, and it is requested that extra teachers be appointed only those possessed of the necessary qualifications. It is further suggested that in the event of the authorities deciding upon making an extension to the present buildings the whole building be removed to a better site, and on to very much higher ground, as the present site is regarded as very unhealthy owing to the peculiar situation of the school, and the dampness of the ground".)

The Rev. Mr. CRAGG: I would point out that the School at Richmond is completely inadequate for the work that is to be done there. We have a permanent population of Indians of about 700, and I understand that in that number there are 200 children, 150 being of school age. There is a very large number of girls who would attend school if there was accommodation for them. At the present time our school will accommodate 64 children. We have now on the Roll 88, and we should have a great many more if we had the necessary accommodation; but the school being as it is a very small building, wood and iron, poorly equipped, we consider that it would be greatly to the advantage of the Indian community if we could get the school made into a Government School. Then the Government would employ a sufficient staff, and also a qualified staff. At the present.

time we have two teachers. One holds the Senior Teacher's certificate, and is paid a salary of £12 a month and quarters. The other is an assistant teacher, and he has children in his classes who have passed standard IV., and therefore he is not qualified to teach really. We feel that we cannot expand. We have no room to expand, and we have no money to pay a properly qualified teacher. If this school were made into a Government School then the Government would see that there was a proper accommodation. We have one room now, and for seven classes to be taught in one room is not conducive to the best education. The community is exceedingly poor. There is a large number of Indians in the village who cannot afford to send their children to school. We cannot take them in for nothing and that might be done if there were a Government school there and if free books were given.

570. We don't give free books?

We should press for free education in connection with a Government School, if it were at all possible. A large number of girls are ready to come to the school, and they want to be instructed in subjects that would be of some use to them as women, such as domestic science, and not merely to take the academic work. I would stress that, of course is impossible at the present time. I would stress the point that the community needs a Government school there. We need to have more qualified teachers, which it is impossible to have at the present time, and we need a qualified female teacher who would do a great work amongst the girls especially. These are the main points that I would stress this morning. The fact that the Indian community has done its part should be taken into consideration. We built the quarters on the £ for £ principle, and we have met deficiencies as they have arisen again and again; and when you consider the poverty

of the people it is exceedingly difficult for us to have to continually go to them for the money required to pay the teachers.

571. What is the nature of the employment of the population outside the store-keeping class?

A number are labourers, and others work at the stores and at the saw mill and a number on the farms.

572. Any of them farming on their own account?

Very few.

573. It looks a big population for a small place like Richmond?

It is Richmond district, and not only in the village.

By Mr Fell:

574. Mr Singh would you people consider putting a building up and handing it over to the education Department? You have several wealthy Indians in Richmond, and a great deal of the land in the village belongs to Indians?

They have helped up to now. I don't think they are in a position to put up a building or buy any further sites for such a building. The majority of the community are very poor.

By the Chairman.

575. Even the Storekeepers?

There might be one or two able to afford a little-- nothing much.

By the Chairman.

576. You are all poor?

The majority are poor.

By Mr Fell:

577. Would you suggest that we put up the building and

supply teachers and give education free?

Education free to the poor children, the parents who cannot afford to buy books or to pay school fees, and not to the ones who can afford it.

578. Several people giving evidence here have gone as far as to say that they will hand over a building to the Education Department if the Government will take it over as a Government School?

Rev. MR. CRAGG: There are a few wealthy store-keepers but you have got the rest of your Indian community very poor.

MR BINGH: Not long ago the Richmond community had to put a big sum to provide quarters for the Headmaster at a cost of £200. It was on the £ for £ basis.

By Mr Kiehl:

579. Does the school building belong to the Indian community or to the School itself?

REV. MR. CRAGG:

The School itself.

580. Has it got a Committee of Management or Board of Trustees?

No, I am the Grantee.

581. As you are the Grantee I wish to know whether the School is maintained by the Mission?

I am only Grantee for the help of the School. It has nothing to do with my Mission.

582. It is said in your statement that the community cannot indefinitely meet the deficiency on the teachers' salaries. Are we to understand that the community has been frequently

(162)

bearing this deficit?

Yes, for the last couple of years, the deficiency was regular, and I went to the Indian community to make up that deficiency.

By Mr Fell:

583. You had no difficulty in getting it?

I had a considerable difficulty.

P. A. NAIDOO, representing the Point Indian Community.

is called, and is examined as follows:--

By the Chairman:

584. Will you read your statement?

(Witness puts in the following statement:-- "There are approximately 200 children of school going age in this district. The parents of these children are employed in the various Corporation and Government services. Some of these children attend at Currie's Fountain and the majority remain untaught, for the parents who are in receipt of a very small salary, can ill afford to pay for tram fares, etc. The community have been in communication with the Superintendent for some time, and on the 8th September 1927, they were advised that nothing could be done in the matter of establishing a school pending the Education Enquiry. The Point Indian Young Men's Association was conducting a night school, but owing to lack of accommodation and funds the school had to be closed. The district has a big population, and it is necessary that the children should not grow up in illiteracy. The want of a school here is being heavily felt.")

By Mr Chairman:

585. You want an Indian School there?

Yes, that is the sum and substance of my request.

By the Chairman:

586. Is there no Indian School at the Point of any sort?

No.

587. Where do they go now, to the Durban School?

Only a few go to the Durban School.

588. The other's don't get Educated?

No.

589. Does this number include the children in the Railway Barracks?

Yes, most of them are in the railway end Corporation Barracks.

590. They are all the children of a class of people working for £2 and £3 a month?

Yes, mostly; some get £4.

591. And your request is that you should have a Government School there?

Yes.

592. Is there any building available near the Barracks which could be rented?

There is a site where a building could be put. The Inspector came there once and had a look at it, and he is satisfied.

593. But there is no building there now?

No.

594. Is this site on Railway ground?

Yes.

595. Do you think the Railway people will put you up a building if we find the staff?

I ~~may~~ could not say.

By Mr Kiehlus

596. Is there a school there at present?

No. There is no English school for Indian children. There was a private night school, but that has been closed owing to lack of accommodation and insufficient funds.

(165)

597. How far is the next school from your place at present?

About four miles.

598. Is there accommodation in that school?

No, children are refused admittance at present.

V. K. FILLAY and MAHOMED CASSIM, representing the Finetown

Indian Community, are called, and are examined as follows:-

By the Chairman,

599. Will you read your statement?

(The following Statement is read :-We, the undersigned, representing the Indian community of Pine town and surrounding villages, beg to submit our statement to you in regard to the vital necessity of establishing a Government Indian School at Pine town, The district practically owns no school, and this has been so far the last/year The nearest school is at Malvern, which is 7 miles distant, and it is Government aided. During the year 1915 a St. Aidan's Mission School was in existence, but it was closed on the 30th June, 1920, due to lack of funds for its maintenance. There were about 90 children then on the roll, and the school was attended by the children of the surrounding districts also. Subsequently the Indian community petitioned the Education Department pointing out the necessity of a Government school. At the time the building of a European Government School in Pine-town was rendered vacant. The petition was transmitted by the Department to the Inspector of School's of the main Line, Mr. Murray Brown, with instructions to enquire whether or not the European community would approve of the Departments intention to open up a Government Indian School in the old vacant European Government School. The then Head master Mr. E. Emanuel, of the St. Aidan's Mission School was made to understand by the inspector that the feeling of the European community was not altogether against a school in that vicinity, and that he was making a favourable report. But the school asked for was never opened and the

matter ended. Since that time there have been endeavours by the community to open a school, but efforts failed owing to lack of funds. Owing to the absence of a school here a few private schools sprang up here and at the surrounding villages. These were maintained by public subscription, and as sufficient funds for their upkeep were not available most of them were closed. But one such school is now in existence at Pinetown not worthy of any mention. From figures given us by the Government-aided school of Malvern there are at present 36 children of this district attending that school, and during the last three years over 100 applications for admission were received by that school from parents of Pinetown and district, but were refused owing to insufficient accommodation. The existing private schools are at Pinetown, Sarnia, and Wybank. There is an attendance of about 150 children in all these three schools. Sarnia and Wybank are two and three miles from Pinetown respectively. The condition of these schools is deplorable. The teachers are totally incompetent and are uncertificated. The chief centres of this district are Hoxbhdens, Sarnia, New Gergany, Wybank, Melweni, Kloof, Gillets, and Hill Crest. These centres have a population of about 3,000 Indians. In the event of the opening of a Government School at Pinetown we expect an attendance of not less than 200 children from all these centres. These centres are closer to Pinetown than Malvern. Hill Crest is seven miles from Pinetown and 18 from Malvern. A certain number of children, from this centre is attending the Malvern school, and a certain number from Kloof, Wybank and Sarnia is also attending that school. Only few parents of these centres can afford to send their children by rail to Malvern school. Pinetown being centrally situated, the parents of the school-going children of the surrounding districts may afford to send their children to Pinetown at a small expense. We respectfully beg

(168)

to point out that the Indians in this District are small farmers, and a great majority of them are in very poor circumstances. A school at Pinetown will certainly afford the long-looked-for opportunity of education these children who are unfortunate and who are being lamentably neglected, and are growing up in absolute illiteracy for want of a school here. We are willing to contribute as far as possible as much as we can with a view to assisting the Administration in securing a suitable site and erecting a building for the purpose".)

M. B. SIGAMONEY, representing the Clairwood and South Coast Junction Branch of the Natal Indian Congress, is called and is examined as follows:-

By the Chairman:

600. Will you read your Statement:-

Witness reads the following statement:--"We are directed by our branch to bring the following facts to your attention. There is only one school situated in the district concerned, and that is the Clairwood Government Aided School (Indian) which had to serve the neighbouring districts of South Coast Junction, Jacobs, Wentworth, Fynnlands, Kingsrest and West. A large Indian Industrial population is resident in these districts. The present school is insufficient to cope with the large number of applicants for admission, as several hundreds have been refused admission. The parents of the children attending this school are labourers, and do not earn enough to find books and school fees for their children. At present no facilities have been provided for the girls, as over 200 could easily be gathered together if there was a separate girls school. The ground on which the present school stands is about 2 acres which are inadequate for the large number of pupils attending this school, numbering about 665. There are no facilities for primary education upto Standard VI., and as for secondary education as most of the parents are unable to meet the expenses of travel they are unable to send their children to Durban. It is earnestly desired that the present school be converted into a Government School."

By Mr Kichiu:

601. Your remarks refer to the school at Clairwood?

Yes, that is the only school there.

602. How far is Jacobs from there?

About a mile.

(170)

601. Is there a separate school at Jacobs?

No, there is only one school for the whole of the District.

602. Your suggestion about a separate girls school refers I take it to girls proceeding beyond a certain stage, and not to the early stages of Education?

Yes, I put in an illustration of the school we have now which was partly put up by the community of Clairwood and partly by the Grantee.

(171)

ANAND RAI, President of the Natal Indian Teachers
Society **E. THOMAS**, Secretary of the Society, **T. M.**
HAICKER, **L. J.**, **HARRIS**, **B. J.**, **CHOOHOO** and **S. M. MOODLEY**,
members of the Executive Committee of the Society,
are called and are examined as follows:--
By the Chairman:--
603. You have prepared a statement?

Yes, we have put it in. We have covered almost all the
ground in it, but we shall be glad to answer any ques-
tions on the statement.

We, the undersigned Officials of the Natal Indian Teachers' Society representing the Indian Teachers in the Government and Government Aided Schools, in Natal, duly authorized by our Society, beg to submit the following Statement on the subject of Education of Indian children in Natal, in accordance with the terms of reference published in the Natal Provincial Gazette, which are as follows:--

- (a) The existing facilities as a whole in Town and Country Areas.
- (b) The conditions of service of Indian Teachers in Government and Government-Aided Schools, including Salary, promotion, discipline, and pension.
- (c) The present system of Provincial grants-in-aid and any changes which may be considered to be necessary.
- (d) The financial basis of Indian Education having regard to the resources of the Province, the various demands upon them, and the adequacy or otherwise of the existing Union Government subsidies in so far as they affect Indian Education.

FACILITIES. According to the estimates given by the Superintendent of Education in his recent report that it has been assumed that there are at least 32,000 children of school age in the province of whom 9,900 are attending schools, it may readily be seen that over 22,000 are unprovided for and are growing in illiteracy. There are 53 recognised Indian Schools in the whole of Natal, of which 9 are Government Schools and the rest, viz, 44 are Aided institutions. In Durban and Maritzburg there are established 10 schools (4 Government and 6 Government Aided) attended by a little over 3,000 children, while 19 schools are situated in the suburbs of Durban, ^{with} an attendance of 3,000 (approximately). It would appear that the educational needs of the community are well met in the areas above mentioned, but such is not the case.

Durban and its suburbs have a very large Indian population, and consequently almost all the schools are full to overflowing and in many instances for want of accommodation, applications for admission have to be constantly refused. It is desirable that every child should have equal opportunity to acquire primary education, therefore it is considered necessary that more schools should be opened and extensions to existing schools, wherever necessary, should be effected.

"In the country areas, schools are few, and distance from home to school often proves a serious handicap as regards attendance. The buildings and equipments in the rural Aided-Schools are, in most cases, unsuitable. Moreover, owing to the meagre salaries offered to the Indian Teachers competent men are not prepared to leave their homes to accept appointments in these country schools.

"The result of these disadvantages is that a majority of the children, through lack of proper facilities, are compelled to grow without any education.

"The following is a list showing the distribution of Indian Schools in Natal:

Coast	Alfred County	1
	Alexandra	1
	Durban	20
	Victoria	15
	Zululand	1
Inland.	P.M.Burg.	10
	Weenen	1
	Klip River	3
	Umvoti	Nil
	Utrecht & Vryheid	Nil
Total		53

"The accompanying sketch map shows the following data:--

- (a) Number of Indians population in each county
- (b) Number of Indian Schools in each county
- (c) Number of Indian children receiving instruction
- (d) Number of Indian children of school age in the Province as at 1927.

The distribution of pupils as in 1926, according to sexes is as follows:--

	Boys	Girls
Government Schools	1787	228
Government Aided Schools	5933	1207
Total	<u>7720</u>	<u>1435</u>
Grand Total	<u>9155</u>	

"It will be observed from the above figures that there is a marked disability in attendance as between the both sexes. We are of opinion that the education provided at the Indian mixed Schools is not of such a nature as to meet the practical requirements of the average Indian girl, and hence one of the reasons of the small number in the schools. If adequate provision were made to meet the requirements of these girls we have every confidence that the Indian parents would not only send their girls to school in larger numbers but allow them to remain at school for a longer period than they do now. Fortunately the Indian community is now realising the benefit of educating their girls, and those who were once not in favour of the idea of educating their girls in English have now changed their opinion.

"In regard to school buildings (Government and Government-Aided) very little remark can be made against the building and equipment in respect of the Government Institutions, but the condition of the State-Aided Schools is, with very few exceptions not at all satisfactory. Of the 44 Schools only 7 are built of brick, the remainder are wood and iron structures and some of these do not fully comply with the proper hygienic and sanitary conditions. In his Annual Report for 1921 the Superintendent of Education observed:-

It cannot be said that the conditions under which these Aided Schools work are as satisfactory as they should be. It cannot be expected that the Indians of the Province would be long contented with such a state of things."

"It might also be recorded that there exists a number of Indian Schools conducted under trying circumstances by private

enterprises. In most of these cases English and a vernacular are taught. The conditions generally cannot be termed satisfactory. If these schools receive the recognition of the Department of Education, a considerable improvement would be made benefiting both the teachers and pupils.

"HIGHER EDUCATION" The problem of higher Education is agitating the minds of the leaders of the Indian Community. In this connection we would attach more importance to Industrial Education. At the present time no facilities exist for an Indian youth to receive training in Technical, Industrial, or Agricultural Education. We are of opinion that some provision should be made to supply this want, and we have no doubt that those who would take advantage of it would also be prepared to pay for the training.

"CLASSES BEYOND STANDARD VI: At the Carlisle Street Government School pupils have been prepared for the Junior Certificate and Matriculation Examinations for the past few years, and the results have not been very satisfactory as the following result shows:--

Matric.	1925	No. on roll	3	No of Entries	3	Passes	1
	1926	"	1	"	"	1	Nil
	1927	"	1	"	"	1	Nil
Junior-	1925	"	16	"	"	1	"
Cert-	1926	2	36	"	"	"	"
ficate.	1927	"	44	"	"	12	4

"We are of opinion that an Institution, separate from a Primary School should accommodate students preparing for University Exams. With an adequate number of qualified teachers to teach the various subjects required, and with proper equipment such as, Laboratories, etc., to demonstrate practical work, better result would follow.

"This could with advantage be included in the proposed Teachers' Training College, expected to be established in Durban.

"The idea of sending Indian youths to Fort Hare Native College does not seem popular with most Indians. Although admission has not hitherto been refused, distance and other inconveniences are hindrances. The youths find themselves in an entirely different atmosphere from that to which they have been accustomed, and being removed from home influences, habits may be formed which will be in conflict with their national habits and character.

"Conditions of Services Regarding the teachers employed in Government schools, the outstanding hardship experienced is the question of insufficient salary.

"There is no gainsaying the fact that the living of a person is determined by the income he derives, and as the Indian community has been enjoined to adopt the "Western Standard of living" the Indian teachers, in order to live in a way that befits their position, have to earn a respectable salary.

"The passing of the Minimum Wage Act provides a minimum wage for the Industrial and commercial Worker. In the case of teachers, however, no provision has been made to provide a salary commensurate with their work and station in life. The Indian Teachers, for apparent reasons, endeavour to live up to a higher standard than many of their countrymen but under the present scale of pay, he finds it most difficult, and, in many cases, almost impossible to maintain the prestige the teaching profession demands. In fixing the salaries of the teaching profession as between the Indian and European teachers, in primary Indian Schools, apparently the authorities have not given their nature consideration in the adjustment of salary for like services performed by the Indian Teachers. European Teachers in the Indian Schools are paid on the European Scale, which is far in advance of the rate paid to the Indian Teachers.

"In order to elucidate our point, we venture to quote the following comparative statistics as between the Indian and European Teachers employed in the Government Schools the length of service and the salary paid.

- (a) The maximum salary for an Assistant Teacher possessing the Teachers' Senior Certificate (which is the highest for the Indian Teacher) is £12 10 0 a month

The maximum salary for a certificated European Assistant of grade B (which is the lowest in point of salary) is £30 a month.

- (b) The maximum salary paid to a headmaster of a school under 100 pupils is only £15 a month.

The maximum of a European Headmaster of a school of between 35 - 99 pupils is £33 - 6 - 8 per month.

- (c) The maximum salary for a headmaster of a school of over 400 pupils is £25 per month.

The maximum of a European Headmaster (with P.I. Certificate and 8 years experience) of a school of 250 - 399 pupils is £50 per month.

"The present rate of salaries for teachers in the Government Schools is as follows:--

HEADMASTERS.

Special Grade	over 400 pupils	£20 13	per month
Grade I	250 - 400 "	£16 13 4	"
Grade II.	100 - 250 "	£15 0 0	"
Grade III.	Under 100	£12 10 0	"

Plus house allowance of £2 per month.

ASSISTANTS

Grade A.	Senior Qualifications	£10 - £12 10	per month
Grade B.	Junior	£6 13 4 - £10.	"
Unqualified		£6	per school month.

Plus marriage allowance of £2 per month for

male assistants.

"A special Grade was created last September for Schools of over 400 in average attendance. The salary attached to this grade is £200 - £10 - £300.

"All Head teachers receive a house allowance of £2 per month and all male assistants who are married receive £2 a month termed "Marriage Allowance". A scale of salaries for the various classes of Teachers in the Government Schools is herewith appended for the consideration of the Committee.

"Government Aided Schools" As regards the conditions of service of Indian Teachers in the Government Aided Schools the following points are put forward for consideration.

"The Provincial Grant of £2-10-0 per head based on average attendance is the only source of income for salaries of teachers in these schools. Consequently, the teachers are not paid on a scale adequate to their needs and status. The pay given in these schools is altogether insufficient to attract competent teachers, and this reflects most unfavourably on the conditions of these schools and education generally. Owing to their meagre earnings many have to resort to strenuous work in their spare time in order to supplement their salaries to keep up a respectable appearance. Owing to lack of uniformity in the management of the Aided Schools, there exists great hardships resulting from undefined principles in the payment of salaries to the teachers as the following illustration abundantly proves:-

- (a) The Headmaster of a certain school with 209 pupils, with 36 years experience, receives only £11-13-4 a month, while under the same management a Headmaster of a school with 194 pupils, with 15 years experience receives £17 a month.
- (b) The case of assistant teachers is far from satisfactory. In some cases Teachers are engaged at a salary of 30/- a month. A junior qualified teacher in one school receives

only £3 a month, while at another school, one with the same qualifications receives £10 a month. At another school a qualified assistant receives £6 a month, and an unqualified assistant receives £6-15-0 a month, and an unqualified assistant receives £6-15-0 a month.

"ASSISTANTS' GRANT. Though Assistants' grants at the rate of £20 per annum are given to certain schools in respect of some qualified teachers, yet the system seems to be wholly unsatisfactory. The following instances will prove our contention:

1. St Pauls School	167 pupils	Staff 7 (5 qualified)	No Assist. Grant.
2. Stalls Hill	149 "	" 5 (5 qualified)	4 Assist. Grant.
3. Tangset	129 "	" 6 (4 ")	- -

"In view of these instances which are a manifest proof of the unsatisfactory condition prevailing on the payment of this Grant we venture to suggest that this system should be abolished altogether.

"In order to secure a uniformity in the management of these schools it is submitted for consideration that the inspectors of schools of the three divisions namely Northern, Midlands and the Coast, be made Grantees of the Aided Schools in their respective areas. They should make appointments of Staff and disburse the amounts (as salaries) through the Headmasters concerned. This suggestion is brought forward solely for the purpose of centralising the management of these schools desirous of the change. We beg to suggest that a uniform scale of salary should be prescribed for all teachers employed in the Government-Aided Schools, with due provision for leave, Promotion, etc.

"PENSION Indian Teachers in Government Schools enjoy the same privileges as European Teachers by contributing to the National Teachers Pension fund. Unfortunately for European Teachers in the Government Aided Schools, no provision is made. Indeed, serious hardships have been endured by the old retired

Indian Teachers, who have nothing to fall back on, on their retirement.

"Act No. 31, 1910. made certain provisions for European Teachers in the Government-Aided Schools upon retirement though ill-health or at the age of 60 years or upwards, to a pension from the Public Revenue upon a fixed scale, and we venture to suggest that some similar provision be made to benefit Indian Teachers employed in the Government-Aided Indian Schools.

"TRAINING OF TEACHERS There is no institution in Natal for the proper training of Indian Teachers, and this question needs very close attention. At the present time classes are being held for training of Teachers on Saturdays in ^h three centres, viz. Durban, Maritzburg, and Verulam. This method is not efficient means of making qualified teachers. As far back as 1921 Mr H. R. Dukes, the Superintendent of Education, made the following comments:—

"Perhaps the most pressing matter in connection with the Indian Education is the lack of proper training for Teachers. The Department has done its best with the establishment of training at three or four centres, but this is not satisfactory since those attending can only give part time attendance and the building and equipment for this very necessary work are not in existence."

"In the Superintendants Report for 1926, Inspector Murray Brown makes the following reference on the same subject:—

"A element need in Indian Education is the provision of a training college for Teachers. We cannot hope materially to amend many of the existing faults under the present week-end system of tuition."

"An analysis of the number of Indian Teachers with their qualification may be of interest:

	<u>Senior</u>	<u>Junior</u>	<u>Unqualified.</u>
Government Schools	39	11	1
Government Aided	50	73	45

No of Schools
Government

9 (including 1 staffed with Europeans only)

Government Aided

44 (including 5 with mixed staff)

26 5% non qualified for all schools.

"GRANTS IN AID. Under the Act of Union, the Provincial Administration receives a certain sum of money in the way of subsidy for the maintenance of Indian Schools (Act 26 of 1925 Par. B. sub-section 1). Non-European pupils other than natives who have attained the age of 7 years are eligible for Grant in regard to primary or Secondary Education. Grants are payable at the following rates:-

In Natal per head of average attendance .	£5 5 0
" Cape " " " " "	£5 5 0
" Transvaal " " " " "	£6 0 0
" O.F.S. " " " " "	£5 15 0

"All monies allocated under Non-European vote are pooled and spent in the manner that the Provincial Administration may deem expedient .

"The average attendance reported to the Union Government by the Provincial Administration for the year 1925 is as follows:-

"Non-European (except natives) as a whole 2309, of this number Indians totalled 7541.

"The total subsidy for Non-European should be £48,872 - 5-8 The nett amount spent on Indian Education for 1925 was £27,918-0-6 while the actual amount due ~~xxx~~ to be spent on Indian Education should have been £39,590 - 0 - 5. Thus an ~~xxxxx~~ amount of approximately £11,672 has been diverted to other than Indian Education .

"The Provincial Administration pays for two types of schools Government and Government Aided Schools. The Government Schools come under the direct control of the Provincial Council, while the Government Aided Schools are under the direct supervision of the Missionaries and other Grantees. As regards the former, the land and the buildings are owned by the Government, with two exceptions viz, Estcourt and Dundee, which are privately owned and are rented by the Provincial Administration.

The teaching staff at these schools are Government Servants and the Indian Teachers are paid according to a special scale fixed for the purpose. The teachers in the Government-Aided Schools do not come under the category of Government Servants.

"To maintain a child in a Government School according to the Superintendent's Report, cost the Administration approximately £8 a year. This undoubtedly shows an excess over the Indian Government Subsidy. This excess can be accounted for by the fact that the full complement of the staff at the Carlyle Street School comprises European Teachers. The Headmaster of the Maritzburg Government Indian School is also a European. The salary of the European teacher in Indian Schools is on the European Scale, which is almost double that of the Indian. Had it not been for the Employment of European Teachers in these schools, the cost per child in the Government School would, we believe, be in the neighbourhood of £6 instead of £8, as is the case now.

"In the case of Government aided Schools, the Provincial Administration allows a grant of £2 10 0 per child on the average attendance basis. Out of this grant all expenses incidental to working the school are paid. The school fees collected in these schools are not paid in as revenue as is done in the Government Schools.

"The grant being insufficient, it is not at all possible to attract competent men to take up teaching. Therefore, for the reasons of improving the conditions of teachers and schools we venture to submit for the consideration of the committee that the Union Authorities be approached for a more substantial subsidy for Indian Education and that such sums should be earmarked solely for expenditure for the object for which it is intended.

"VERNACULAR EDUCATION. We respectfully venture to submit that there is a great demand on the present part of the Indian

to impart vernacular education to Indian children, and although we are keenly alive to the fact that Indian vernacular could not gain official recognition at the hands of the Government, seeing that English and Dutch are official languages, yet we think it our duty to draw the attention of the committee to this desire of the Indian parents.

"Should the Committee be pleased to take cognisance of this request, we take this opportunity to suggest that where the parents would be prepared to make provision for the payment of salary to vernacular teachers, the committee may recommend to the Provincial Administration to grant permission to the Headmasters of Indian Schools to allow the use of the Schoolrooms for imparting vernacular education to the pupils on such conditions, and at such hours as the Provincial Administration may deem fit.

"SUMMARY.—In summarising the whole position we venture to suggest:—

1. All Indian children of school age should receive education within the maximum period of ten years, but a commencement should be made immediately.
2. Government Schools, by preference, should be established where there is a settled Indian Population.
3. Further expansions should be effected to those schools where, owing to insufficiency of accommodation, a large number of children cannot be admitted.
4. Those of the Government Aided Schools that are situated in permanently populated areas should be converted into Government Schools as soon as possible.
5. Separate Girls' Schools should be established where there is a large number of girls requiring an institution.
6. Realising that the possibility of immediate conversion of all Aided Schools to Government institutions is remote.

we would suggest that he bring about uniformity in the management of the Aided Schools, the Inspectors of Schools may be appointed grantees and a uniform scale of salary should be prescribed with provision for leave, promotion, etc. in respect of teachers employed in these schools.

7. (a) Adequate provision should be made for the establishment and maintenance of a Teachers' Training College in Durban with hostel arrangements.

(b) In the same institution facilities might be given for secondary Education to those students passing Standard VI. at any primary School and desirous of continuing their studies.

8. An improved scale of Salaries, somewhat on the lines suggested, should be introduced for the Indian Teachers in the Government Schools.

9. The present grant-in-aid payable at the rate of £2-10-0 on average attendance in respect of the Aided Schools, is totally insufficient and should be increased to £4.

10. The Pension Act 31. of 1910 applies to European teachers employed in the Government Aided Schools in Natal. It is suggested that a some similar provision be made for the benefit of Indian Teachers employed in the Government Aided Schools.

11. Having regard to the insufficient subsidy given to Indian education in Natal, we beg to suggest that the Union authorities be approached for an increased amount in order to meet the expenditure entailed for improved conditions and the amount so received shall be earmarked for expenditure on Indian Education.

(185)

**Suggested Scale of Salaries for Indian Teachers
in Government Schools.**

HEADMASTERS

Special Grade (over 400 in average attendance) £400 fixed per annum
Grade 1 (250-400 in average attendance) £300-10-350 " "
Grade 2. (100-249 in average attendance) £250-10-300 " "
Grade 3. (under 100 in average attendance) £240-10-275 " "

ASSISTANTS.

Qualified £6 a school month
Qualified.
Grade A. (Junior Certificants) £80-10-120 per month
Grade B. (Senior Qualified) £230-10-240

By Mr Kishlu:-

604 With regard to the present facilities for education, will you let us know Mr Rai, if your committee has made any enquiry into the probable number of children who have been refused admission in various schools through want of accommodation?

In August 1927, Clairwood School which is the largest in the Province had 300 applications for admission which were refused, one hundred were refused at Mount Edgecumbe, 200 at Fairbreeze, 150 at Sea View, 200 at Ungeni, 200 at Mitchell Crescent, 150 at Depot Road. These are a few instances

By Mr Chairman:

Approximately 2,000 in the Aided Schools. That does not include schools which have been not yet furnished returns. The number refused admission into the Government Schools was about 790, and that does not include two schools which have not surrendered returns.

By Mr Kishlu: 606. That does not include places where there are no schools at all?

No.

607. In your statement you suggest that the paucity of numbers of Indian girls at present is due to their needs not being properly met?

That is as far as the mixed schools are concerned.

608. You suggest that after a certain stage there should be separate schools for girls?

I would suggest that in those schools where there are more than 30 or 40 girls there should be a separate school, and that where there are less than 30 the same school can be utilised, but where there are girls of over 12 years of age there should be a separate department. Where ever girls are taught there should be women teachers.

609. According to your opinion girls are keen on education?

Yes.

610. In your opinion if there were separate schools for girls of advance age, and if lady teachers were provided in ordinary mixed schools there would be an increase of enrolment of girls?

It is very difficult to say as far as the bigger girls are concerned. We have had no experience of girls of 14 or 15 years of age attending school, but I don't see any reason why girls should not attend school if the curriculum met their requirements.

611. I was referring to girls of 15 - 17?

Yes, girls over 14 I refer to.

612. Will you give us some definite information with regard to the condition of the buildings used for Government Aided Schools?

There are a good few schools that are totally unfit for school purposes. Darnall School is constructed of wattle and daub. Mount Edgecombe in a disgraceful condition. Even Fairbreeze, a large school a section of the walls are not more than six and a half feet high.

Ventilation is obtained through opening out places here and there. That belongs to the Wesleyan Mission. There are two schools in Maritzburg, the Wesleyan School and the Railway School where the buildings are very poor. The buildings in the suburbs of Durban compare very favourably with those I have mentioned.

613. Could you let us know something about provision of conveniences in these schools, the sanitary arrangements in the shape of lavatories, etc?

The schools in the borough conform to the regulations of the authorities, and in Sydenham and Mayville they conform to the health boards requirements. But with regard to the schools outside the health areas I believe their sanitary condition is not what it should be.

Q14. Can you give us any idea of the cases in which a good portion of the cost of Government Aided School buildings has been met by local effort?

There are 24 school buildings wholly or partially erected by contributions from the Indian Committee, including Clairwood, Tongaat Girls, Finley Nancy, Kwaqiti. These are recognised schools. In addition to these there are private institutions which are not recognised, and have not received a grant of any kind, and in these the buildings, as well as salaries and equipment are met by the people. I have a list of them, and I put in photographs of schools. In regard to Government Aided Schools maintained by denominational bodies, when additions or alterations are made to some of the existing schools under the Missions Indians contribute towards the expenses.

Mr CHOONOO: One particular school I have in mind cost £1,000. There was a Provincial Grant towards that particular building, and there was a fund raised and eventually there was a debt of £350 which is being reduced today. That was Verulam Indian School, built in 1919.

Q15. According to the information of your Committee, did the Government contribute any amount towards the construction of Government Aided Schools, for instance the one in Durban?

Mr Chooneo: Under the regulations regarding the payment of grants etc. and the provisions made with regard to building grants, advantage has been taken of these provisions. I understand a grant was made on the £ for £

basis for the Centenary Road School.

616. You say in your statement that the incidental to the working of the school are met out of the grant of £2 - 10 - 0 per child which is paid at present in Government Aided schools?

That is so.

617. Am I to understand from this statement that any items of expenditure except the teachers' salaries are also made from this grant.

Mr RAI. All expenses in the running of these grant schools are met from the grant, plus school fees. If you want any particular instance of that we can give it to you.

618. I want to know whether the various bodies who manage the schools contribute anything towards the running expenses of the schools, towards teachers' salaries, repairs and renewals and furniture, in addition to the fees and Government Grant?

I take it that in many cases there are public subscriptions.

619. In addition to the Public subscriptions is there any case within your knowledge in which there have been contributions from the managing bodies?

Mr Cheene: Out of eight returns from the Grantee it is shown that seven are working on the debt side, carrying forward a debit balance. I cannot tell you whether they have any other fund at their disposal. I believe that the debit balances are small.

620. With regard to these debit balances and loans, according to the returns you have received are these debits incurred in connection with any building schemes or in regard to

the ordinary expenses of the school?

The whole thing combined I think.

621. You have suggested an alteration in the system of Grantees, and the suggestion is that instead of there being private Grantees there should be a kind of official Grantee; that is to say, the Divisional Inspector of Schools concerned might be made the Grantee of the School?

Yes.

622. What is the ground for that suggestion?

Mr Raig: In order to bring about uniformity in the management of these schools, because with as many Grantees as we have to-day so many systems are in vogue, we thought that in suggesting the names of the Inspectors it would bring about an advance, giving more opportunities, a semi-Government school. We realize that there are many institutions connected with the missionaries who do Church Work, and they can still remain Grantees, but the rules with regard to the payment of salaries and all that should emanate from the Head Office. It was in that connection that we also mentioned that an amount of £4 per capita grant would just meet the salaries of the teachers employed at the present time. Of course, taking into consideration the unqualified men under the present system, the salaries would approximate to the salaries paid in the Government Schools now; that is, on one condition, that these Schools were centralised, and not with 13 or 15 Grantees, with different rates of pay.

623. Would it mean that the functions of administration and inspection would ^{be} combined and the creation of a new type of Government School?

We have paid an Inspector who was Grantee of a number of schools, who is now retired, Mr Ballance, and his visits to

the schools for inspection purposes used to be for inspection and examination; but I knew that he took an interest in creating an interest among the people of the district in their own schools. A great advance was made in the status and condition of the schools which were under him.

624. Would not this additional work, if thrown on the Inspector mean such an extra burden on him that he would not be able to bear it in addition to his normal duties?

The position would be that it would mean an increase in the staff of the Inspectors, but it would be money well spent.

625. It is understood that under that experiment it was found that there was such a great burden on the Inspector that the system was found to be unworkable?

I understood; but if not the Inspector they would have an official in the Education Department, or connected with the School, but the direction would be from the Chief Inspector of Schools. The sole idea is centralising and improving the status of these schools. We realise that it would be difficult matter for all these schools to be converted into Government Schools in the near future.

626. Are the decisions of the grantees subject to the confirmation of the Department in dealing with the Teachers?

Yes, on the ~~subject~~ question of leave for teachers and grantees grant it subject to the confirmation of the Inspectors.

627. In your statement you have not suggested any scale of salaries for teachers in Government Aided Schools?

No. We have suggested the increase of the Grant. Basing it on a grant the Grantees would be able to pay the teachers' salaries.

628. Is it the idea that if the grant be raised to £4 per mahalar it would be sufficient to raise the salaries to a figure which would approximately more to the Government scale than at present?

Yes, but on one condition, if these schools were centralised.

629. Again, the idea seems to be that each school should not get the benefit of the full grant, but that there should be a central office who would pool all grants and meet the expenses of the various schools, and give a scale of salaries which would be an improved scale, so that those schools which would earn a small grant would get the benefit of the larger grant earned by the larger schools?

Yes.

630. In other words, the continuance of the present system in a different form?

Yes.

631. The intention of this centralised system would then be to improve the salaries of the Teachers, and bring them more into line with the salaries of the Government Schools?

Yes.

632. According to your opinion the scheme could not be worked on a separate school basis?

No, not at that rate.

633. In regard to the salaries, have you any suggestion to make regarding a minimum scale of pay to be paid in Government Aided Schools, because at present untrained teachers are getting £1 per month or 15/-?

The scale I have worked out is based on the grading of the schools according to number, and the unqualified assistant who is earning to-day an average of about £2 would start at £48 per annum, rising to £72 as long as he remains unqualified. When he gets his Junior Certificate he starts at £72, and rises to £120, and when he gets his Senior Certificate he rises to £150 per annum, and B Grade. If he is on the A Grade he rises to £180. The C Grade which is based on an attendance of less than 100, would get a maximum of £180, and the B Grade from £180 to £240, and A Grade would rise to a maximum of £250, starting from a maximum of £180. As I have worked the whole thing out carefully, and on a staff ration basis, and I find that with an average attendance of 7,500 in the Aided Schools the maximum amount of salaries would be £30,000. If this were applied immediately it would only require a sum of £6,000 against the grant paid to Aided Schools in 1926-1927. An additional £6,000 would meet immediate requirements.

634. That would be on the basis of the starting salaries?

Yes.

635. The maximum would be much more?

Yes, £30,000, and this would be spread over a period of roughly eight years.

636. That would be the possible maximum?

Yes.

637. There is a reference on page 8 of your statement about leave and promotion in Aided Schools. What is this idea of leave? Under the Grantee system at present each school has its own system?

Mr Checnee. As an Aided man I don't wish to be taken as decrying the Grantees, whatever I may say. There is no system of leave whatever. I got into serious trouble when I started school when my Grantees gave me leave and did not report the matter to the Inspector of Schools. Since then there has been a ruling— I think Mr Ballance was responsible for it—that all leave granted must be reported to the Inspector of Schools. I fear that in the absence of a regulation some new teacher may get into the same trouble again. I give you another instance where this leave matter seriously affects us. A teacher of 34 years' service was ordered by the doctor to take a three months holiday to take a trip to India and back. He approached his Grantee and his leave was provided he provided for another teacher, and paid him during his absence. There have been many serious hardships.

638. There are two matters; one the admissibility of the leave, and whether the Grantee should obtain the approval of the Department?

Yes.

639. There is a suggestion at the bottom of page 2 of your statement about pension for teachers in Government Aided Schools, and it is suggested that there is an Act under which European teachers who retire from Government Aided Schools receive a certain pension, and that on the same lines Indian teachers in Government Aided schools should be eligible for it?

Mr Haiker: A Head Teacher with over ten years' service gets £100 per annum, and so on. For the last three years resolutions have been passed and submitted to the education

Department asking that some such provision should be made for the Indian teachers in the Aided schools. We find that quite a number of teachers who have been in schools for a long period of service have been deprived of such provision. The late Rev. John Thomas, after a service of 38 years, has been granted a gratuity of only £25. Another teacher in 1925, after a service of 34 years, has been granted a gratuity of £25. The matter was submitted to the Superintendent of Education, asking that some such provision should be made, and the reply of the Executive Committee was that Act 31 of 1910 only applies to Europeans. It should be amended. Acting on that, the Conference passed a further resolution that such amendment should be introduced.

640. Under the law quoted by you it is the Provincial Administration which is responsible for providing funds?

Yes.

641. As an alternative, I want to know whether your Committee has considered the question whether a Provincial ^{ent} Fund should not be instituted for teachers in Government Aided Schools, ~~and that the teachers should contribute a certain percentage of their salaries, and that the school should contribute a certain percentage, and that the school should get a grant for that purpose from the Government?~~ and that the teachers should contribute a certain percentage of their salaries, and that the school should contribute a certain percentage, and that the school should get a grant for that purpose from the Government?

When the matter was first suggested to the Superintendent he suggested that some such scheme should be introduced, so that the teachers should contribute. The details were not fully discussed.

642. I am not asking you to commit yourself to any details but I am only asking you in the event of their being any difficulty about the acceptance of your suggestion whether you are prepared to consider the next best thing, the institu-

tion of a Provident Fund the benefits of which teachers of Government Aided Schools would enjoy?

Yes.

643. Is it within your experience that parents withdraw their children from school after a certain age?

Mr Ries: Yes, they do withdraw their children before they reach the top standard of the School. It is only recently that most of the ~~schools~~ schools go up to Standard VI. Until recently there were only eight schools that went to Standard VI. They finished at Standard IV, and 10 schools have standards VI and VII. As boys grow in age, of course, parents have need of them, and they withdraw them. Generally we find that at the age of 14 and 15 the boys are not at school except a small percentage.

644. Am I to understand that the existing Primary Schools have only recently been permitted to teach beyond Standards IV and V.?

It was not an established rule that Standard IV. was the highest class a school should go up to, but I believe that owing to the teachers and their qualifications a large number of schools were not allowed to go beyond Standard IV. But on representations a large number of schools have been allowed to go beyond standard IV and now we have 23 schools who go up to Standard VI.

645. You believe that in due course there will be a sufficient number of children proceeding to Standard VI. in each of the Schools?

Yes.

646 In order to induce students to proceed up to Standard VI.,

and even up to Standard VIII. would it be desirable in your opinion to encourage the deserving ones to do so so that they might be taken ultimately for the teaching profession, and with that object to give them some encouragement in the shape of scholarships or Bursaries?

A very good idea, I think it would work very well.

647. It is understood that very few students proceed beyond Standard VI at present?

There are many intelligent ones who, on account of the poverty of their parents, cannot go beyond Standard IV. or V. but bursaries would afford an incentive to them to advance.

648. At page 10 of your statement you make a statement about the subsidy, and you make a recommendation on page 11 that the subsidy received for Indian Education should be earmarked for that purpose?

Mr Naiker: Yes, all our suggestions are based upon the financial provision made by the subsidy. The financial Relations Act provides for a subsidy of £5 5 0 per head for non-European Children. Though I cannot profess to have legal knowledge, as a layman I think that the Act clearly provides that the sum £5 5 0, be towards the education of the non-European Children. It clearly indicates in the Act that where a school is not being aided by the Provincial Administration the Union Government has the right of deducting, and the same thing applies to the Native Vote.

649. What clause in the Act?

Clause No2.

650. Will you read the Clause?

Section 2, sub-section (d): "European pupils who have attained the age of seven receiving primary or secondary

education in private schools which are aided by the Province to an extent not less than nine-tenths of the grant herein provided". It naturally implies that the grant is being paid subject to nine-tenths of the money exclusively being used for the benefit of these children. The Consolidated Revenue Fund for Native Education also makes provision that where the whole amount is not disbursed a sum from the Vote. I submit that the object of this subsidy is quite clear. It was intended to be used for the exclusive purpose of educating the children. I submit that if the amount is exclusively used for educational purposes it will be better, and it will achieve our objects. Apart from that, an addition to the Union Subsidy is being made by the Provincial Administration towards the education of Non European children and European exclusive of Indians. In the same way I submit it is the duty of the provincial Administration to make some such provision of proper facilities for educating the Indian children.

By Mr Kieblus:

651. Your suggestion amounts to this, that the amount which is given as subsidy, based on the number of Indian Children the average attendance, should be utilised for that purpose, and in addition to this the Provincial Government should provide reasonable funds in the same way as it does for other branches of education?

Quite so.

652. On page 12 of your statement you make suggestions about the introduction of Indian ~~XXXXXX~~ vernaculars. Does your recommendation apply to both Government and Government Aided Schools or only to Government Aided Schools?

Mr Reil: As regards the provision of school buildings it would apply to the Provincial Administration, but we would have the terms applicable to Aided Schools too.

653. This suggestion only refers to the introduction of Indian vernaculars as optional subjects?

This is done to meet the request of the parents. We find a number of children, immediately they have finished school at half past three, go on to attend a vernacular school. The discipline is quite different, and the teaching is on different lines. They put in nine hours' work in the day instead of five or six as a child should do. Considering the conditions, we thought an arrangement could be made for Tamil and Hince to be taught by a member of the staff, and the parents should be ready to pay to meet the extra remuneration of the teacher.

654. It does not refer to the medium of instruction?

Not at all, Not compulsory either.

655 Could you give us an approximate idea, based on the information you have collected, of the number of private schools which have been constructed by Indians by their own efforts without any aid, in which they carry on instruction in the vernaculars, and also private schools where English is taught?

These private institutions are day schools where English is taught. We have a secondary School in Durban attended by some 40 students. There is a school at Sea Cow Lake and Chaka' Kraal, there is one at Isenembi, there is one at San Suoi, Sydenham, Point(Durban) with 40 children, Over pPort 120 and then there is in Maritzburg the Madrassa School which does English work. There is also a school at Burnside and in addition to these there may be a few more. These are institutions where English is taught.

Mr Cheenoo: As regards the vernacular schools, there are something like 53. There may be more. In some cases the buildings have been put up by the various communities

themselves. There is one in Stanger that has cost about £2,000. There are two in Tongaat; one cost £800 and the other cost a little over £1,000. In Durban one cost £3,000.

656. According to your opinion there might be possibly some of these buildings which, with the permission of the Community concerned, could be utilised for the purpose of opening new Government Aided Schools?

There is one at Merebank which is to-day being used as a Government Aided School.

By the Chairman;

657. Some few years ago I think the Government sent a special Inspector down to the sugar estates to improve the housing conditions. Can you give me any information as to the result of that?

Mr Cheonoo; I am a resident of Tongaat, and I remember that immediately after the influenza epidemic the Tongaat Sugar Company condemned the existing system, and built cottages, and each particular cottage stood by itself and did not join its neighbours. The Maidstone Sugar Company under their new scheme of building also did that. I don't know say that they are all improved. There may be some of these places where they are stagnant, but in these two instances an improvement was made immediately after the influenza epidemic.

658. The Natal Estate School is for the Employees?

The Natal Estate School was originally an old shed. I know that the Natal Estates will not allow the teacher of that particular school to reside on the place, to have one of their old houses. The teacher has to travel to and fro daily. The Natal Estate promised Mr Sastri, I believe, when he went there on his official visit, that they would build a new

school. I understand that they have found a site, but what happened after that I cannot tell you. The other day when I was at Darnall I heard that the Hulett's intended pulling down the present building and putting up another.

659. Do you think they would be disposed to put the schools on a sound footing?

Yes, I think so. At Mount Edgecombe they are all Natal Estate Employees, and at Darnall they are all Hulett's limited employees.

Mr Rai; There is one thing I should like to refer to. As regard's the Girls school this fact should not be forgotten. At the present time we advocate the establishment of separate girls' schools. There would be no difficulty in obtaining Teachers because we have 16 Indian Girls who are certificated, and 16 uncertificated. In addition to these there is a number of girls who have passed their examinations but who are not teaching. If a proper salary were offered to them I am sure they would take up teaching.

By the Chairman;

660. As teachers you favour the compulsory attendance at school of the children?

If we had accommodation I would certainly favour compulsion.

661. What would you recommend as a beginning? Four years or five years?

I would sooner take age as the basis than standards. There might be a boy of ten years of age who reaches Standard V. I would say from 13 to 14 years of age. Generally a child starts school at seven years of age. at about 14 he should be in about standard V.

662. Would that not press very hard on the poor people?
Would you not rather make it compulsory up to 12?

That would depend upon local circumstances.

663. I am asking you for something we can apply all
round? Say you started making it compulsory
up to 12?

That would be a reasonable age.

Mr Naiker: There is one other matter in which we as a
Society should be of great assistance to the Administration

Two applications have been sent through us, and
wherever it is desirable we may prevail upon local people to
provide either the ground or the building, so that it would
not be difficult for the Administration to start off these
schools.

By Mr Aouff:

664. Who is responsible for the administration of the
financial side of an Aided School?

The Grantee.

665. Is there any audit of the Account's?

Mr Cheonoo: He submits annually a statement of accounts
to the Department, with vouchers and everything. There is
only one matter I think I should mention. The time is
fast approaching when the standard of the examinations will
be raised, which will eventually raise our status, possibly
by the institution of another examination of a higher grade.

By the Chairman:

666. That will be important if this Training College is
established in Durban?

Yes.

By Mr Kichlu:

667. Will you kindly let us know something about the Standard
VII, which exists in some schools? Is this Standard

VII. really the standard according to the curriculum, or is it a special standard for Indian Schools?

There are only two boys schools and one girls school where you have a standard VII. One is a secondary School. At York Road you have some pupils in standard VII., and in one girls school in Sydenham you have a standard VII, because they enter girls for Teachers Examinations.

668. Does it represent a standard higher than standard VI?

I am afraid I cannot ~~not~~ give you an authoritative answer on that.

By the Chairman;

669. But Carlyle Street provides the Junior Certificate and Matriculation?

Yes.

By Mr Pretorius;

670. With regard to the Training College contemplated, can a competent staff to staff that college be found here, or would it have to be imported?

Mr Rei; I take it the Masters must be graduates. There is not one among the Indian Teachers. We realize now that it was a mistake that no one went further with his studies, but I think in the course of three or four or five years we shall have teachers who will have their degrees. In the meantime there is no one.

MISS A. PETERS is called, and is examined as follows:—

By the Chairman:—

671. Have you any suggestion to make?

I suggest that a Government Girls School be opened, and that domestic science, needlework, and hygiene be taught, and that the syllabus should be changed be changed apart from the boys' training. This would encourage girls to attend, and girls over 12 should have a separate school solely staffed by female teachers. At present girls of over 12 cannot get higher education. Women teachers should be specially trained.

Mr Rai: In that connection, in the Teachers' Examination, perhaps optional subjects might be put down in the syllabus which would meet the requirements of the female teachers.

(The Committee adjourns.)

Monday, April 16, 1928.

(before the Chairman only)

GEO. H. HINDSON appears, and is examined as follows:-

By the Chairman:

672. You have prepared a statement, Mr. Hindson?

(Witness reads the following statement:- "Being interested in the education of Indians in Natal, and being Grantee for ten Government Aided Indian schools, I wish to tender evidence. I have under my control some sixty teachers, and the conditions of service under which they are employed leaves room for much improvement. These conditions have been brought about by the limited grant from the Provincial Council, which does not allow of a fair salary being paid to married men. The undermentioned is the scale of salaries paid by me. For the first three years the payment is £4, £4.10. 0 and £5 per month, and these three years must be completed before any promotion to the next grade can be made, and then only if a complete Junior Certificate has been taken. The Junior Certificate Grade commences at £6 per month, and advances by 10s. monthly, increment for second and third year. Thus, £6, £6.10. 0 and £7. The bar existing at the termination of this grade before promotion to the Senior Certificate Grade is very serious, and has been brought about by the steady advance in expenditure without any proportional advance in revenue. The Senior Certificate Grade is limited to those schools which have a roll of 200 scholars and over. One Senior Certificated Teacher to every 200 scholars, and as there are only three schools at present subject to this condition the hope of promotion by the Junior Certificated Teacher is very remote. The scale for this Senior Grade is £8, £8.10.0 and £9. Head Teachers, who

must hold a Senior Certificate, are grouped thus:-

Schools under 100	£9. 10. 0	to	£11. 0. 0
" " 150	11. 10. 0	to	£12. 0.0
" " 200	12. 10. 0	to	£13. 0.0
" " 300	13. 0. 0	to	13. 10.0
" over 300	13. 10. 0	to	15. 0.0

"All the school buildings are of the wood and iron type, and the majority of them, being old, require painting and a good deal of repair. With the exception of one small school all are unlined, and consequently during the summer the heat is very severe, and not conducive to good work, either by pupil or teacher. As the cost of upkeep has to be met from school fees, and these are small, most of the buildings are in immediate need of attention.

"There is a crying need for further accommodation throughout my district. At one school alone 300 children were refused admission at the commencement of the last quarter. (Jan.-March) The majority of the other schools have long waiting lists. I require at the present moment accommodation for 800 children, but there are not sufficient funds available to meet this demand even in a small degree.

"Seeing that the grant-in-aid is insufficient to meet even the salaries of the teachers at their present limited payment, it is highly essential that some scheme be devised not only to make it possible to pay better salaries, but to provide a fund for future building accommodation. Teachers should at least be paid a living wage, but this is not possible under existing circumstances.

(207)

1996.

REVENUE	GRANT	EXPENDITURE	NO	SALARIES.
Clairwood	1543 15 0	Teachers' salaries	16	1308. 11. 9
Clare Estate	362 10 0	" "	4	404. 0. 0
Isipingo	340. 0. 0	" "	5	379. 10. 0
Hillview	336 5 0	" "	4	374 0 0
Malvern	528 2 6	" "	6	528 0 0
Seaview	350 12 6	" "	6	326 18 6
Stella Hill	415 0 0	" "	5	457 0 0
Merebank	137 10 0	" "	3	219 0 0
Greenwood Park	165 0 0	" "	2	193 0 0
Newlands	186 17 6	" "	2	189 0 0
		Caretakers	3	138 0 0
		Rent		90 0 0
		Insurance		29 0 0
	<u>£4365. 12. 6</u>			<u>£4636. 10. 3</u>
		Deficit	£270. 18. 3	

REVENUE	<u>1927</u>			EXPENDITURE
Clairwood	£1540	12	6	Teachers' salaries 16 £1369 0 0
Clare Estate	359	17	6	" 4 358 10 0
Isipingo	395	7	6	" 5 346 0 0
Hill view	316	15	0	" 4 387 0 0
Malvern	541	2	6	" 6 561 0 0
Sea View	446	0	0	" 6 432 0 0
Stella Hill	427	5	0	" 5 459 13 0
Merebank	265	7	6	" 3 257 0 0
Greenwood Park	175.	0	0	" 2 183 0 0
Newlands	181	17	6	" 2 192 0 0
				Caretakers 3 138 0 0
				Rent 90 0 0
				Insurance 29 0 0
	<u>£4649. 5. 0</u>			<u>£4302. 3 0</u>
				Deficit £152.18.0

673. What have the Indians done to help themselves in the matter of Indian education as regards buildings?

There are two schools where the Indians have built classrooms to accommodate 50, which cost £750. At Merebank they built the school entirely for from 250 to 260 pupils. This does not amount to what the Indians are prepared to do because everything has been hung up on account of the question of grant.

674. If we were to improve the grant, and put up a schedule of salaries which we are prepared to pay, do you think that would induce the Indians to help themselves?

Yes.

675. Could you help us to get over the building question?

I have been doing a lot on my own. I pool the school fees, and use the balance for the buildings and so on.

676. In addition to an increased grant there will probably be a schedule of teachers' salaries which it is likely will be paid direct. This will leave you the responsibility of seeing that the teacher does his work. You are the employer of Indians, and any interest that you take in them will benefit you by the return in the matter of labour?

Yes.

677. Have you had any difficulty in providing teachers for the schools?

No I have not.

678. Are there many children going to your schools?

Well, I represent ten schools in the area of Durban, Malvern, Greenwood Park and other districts, and there is a big demand for education. At Clairwood at the beginning of this year we turned away 300 children, and I am asked to

provide accommodation for 600 children, but that is in abeyance until we know the result of the Committee's enquiry. The average salary for my teachers is £7 and under, which is an impossible salary.

679. Are these teachers you employ of a decent class?

Yes. I take them on as youngsters from school, and make them serve three years, and during that period they have to qualify for the Junior Certificate. Then they go into the Junior Certificate Grade. Then they take the Senior Certificate. They are expected to qualify in the first three years, and they get a practical teaching experience as well.

680. Now what about grants for other schools?

I have applied for two schools at Sydenham.

681. All these schools will be brought in. We shall have some difficulty at first, because the subsidy is paid on the previous year. Perhaps the Government will meet us with a special grant; otherwise we shall have to face it. If, however, the Treasury would pay on any increase this year we could take them in very much quicker. Do you think the children would readily come in? Throughout the Province there will probably be a 50 per cent. increase according to our information. What do you think about the increase?

If the Indians thought they were going to be met like this they would do something themselves. Then the College will be the next thing, from which we shall get our teachers.

Tuesday, April 17, 1928.

CASSIM MEER and V.G.NAIDOO (Dundee) are called, and are examined as follows:-

By the Chairman:

682. Will you read your statement?

(V.G.Naidoo reads the following statement:- "The Government Indian school at Dundee, the only Government institution in the district, was established in 1918 with an enrolment of about 70 scholars. The school, has been conducted in a private wood and iron building, the property of the Dundee Hindu Temple, who offered the hall free of rent to the Government for close on three years. In the year 1921 the hall was found to be inadequate to accommodate the increasing number of new pupils who sought admission, and the Temple authorities volunteered to enlarge the premises sufficiently to make them capable of accommodating 120 pupils. The Government was asked to pay a rental of £3.10. 0 as from 1922, since when this is being carried on. The gradual increase in the number of pupils has again necessitated a further extension of the wood and iron building, which is now being effected at an additional cost of £300. The present enrolment is 143, comprised of 27 girls and 116 boys, and the enrolment is likely to reach 200 in the near future. The present Staff, which is inadequate, comprises three Senior Certificate Indian teachers and two unqualified teachers, one of the latter possessing a Cambridge Junior Certificate. The highest class in the school is standard V., and the school fees range from 6d. to 2.6d. per mensem. There are no Government Aided schools between Dundee and the northern border of Natal with one exception, namely at Newcastle. There are a number of private schools in the district, namely - (a) At Glencoe Junction there is a private

school with an enrolment of 70 pupils, and it is being conducted by a single unqualified teacher, an ex pupil of the Dundee Government Indian school. (b) At Burnside Collieries, twelve miles from Dundee, a private school maintained by the Indian employees is being conducted under the supervision of the Mine Management in a building the property of the Dundee Coal Company, Ltd. The enrolment averages 130 pupils, and the two teachers employed are youths neither of whom possess any teachers' qualifications. Prior to 1913 a Government Aided School was in existence, but was closed down during the Indian Strike. (c) There is a private school with an average enrolment of 70 pupils at the Natal Navigation Collieries, Ltd., No.4 Shaft, situated eight miles from Hatting Spruit and fourteen miles from Dundee, is being run on the same lines as the school at Burnside, but with only an unqualified youth, an ex-scholar of the Dundee Government Indian school. There are no facilities for children of school-going age at Waschbank, Wallsend Collieries, Malonjeni and Hatting Spruit. Voluntary public subscriptions to meet any deficiency in the said private schools has nearly always been a failure. We beg leave to make the following observations in regard to the educational facilities offered to Indians in the northern parts of Natal, and hope that this Commission will be pleased to make such recommendations as are necessary to meet the practical requirements of the Indian people:- (a) The almost total absence of Government or Government Aided Schools at the centres already mentioned requires the urgent consideration of the Government. (b) The pupils in Government and Government Aided schools should be taught up to the Seventh Standard. This facility only exists in Durban and Maritzburg at present. (c) That the school syllabus which only includes the three "R's" should be revised to include Latin, Science and Mathematics. This will greatly

improve the quality of instruction in all Indian schools in the Province. (d) A teachers' training class should be established at a centre in Northern Natal, on the same lines as at Pietermaritzburg, Durban and Tongaat. At present there are no facilities for the training of teachers in the Northern Districts. (e) Compulsory education should be given to all Indian boys up to 16 years of age, and girls up to 12. (f) The same standard of education as that imparted to Europeans should be given in Indian schools, so that Indians may raise themselves to the Western standard and for purposes of upliftment generally. (g) A modern building should be erected on a better site to house the present school in the near future.")

683. Do you think the Indian community could really afford to allow their children to go to school until they are 16 years of age? Take the Indian who is earning from £30 to £40 or £50 a year?

I don't say it should be done at once. In the course of time it should be done, perhaps in a few years.

684. Do you not think that the best thing we can do is to improve these Aided schools as far as we can?

I think that in the towns Indian boys can be taught up to 16 years of age.

685. And you think that the parents can keep them respectably up to that age? The European standard is up to 15, and if a European boy passes the Sixth Standard before that age he can leave. What is the position in India? Is it compulsory up to 16?

It might not be in India.

686. You are asking us to do what is not done in India, and then you say that your demands are humble?

I think that some improvement should be made in the standard of education.

687. I don't think you want us to adopt compulsion?

I myself would be satisfied if all the private schools in the northern part of Natal were turned into Government or Government aided schools.

By Mr. Hollander:

688. Do you seriously urge, Mr. Naidoo, that Latin, Science and Mathematics should be included in this curriculum?

Not at the present time, because the teachers in the Government schools at present don't possess such qualifications as would permit them to teach these subjects, but I think the qualifications of the teachers should be raised. Then they would be enabled to teach these subjects in the Indian schools.

689. But there are other things besides Latin, Science and Mathematics. Do you exclude them?

I think that domestic science, needlework and physical exercises, which are not being given in the Indian schools just now, should be included.

690. You want the full curriculum of the European schools?

Yes.

691. You urge that a Teachers' Training Class be established in Northern Natal?

Yes.

692. You have heard of the proposal to establish a Teachers' Training College in Durban?

Yes.

693. I take it such an institution would meet your

requirements?

At the present time an institution has been established in Maritzburg and Durban, and the Northern Districts have been without such facilities. Since 1914 there has been a Teachers' Class in Maritzburg. I should be satisfied if a Teachers' Training College were established in Durban from which teachers could be supplied to the whole of the Province.

694. One College on good lines would meet all the demands?

Yes.

By Mr. Fell

695. You ask that a modern building be erected on a better site to house the present school in the near future. Is the Indian population in that particular area prepared to put up a building at their own expense, and hand it over to the Administration?

We are not prepared to put up a building at our own expense. In 1918 there was a wood and iron building placed at the disposal of the Government if they would open a school. In 1921 we made an extension which cost us nearly £300. At the present time there is another extension which is nearly completed. I put in photographs to illustrate my statements. I think we have made great efforts.

696. You want the Administration to put up a building entirely separate from this?

Yes, we want the Administration to put up a building because this place is very swampy during the rainy season, and during the hot weather the heat inside the building is unbearable.

By the Chairman:

697. What happened some years ago about the site. Was there not some difference of opinion about it when we were going to build a school?

I think there was £4,000 on the Estimates to build a

Government school at Dundee.

698. But did not disagreement with the Corporation of Dundee about a site prevent it?

The Indians chose a site, and objection was taken because it was said to be in the European area.

699. The Corporation finally offered you a site?

That was on the other side of the river, over the bridge, and we said it was out of town, and a long distance away, and children could not come home to lunch. We also pointed out that there was danger to the children crossing a narrow bridge on their way to school.

700. Is there a better possibility of getting a site now that would not be objected to?

Yes.

By Mr. Acutt:

701. Have you considered the question of what employment will be available to educated Indian children after leaving school in your district?

There is scope for employment. A lot of students have taken employment at the Indian shops. Some of them are efficient tradesmen, some are bookkeepers, and some are clerks. If an Indian is given a fairly good education he can always make use of it.

702. How many children are leaving school annually at the present time in your district?

I should say that last term only about five children left school.

By the Chairman:

703. The average would be much more?

Yes.

By Mr. Acutt:

704. If proper facilities are given there will be a very much greater number of children leaving school each year?

Yes.

705. Do you think they will all be able to find employment?

Some of the children who have left school have become teachers in the private schools.

706. You say about five leave annually. If there were fifty leaving annually what about that?

If a man is efficient I take it he can find employment. If he has not got the efficiency it will be difficult for him to find employment. The Indian stores at the present time cannot get efficient clerks. If there were more children leaving school we should have more efficient clerks.

707. You think employment will be available?

Yes.

By Mr. Hollander:

708. In your statement about the Dundee Government school you say the staff is inadequate?

Yes.

709. What would you suggest would be an adequate staff?

I suggest there should be another teacher.

710. You have 146 pupils enrolled?

Yes.

711. The ration for European schools is 1 to 27 average. You appear to have the full ration there?

In the Ladysmith school they have only about 170

pupils, and they have 7 teachers.

712. That is very near the ratios 1 to 24?

And at York Road school with about 65 children they have four teachers.

713. You don't compare so badly with the Ladysmith school- 7 teachers for 170 children, and you have got 5 for 140 roughly. What is the effect of the inadequate staff?

I have been going there, and I have spoken to the teachers about this staff business, and they have told me they would very much like to have another teacher.

714. How many standards are there?

Standards I to V.

715. That gives one teacher for each Standard?

What about the baby class.

716. Are there five standards and a baby class?

Yes.

717. And you think you ought to have a sixth teacher?

Yes.

By Mr. Kichlu:

718. Has the Dundee school got the usual infant classes? There are three usually in Indian schools, the two years' course being divided into three classes?

All I know of that is that there is a Primer class and a first and second Infant Reader.

719. So that these three classes of the infant section, together with the number of standards, makes the staff insufficient according to your view?

Yes.

720. Have you any information whether at present classes have to be combined for the purpose of instruction?

Yes, I have.

721. And you consider it to be educationally unsound?

Yes.

722. Especially in a Government school which sets the higher standard of teaching?

Yes.

723. When was this Government school established at Dundee?
In 1913.

724. And all this time it has been located in an iron building without a Government building of its own?

Yes.

725. You have described the hired building in which the school is located at present. I wish to know what kind of road leads to the building?

The road in the wet weather is swampy. You have to go through mud and water when you walk to the school.

By the Chairman:

726. Is it not a private road?

Yes, it goes over private property, but in wet weather it is inaccessible.

By Mr. Kichlu:

727. Was this building specially constructed for the purposes of a Government school?

It was a school building for the purpose of teaching vernacular languages prior to 1913. In 1913 we offered the building to the Government so that they might open a Government school in it. Since then we have put on two extensions at our own expense; that is at the expense of the Dundee

Hindu temple.

728. Is it your case that as it is a Government institution a proper building of the usual standard of Government schools should be provided?

Yes.

729. You have mentioned about the school at Burnside Colliery

Yes.

730. Is it a private school or a Government aided school?

It is a private school.

731. Maintained by whom?

By the Indian employees under the supervision of the Mine Management. They deduct 1s. per head from all the Indian employees.

732. Is this amount regularly deducted from their wages?

Yes.

By the Chairman:

733. It is not for education only. There is a bioscope and sports?

The 1s. is for education. The bioscope is another 6d a week.

By Mr. Kichlu:

734. Do the Colliery owners contribute anything towards the expenses of the school?

I don't know.

735. Has this school got a suitable building?

No it is only a wood and iron shed. It is housed in the bioscope hall.

736. You have made certain suggestions in regard to the

curriculum. Do your suggestions mean that you want the curriculum to be altered, or that subjects which are not already provided in the curriculum should be introduced as soon as possible?

Yes.

737. You are not suggesting any alteration in the curriculum?

In course of time I want these addition made to the curriculum.

By Mr. Hollander:

738. Have you been to India recently?

No, I was born in this country.

739. You cannot give us any information about the facilities which are given in India in, say a town of equal size to Dundee?

No.

S.R.NAIDOO (Maritzburg) is recalled, and is examined as follows:-

By the Chairman:

740. You wish to put in a statement on behalf of Umzinto?

Yes, the representatives of the Indian community of Umzinto are unable to be present here.

741. Will you read the statement?

(The statement is read as follows:-"We are unable to send any representatives to the Enquiry Committee for the purpose of tendering evidence on behalf of the Indian community of Umzinto. The following will convey to you the exact position as at present in regard to Indian education and our requirements: (1)Facilities for Indian education in the District of Umzinto are not adequate. Had it not been for a private school in the district a large number of children would receive no education at all. (2) While the Indian population of Umzinto and neighbourhood is a large one there is only one Aided school in the district, and it can only admit 194 children. (3) The present school is a wood and iron building 30 years old, and it is essential and necessary that a new and more substantial building should be erected. (4) We desire that facilities should be made for higher education in the district. (5) There should be free primary education for Indian children. (6) Married men (teachers) in Aided schools should receive the Married men's allowance as the Government teachers do. (7) There is no provision made at present for Aided school teachers to contribute towards their superannuation. This should receive the immediate attention of the Administration.")

R.R.SINGH and V.G.R.NAIDOO (Glencoe) are called,

and are examined as follows:-

By the Chairman:

742. You have prepared a statement. Will you read it?

(The following statement is read:- "We, on behalf of the Glencoe Indian community most humbly thank you for affording us the opportunity of laying before you our requirements in brief. Glencoe Junction is situated in the heart of all the coal mining industry, and is a main junction to Johannesburg and Vrijheid and Piet Retief. The Indian population are over 200 locally, and Glencoe is a rapidly growing township. The Glencoe Indian community own freehold land of one acre in extent, bought for the purpose of a school in the year 1915, and erected a wood and iron building, 18' by 16' on the said land. Owing to lack of funds our community were unable to maintain the school. Our community made many attempts to maintain the school, which, after a trial of a month or two had to be closed down owing to insufficiency of finance. Although about the year 1921 our community approached the then Inspector of Schools, Mr. McLeod, and also the Education Department, no provision has been made for a school. In the year 1925 we made an attempt to conduct the school, and employed an Indian teacher who was not certificated and recommenced the school. We are continuing the school by collecting small donations, which is being done under great difficulties. The teacher's salary is £4 per month. In December last the number of pupils attending was 53, including boys and girls. Many children had to be refused admission owing to insufficiency of accommodation. Several children travel by train to Dundee school. To-day there are 93 children of school-going age locally. The Northfield Collieries are situated about 1½ miles from Glencoe with a small Indian population. There are 42 children of school going age. No school is provided for

these children. Whitegates is also situated about $1\frac{1}{2}$ miles from Glencoe, with an Indian population of 600. There are 150 children of school-going age. There is a private school with two teachers, not certificated. In view of these facts we suggest that a Government school be erected and established in Glencoe. Furthermore, the Glencoe Indian community are prepared to give the land free of rent*.)

743. There are no Indians now at Whitegates. The mine is closed down?

The mine is closed down but there are about 20 Indians living close by, and there are Indians in the neighbourhood.

744. What are they doing for a livelihood?

They are farming.

745. Are they on land that belonged to the mine?

Yes.

746. But I don't think they are likely to be a permanent population?

There they are at present.

747. But a school at Glencoe would suit the whole district?

It will be very beneficial for Northfield, Glencoe and Whitegates. A few will come in from Burnside.

748. But that is six miles away, and if a good school were put up at the mine they would not come to Glencoe?

No.

By Mr. Hollander:

749. Is this an Aided school?

It is a private school.

750. Entirely run by your own community?

By the Indian community.

751. Have you made any application to the Administration to have this made into an Aided school?

About 1921 we approached the Inspector of Schools, Mr. McLeod. He was residing at Dundee at the time.

752. You have made no application since?

Yes, since that we have written to the Education Department, also in the year 1921.

752. But there has been no application since to convert this school into a State-aided school?

No.

753. What is the reason?

Because when we applied at first we were not successful.

754. If this particular school that is there now were turned into an Aided school would that meet your requirements for the time being?

We prefer the establishment of a Government school.

756. But in the event of that not being possible?

We will have to look to the nearest best we can get.

I.M.MATHIR, SHEIK AMER and A.M.EPHRAIM, representing the Newcastle Branch of the Natal Indian Congress, are called, and are examined as follows:-

By the Chairmant

756. This is one of Miss Payne Smith's schools?

Mr. Mathir: Yes.

757. Will you read your statement?

(The following statement is read:- "While placing on record our deep sense of appreciation of being afforded an opportunity of presenting our statement we wish your Commission success in its undertaking. This statement is being presented by the Newcastle Indian community. The Superintendent of St.Aidan's Mission (the Rev.Alcock Baillie, Durban) opened the existing school, under the headmastership of Mr.A.M.Ephraim, in October, 1912. Mr Ephraim continues to hold the said position. During the first school year the attendance averaged seventy scholars. In 1921, owing to financial and other reasons, there being a deficiency of about £300, the present Superintendent of St.Aidan's Mission (Rev.G.Hibbert-Ware) decided to hand this school over to the Government. This project failed. Miss Payne Smith, of Pietermaritzburg, then volunteered to take over the Granteeship, and to conduct the school. Since the 1st.May, 1921, Miss Payne Smith has acted as Grantee. She has supplemented the deficiency of the school which up to April, 1927, amounted to £235. This benevolent lady, from receipts derived from Grants-in-Aid and school fees paid the teachers' salaries, school rent and incidental expenses. The deficiency she met from her private funds. When she found that the private funds placed at the disposal of charitable institutions has been exhausted she submitted the position to the Indian community at Newcastle, who volunteered to pay the rent. This they have paid from

January, 1927, although they had to pay the sum of £45 between July, 1925, and December 1926. The community wish to place on record its gratefulness to Miss Payne Smith for her moral and financial assistance to the school. To-day Newcastle has a population of about 1,000 Indians, and the school registers record an average of 113 children on December 30th. last. To-day the registers reflect an increase of 13 children. There is a revenue of £102 as school fees. Notwithstanding the grant-in-aid and the school fees, there is still a deficiency of £5 per mensem as rent. This difference has to be borne by the Indian community. In addition to this the school fees have been increased, this increase being necessary to meet expenditure other than rent. The following tabulation of school fees will show exactly that in some of the Classes the fees have been raised 100 per cent. The scale of fees for the period 1st. November, 1916, to 31st. December, 1926, was:- Class I 6d.; Class II, 9d.; Class III, 1s.; Standard I, 1/6d; II, 2s.; III, 2s/6d.; IV. 3/-; V, 3s6d. This scale was increased from the 1st of February 1927, to the following Class I, 1/-; Class II, 2/-; Standard I, 2/6d; II, 3/-; III, 3/6; IV, 4/-; V, 4/6. At present the Headmaster has a staff of two Junior Certificated Teachers, and two uncertificated. Owing to the peculiar financial position of the school they are all underpaid. The building in which the present school is housed is without proper class-rooms, ventilation, lighting and environment. This is not a healthy sign of the times, nor are these conditions conducive to the imparting of good education. Through the insufficiency of Government Grants-in-aid, duly qualified teachers for the Junior Classes are impossible, essential school ~~xxxx~~ requisites cannot be purchased, with the result that the efficiency of the school has to suffer. Voluntary public subscription to meet any definite and consistent policy has in almost all cases proved a

failure. This also applies to the case of the school rent of £5 per mensem. The school is threatened to be closed, and we therefore appeal to the Commission to consider the grave situation of Indian education at Newcastle. Almost every town with a population of 1,000 Indians in Natal has an established Government Indian school, Newcastle is the only place without such an institution. We do not wish to cast a reflection on the authorities, but we do wish to state that in comparison the Europeans have two Government schools, one Primary and one Secondary. The Natives have three schools, two Government aided, and one Government Intermediate school. We therefore beg leave and pray that the Government:- (a) Take over the present school with its staff, due recognition being given to service and status, and conduct the same as a Government Indian school. (b) To provide adequate and suitable school buildings in the immediate future.")

758. Who does this building belong to?

As far as I understand the building is controlled by Mr Talmage.

759. Is it not in some Indian estate?

It used to be, but it has been handed over to him.

760. How many children have you in Newcastle?

At present we can safely say that if proper facilities are afforded there can be at least from 250 to 300 children of school-going age, if we include Lennoxton.

By Mr. Hollander:

761. Are you familiar with the conditions in India?

No, I have never been to India.

762. What is the deficiency that you refer to to-day?

We are contributing something like £60 per annum

towards the rent, and apart from that we are contributing small sums for the upkeep of the building.

763. What do the fees bring in?

About £102 per annum on the increased scale.

764. I take it all the children are not paying. Some are going there free?

I think the majority of them are paying. There is a small minority of about 25 who are unable to pay.

765. Do I understand that there is a deficiency of about £5 per month?

Yes, at the moment, plus any other incidental charges we may have to make up.

766. On the actual fees, and the grant-in-aid, after paying rent and salaries, there is a deficiency of about £5 per month?

Yes.

By Mr. Fell:

767. You say that there are three Native schools in Newcastle. Are you aware that the Natives are specially taxed to the extent of £1 per head?

Yes, but we as a community, and citizens of South Africa, are being taxed equally with the European population of this country?

768. Don't you think it is up to the Indians of Newcastle to put up a building and hand it over^{to} the Administration for educational purposes?

In my opinion it is not advisable to tax directly. Why should the Indian community of Newcastle be directly taxed for the education of the children of that district whereas other areas in Natal are provided with Government

schools?

769. You want the Government to do it all?

Yes.

770. You would like compulsory education, too?

Yes, I am quite in favour of compulsory education for boys up to a certain age, and more especially for girls.

771. Would it not be imposing a hardship on the poorer classes to institute compulsory education?

No. I don't think there would be any hardship.

Considering the privileges of education the hardship is a very minor matter.

772. Would not those children be required to assist their parents in their usual work, such as gardening, and the sale of vegetables and fruit?

I think it would be more in the interests of the community and of the parents to have the children education than if the children were employed in gardening and hawking.

773. But it has been stated during this enquiry that Indian parents have taken their children out of school to assist them in their work?

~~Yes~~ Of that I am not aware, but as far as we are concerned in Newcastle I think it is not the case. We have a fairly well settled Indian community in Newcastle.

By Mr. Hollander:

774. Supposing the present system of grants were altered, and the Government took over the responsibility of paying the salaries of the teachers on a better scale than they are paid to-day, do you think that the balance of your expenditure could be met out of the fees?

I don't think you would be able to cover the balance of the expenditure.

775. Your fees are bringing in to-day £102 a year. If you had better teachers, paid by the Government, it is fair to assume that your fees would be greater. You would have more children there?

I consider that the present scale of fees is very high.

776. What is your rent?

Five pounds per month.

777. And £40 off for incidentals?

But we must consider the position of the present school. The building is quite unsuitable.

778. I am not discussing the building, but the actual maintenance of the school. Would you prefer, instead of the present grant, which is so much per head, that the Government should undertake the responsibility of directly paying the teachers? Do you think that what you would raise in fees and by other methods would enable you to conduct your school?

It would be an improvement, but we would prefer a Government school.

779. Failing a Government school, would you prefer the alternative I suggest?

Certainly it would be an improvement.

By Mr. Acutt.

780. What employment are the Indians in your district principally engaged in?

We have a community of small holders in the locality. Others find employment in town in factories and mills and

other avenues of employment.

781. What income do you think the small farmers have on the average?

It is a most difficult question to answer, because every case has its own circumstances, but I suppose most of the small holders just about live comfortably.

782. What would that be? About £50 a year?

I think it would be more.

783. Are there any labouring people in the district?

We have a labouring class also.

784. What wage do they earn?

On the average from £3 to £5. In some cases I have known them earn more.

785. And you say that the Indian community contribute towards the taxation of the country?

I think as far as I know that we have been equally taxed with the other citizens of the Union.

786. What taxes would you say the labouring community there pay? Do they pay Income Tax?

They have not enough income to pay Income Tax.

787. They earn from £4 to £6 per month, and they don't pay any income tax. That is the case, is it not?

Yes.

788. That is somewhat in conflict with your statement just now that they contribute equally towards the taxation of the country?

They pay duty on the foodstuffs they consume, and

some of their foodstuffs are consumed wholly by the Indian community - imported foodstuffs. There is also other indirect taxation.

By Mr.Kichlu:

789. Is this school a Government Aided Institution?

Yes.

790. Is it the case that out of five teachers in the school there are two who^{are} getting salaries of £24 and £12?

Two teachers are getting £24.

By the Chairman:

791. There is one at £1 per month?

Yes.

By Mr.Kichlu:

792. In spite of this inadequate state of salaries in the case of at least three teachers you still find it difficult to make both ends meet?

Yes.

793. In other words, if the teachers were to get adequate salaries it would be impossible to run the school?

Yes, we would have to close down.

794. Is it the case that the fees charged in the school are higher than are normally charged in other Government Aided schools of the same standard?

Yes, the fees are very much higher.

795. And in addition to this burden of paying higher fees, is it the case that the community has also to bear the burden of meeting a portion of the rent of the building?

Yes, we are at present paying the whole of the rent of the building.

By the Chairman:

796. Mr. Talmage says you have not paid?

We are one or two months behind. It is difficult to raise the rent.

By Mr. Kichlu:

797. You mentioned that there are two schools for European children?

Yes, and three for Natives.

798. Have these two schools for Europeans buildings of their own?

Yes, they are Government buildings, substantial buildings.

799. Do you know whether these buildings were put up by the Government?

As far as I know they were put up by the Government.

800. Do the European schools contain only children of parents who are above the taxable minimum?

No, they contain all the children of school-going age.

801. Do the poorer sections of the European community have the same privileges of being educated there as the children of parents who are rich?

So far as I am aware that is the case.

802. Is it the case the compulsion is applied to them, and they are compelled by law to remain at school irrespective of the fact whether their services are required at home or not?

Yes.

By Mr. Hollander:

803. Are you in favour of compulsory education for Indian children?

Yes, I am quite in favour of it.

804. On the same age limit as Europeans?

I would bring the age limit perhaps to 16 years for boys and 12 years for girls.

805. Why would you make this distinction?

Because I think an average child is quite capable of acquiring primary education by the age of 16.

806. Why should you limit it to 12 in the case of girls?

Because in my opinion, referring to the matter of the Mahomedan children, a girl reaching that age is withdrawn from the public. But I think if separate classes are provided at schools, and if sufficient lady teachers are provided, the girls can continue attending the schools.

807. Do you think the Indian community as a whole would welcome compulsory education for all their children?

Yes, they would be quite glad.

808. And the poorer classes as well?

I am quite certain. An educated child will naturally be an asset to the parents as compared with an ordinary labouring child.

809. Do the labouring classes to-day freely send their children to school in Newcastle?

There are drawbacks. In some cases the school is too far away, and in other cases the fees cannot be afforded. In some cases too there is no accommodation, which accounts for many of the children not attending school.

810. Would those circumstances be responsible for the fact that there are 1,000 Indians in Newcastle and the school records an average attendance of 113 children?

The community has no transport facilities. We have a fairly large community at Fairleigh nearly two miles from town. This is a township adjoining the Municipal area. I have quotes the population from the records of the Corporation.

811. How many children are there in this area you talk about?

Three hundred of school-going age.

812. And you think that if facilities were given the whole of the 300 would go to school?

In all probability they would.

By Mr. Kichlu:

813. You mentioned about the European schools there that they are Government schools, have you any information whether fees are charged in the Primary standards?

I think there are no fees.

814. Is education in the Primary standards free and compulsory?

Yes.

815. While in the case of the Indian children attending Government aided schools they are required to pay higher fees than the children who attend other Government Aided schools?

Yes, and we have no transport facilities. Boarding facilities are provided for the European children at Newcastle. There are two large hostels, whereas we have no such facilities.

816. In regard to compulsion, I take it that your suggestion is that it should not be introduced at once, but gradually

That is a question I think which should be left to the broad minds of our legislators.

By Mr. Hollander:

817. You think the Indian community would welcome compulsion?

That is my opinion, and the opinion of the few in my circle.

By the Chairman:

818. Have you any information of what is done for the education of the Indian in the Transvaal? Is it better than in Natal? Is anything done by the Government at all?

I think, having visited schools in the Transvaal, education of the Indians in the Transvaal is on a very much better footing than in Natal.

819. Are the Indian schools there run by the Provincial Council?

Yes, They have opened a nice school in Volksrust and it is run entirely at Government expense.

GOPAULSINGH and P. MAHABEER (Isipingo and Nerabank) are called, and are examined as follows:-

By the Chairman:

820. You have a statement to submit?

(Mr. Gopaulsingh reads the following statement:- "We the undersigned representatives of the Isipingo Indian Society, duly appointed, earnestly beg to submit to you for your kind consideration a short statement concerning our requirements and difficulties in connection with the Isipingo Government Aided Indian school. This school has been in its present place for over twenty years. The building is of brick, and is an old one with only two class rooms. Originally the building belonged to Messrs. Dehaloo Bros., but has now been brought by Mr. C. Platt, to whom the Education Department pays rent. It is situated in less than quarter of an acre of ground facing the South Coast main road. There is no proper playground available nearby. A part of the backyard has been barricaded recently by the Isipingo Bakery, a tenant of the same landlord occupying the adjoining ground. This has added more difficulty to the school, although attempts to have it removed have failed. As it is the building and the site are not suitable for school purposes. Various attempts have been made by our Society to acquire land for the erection of a suitable school building in a more convenient place, but these attempts have failed. Even the attempts of the Grantee to purchase or lease land which would be more suitable for us have been unsuccessful, as the owners and agents are not keen on disposing of their lands for educational purposes. We would be very grateful if something could be done by your Committee to kindly assist us in securing land for a school building to accommodate over 200 children. A most suitable place would be anywhere between Isipingo Royal Hotel and the present school. Some of the

furniture in the school is very old indeed, and there is not sufficient for all the Classes. The attendance was 144 up to nine months ago, but last July an extension was made by our Society in an adjoining, costing over £200, the grantee paying for the labour only, and the roll has since risen to 180. Hence an additional teacher was taken on by the Education Department. Over thirty more children are on the waiting list, owing to there being no more space in the school, and even the schools in the adjoining district are full. Our Society is trying to make another small extension at its own expense, when it is hoped to admit the waiting children. About 40 other children of school-going age are at home and working. The reason is that they are in poor circumstances. Their parents cannot afford to send them to school owing to their poor earning capacity. We feel sure that if free primary education is extended to all the children the majority will attend school and much less illiteracy will prevail. We may mention that the teachers have difficulty in collecting all the fees every month, as most of the Indians in the district are poor. We would respectfully suggest that this school be turned into a Government school. There is one Arabic and one Tamil private school run in the district, and we trust that consideration will be given to these schools for a grant. They have much difficulty in carrying on owing to lack of funds. A Hindi school is badly needed, but funds do not permit of one being opened. There are five teachers employed at this school, and we would suggest an increase in their salaries to enable them to live up to the Western standard. We have noticed some of them travelling third class. Pensions, married allowance and concession tickets should also be considered for these teachers.")

By Mr. Acutt:

821. What is the occupation of the parents of the children

in your school?

Labourers in the mill and at the South African Explosives Dactory, farmers, storekeepers, clerks, interpreters and salesmen.

822. They are mostly labourers?

The poor section are mostly labourers.

823. What is their earning capacity?

The average is £2 to £2.5 per month, plus rations.

By Mr. Kichlu:

824. What is the accommodation the present building provides? How many rooms are there?

Three rooms.

825. What is the enrolment of the school?

At present 180.

826. Is the accommodation sufficient?

Insufficient at the moment. There are thirty children waiting for admittance.

827. Is it also the case that some of the children belonging to the school read in a portion of an adjoining shop for want of accommodation?

Yes.

828. Is the building in good condition?

No, it is an old building.

829. How many classes have you?

Up to the fourth standard.

830. There must be at least six classes in the school. A

and B classes end four standards?

Yes.

831. All these classes are accommodated in two rooms?

Two rooms and an extension which makes a third room.

By Mr. Hollander:

832. Up to what age are these children attending school to-day?

Fourteen, fifteen, and some of them may be sixteen.

833. How many children are there in this district?

Roughly, nearly 300.

834. You say 130 children are attending school?

Yes.

835. There are 30 wanting to come to school?

Yes.

836. What do the other 100 do?

Some are working, and some are at home.

837. What are the ages of those who are working?

From 12 to 16.

838. What are they working at?

Some in the cane fields, and others in the tinshop at the factory, and some are caddie boys.

839. Are these boys generally the children of the labouring class?

Yes.

840. What do they earn?

£1.5.0 up to £1.10.0 a month.

841. Do they hand that to their parents?

Yes.

842. How would their parents view the introduction of compulsory education?

If they had the facilities they would take advantage of them seeing they have not the funds to send their children to school.

843. Would they be prepared to lose what they are getting to-day?

Yes, in order to give their children education.

844. You say the adults are earning £2.10.0. £

£2.5.0 to £2.10.0.

845. Some of their children bring in 15s a month and more.

Are they prepared to lose that?

Yes.

846. They would be quite satisfied to have their children taken from work and lose the money?

They would be quite prepared to sacrifice it.

By the Chairman:

847. You also have a statement to put in from Merebank Indian Association? Will you read it?

(The following statement is read by Mr. Gopaulsingh:-

"I, the undersigned, Chairman of the Merebank Indian Association beg to respectfully submit to you for your kind consideration the following in connection with Merebank Government Aided Indian school. This school was commenced by my Association in August, 1923, and was conducted as a

private school through subscription from members, and donations from well-wishers and sympathisers, until the end of 1926. During the latter part of 1926 my Association came to understand that the Umbogintwini Government Aided Indian school would be closing in that year owing to a decrease in the attendance; so an urgent application was made to the Inspector of Indian schools for the transference of this school's grant to Merebank, in which we were successful mainly through the kind and generous help of Mr. V.S.Pillay, of Merebank and Messrs. E.M.Paruk and R.K.Khan of Durban, in donating us a quarter of an acre of land, and Mr. Seebooram, of Isipingo, in lending us £129 to buy the materials for the school building, as we did not have sufficient money on hand to build a school immediately. The building cost over £250. It has two class rooms, and was ready in November, 1926, and the grant was extended in 1927. We have paid off part of the money through collections in various districts, and are still owing £50. The Grantee helped us in buying part of the furniture, but more is required. I may mention that our title deeds of the lands are held up owing to no funds. It becomes very difficult for country associations to carry on owing to meagre support, as money is the principal factor in many things. There are three teachers in the school. We would earnestly suggest an increase in their salaries, together with pension, married allowance and concession tickets in order to enable them to live up to the Western standard. The school should be turned into a Government one. The roll is 125, which is up to the maximum allowed. Over 40 children are on the waiting list as Merebank is becoming more populated day by day. We are unable to admit these children, and would be glad of assistance to extend the school building. The district consists mostly of poor people. We would be very grateful for free

primary education, and a grant for vernacular schools would be much appreciated. As the place is a very small one, I would earnestly suggest the Government buying the adjoining two plots of land (one-third acre each) which are being offered for sale at £65 each by Messrs. Millar and Kimber. This will make a very useful playground for the children".)

847. Your position is similar to that of Isipingo?

Yes.

By Mr. Hollander:

848. Were you born here?

At Isipingo.

849. Have you any fault to find with the quality of the education given there?

It was very poor in 1900. Since then it has very much improved.

850. Were you educated before 1900?

Yes, but that little I know I had to pick up after school.

V.VINDEN (Mount Edgecombe) is called, and is examined as follows:-

By the Chairman:

851. Will you read your statement?

(Witness reads the following statement: - "As representing the Indian community of Mount Edgecombe and District, we the undersigned representatives, embrace the opportunity of making the following observations. We respectfully venture to point out that the scope of education imparted to the Indian children in our district is very limited, so much so that it hardly meets the requirements of the community, and the condition of the school buildings is most unsatisfactory. The original school at Mount Edgecombe was opened by the Rev.S.H.Stott in 1890 in the Indian Compound of the Natal Estates, and after a while was given up for want of a suitable building. Another school was started in 1896 by the late Rev.Dr.Booth at Cornubia, which was the Estate school for Mount Edgecombe, and after a time these schools, too, were closed down. At this time there was a school at Phoenix, under the direction of the South African General Mission, who, when they transferred their missionary activity to the South Coast, gave up the school. The school at Newlands, after the death of the late Rev. Dr.Ikin, was removed to Sea Cow Lake to make it easily accessible. By the removing or closing down of the schools in the districts mentioned no provision was made for the children in and around these districts until a school was opened 25 years later by the late Sir Marshall Campbell, and handed over to one of the Indian Missions. The following observations were made from time to time by the grantee and the Inspectors in connection with the present school at Mount Edgecombe: "5th November, 1915

visited the school. Attention is drawn to the poor state of the building. The roof is not watertight, and the majority of the windows are broken, and the property of the pupils and teachers is being stolen. Sanitary closets must be supplied at once, and a water tank provided. As the bulk of the pupils are children of the employees of the Mount Edgecombe Estates, I consider that it is incumbent upon that Company to assist the school in the necessary repairs. Accommodation is taxed to the utmost. The Headmaster has refused admission to 50 children. "27th April, 1917. On arrival at school it was found that the school had been broken into and the logbook, cardboard modelling book, receipt books and the object lesson books were missing. The matter was duly reported to the Manager of the Local Mill, the Superintendent and the Grantee." "2nd. November, 1921. The school premises are not entirely satisfactory." "7th. March, 1922. The walls of the main room and the outside verandah are in need of a new coat of whitewash." "25th. February, 1924. The supply of drinking water is quite inadequate." "10th August, 1925. Repairs to floor, ceilings, and windows of the main room are urgently required. The roof of this room also threatens to collapse. These repairs should be seen to immediately." "9th. March, 1927. The school buildings are in a sad state of disrepair." There are at present 140 boys and 8 girls attending this school, of whom the majority are children of the employees of the Natal Estates, Ltd, comprised of eight Estates, namely, Blackburn, Cornubia, Burnside, Milkwood Kraal, Sacharine, Ottawa, Effingham and Mount Edgecombe. The rest of the children come from Newlands and Inanda, some of whom walk twelve miles and travel ten miles by train daily. Admission has been refused recently to about 75 children of school-going age, some of whom had been attending school elsewhere previously. Thus it will be seen that one small

school has to meet the requirements of a densely populated district where in the past there has been a school in each locality referred to. We believe that it is one of the most primitive of the schools in the Province, and as such we feel that the school ought to be condemned and replaced. But what we would like to see rather than the rebuilding of such an old school is the building of more new schools principally in a district such as we represent." This document is also signed by P. Naicker, who has not been able to attend. I also put in a diagram attached to the statement, and I would like to draw your attention to it. In Section No.1 of the diagram five schools are shown as having been in existence, and in Section No.2 there have been six schools in the past. Now there is one school at Mount Edgecombe, and that has to cater for the requirements of the whole of that district. Coming to the plan of the school which I put in, I believe it is one of the most primitive buildings used as a school in the Province. You will see that there is stagnant water there, nearly stagnant streams. The school is below the level of the road, with the result that when it rains heavily water stands on both sides of the school. There is the main road just about 18 feet away from the front verandah. If you look at the building you will feel convinced that here is a state of affairs that needs looking into, and that something ought to be done in the matter. You will also notice that the main class-room has 116 children.

852. Who is the grantee?

Rev. J. Metcalf.

853. Do you know if he or your Community have approached the Natal Estates to improve the building?

I have been there for a little over a year, and I spend

my Saturdays there with my tool bag repairing and patching the walls.

854. Do you work at the Natal Estates yourself?

No.

855. Most of the children's parents are employees of the Natal Estates?

Yes.

856. Do you know whether the community have approached them?

I don't think they have opened their mouths.

857. Sir Marshall Campbell did something in the past. Are the sons inconsiderate?

No, I don't think that; but they have a Labour Manager whose duty it is to see to these things. But I don't suppose it will pay them to have the children educated, because boys are working from the age of ten years. I say that fully 45 per cent of the children are not going to school.

858. Would they not still go to work if the facilities were provided?

No. They are sent to work to keep them out of mischief.

By Mr. Hollander:

859. Do they pay fees?

Yes, the majority of them. There are roughly half-a-dozen free children.

By the Chairman:

860. Are you the schoolmaster?

Yes.

By Mr. Hollander:

861. What fees do they pay?

from 6d. to 4/-.

862. This is an aided school?

Yes.

863. Are you a certificated master in any way?

Just a Junior certificate.

864. And you draw your salary from the Grantees?

Yes.

865. What is your salary?

Thirty-five pounds a quarter, out of which £2 goes to the Railway Administration for travelling.

866. Where did you take your Junior Certificate?

In Durban.

867. What school did you originally go to?

The Higher Grade school - the old Alice Street school.

868. And you took your Junior certificate there?

Yes.

By Mr. Acutt:

869. What would be the earning capacity of the parents?

An average of £2.10.0

By Mr. Hollander:

870. Would you favour compulsory education for all Indian children?

It is a problem. Compulsory education and free education I believe are two different things. I have not studied the question, but I certainly favour compulsory education because I feel that children should be sent to school.

871. Do you think it would be any hardship on the labourers if they were deprived of what their children earn to-day?

No. they would rather sacrifice it, and send their children to learn something.

872. And for those particular children what standard of compulsion would you suggest?

Up to standard V.

873. And age?

Fourteen to sixteen.

874. How many children have you in your school?

One hundred and forty eight.

875. Assuming that you had compulsory education, and that the 140 boys you have in your school got to Standard V or VI, and were at the age of 14 or 15 and left school, do you think there would be an employment for them?

Yes, the Mill would absorb them.

876. In what way?

In various departments. They can get on better with boys who can read and write.

877. But will they be able to absorb the number of boys who leave each year?

Yes.

878. How many boys leave each year?

They do not all finish their schooling. That is the unfortunate part of it.

879. But supposing they did up to Standard V. You might have twenty?

No, on an average about ten a year.

880. Do you think they would be absorbed into employment?

Yes, There are eight Estates. They would be employed as storekeepers and checkers and in charge of working gangs, as long as they could read and write and keep records.

881. Who is doing that work to-day?

Indians.

By Mr. Pretorius:

882. What is the average Indian family on the Mount Edgecombe Estates. There are about four children in a family.

883. Would the parents, receiving a salary of £2.10.0 per month be able to feed and clothe children properly without the assistance of the children themselves?

Some of them are prepared to sacrifice the children's salary. They came to me this term and asked me to admit about 60 children. I sent them over to the Mill Manager. He sent for me, and told me he would send them to the Temple Hall, but the Government will not allow me to have the supervision of a place about 250 yards away.

884. Would the parents be able to keep those children at school and feed and clothe them?

Yes.

By Mr. Hollander:

885. How many teachers have you got?

Four.

886. And yourself?

Yes, five with myself.

By Mr. Acutt:

887. How many children are attending school?

140 are at school.

888. How many children are there of school age on the Estates?

500 or 600.

889. If you had compulsory education you would have to provide accommodation for all of them.

Yes.

890. Then 100 a year would pass out of the schools?

There would be those children who would leave in between without completing their education.

891. One assumes that they would all have to complete their education up to a certain standard, V or VI?

I don't know really what would happen.

892. You don't know what employment the 100 would find?

Some would probably leave the district, and look for suitable employment elsewhere.

893. That would only aggravate the situation in other districts?

I don't know. The Mills would take some of these boys as they are doing now.

By Mr. Hollander:

894. Do you think that if the Aided school that you are in charge of and other Aided schools were established on a proper basis, with proper supervision for the payment of teachers' salaries, and provision for the accommodation of the children, don't you think that that would meet the present day requirements of the Indian people in your area?

Yes, I think it would. All I ask for is that another school if possible, be opened within that area marked No.2

in the diagram.

895. Under the same conditions as your own?
Yes, and that my school be condemned altogether.

896. That is the building you are talking about?
Yes.

897. But assuming that the buildings were suitable, and were suitably staffed, you think that the Aided school system would meet the requirements of the area that you come from?

I think so, although I would like to see a Government school there.

By Mr. Kichlu:

898. You have mentioned in your statement that there are eight Estates round about there, and that these Estates employ a large number of Indian workmen?

Yes.

899. Do they employ any children also,
Yes, from the age of 10 upwards.

900. Is the number of children employed fairly large?
Yes, children that should be going to school.

901. Do these Estate make any arrangements for the education of the children whom they employ as workers?
No.

902. Do these Estates contribute anything towards the maintenance of this school beyond providing the building?

(253)

A little repairs occasionally.

903. And towards the usual running expenses of the school, teachers' salaries and so on?

No.

904. You mentioned that there workers who work on the Estates get about £2.10.0

Yes.

905. Do they get any rations in addition to that?

Yes, rations and free quarters.

E.C.MOTALA and DANJEE RAMJEE (Verulam) are called,
and are examined as follows:

By the Chairman:

906. Will you read your statement?

(The following statement is read by Mr. Motala:-

"I, the undersigned, Storekeeper and resident of Verulam, Natal, venture to submit to you a statement of my observations in connection with the education given to Indian children in the Verulam District. There are two Government aided schools in the Verulam District under the management of the Wesleyan Mission. One school is called the Verulam Mission school, and the other Umhloti Mission school under the headmasterships of Mr. T. Choonoo and Mr. S Cham respectively. The Verulam school has 180 boys and 29 girls, totalling 209 pupils, while at the Umhloti school there are 195 boys and 30 girls, totalling 225 pupils. There are also 3 or 4 private schools where religious instruction is given, and the vernacular taught. There are about 434 children attending the Verulam and the Umhloti schools. A large number (about 300 to 400) are awaiting admission. The Verulam school, which is built of bricks with an iron roof, was opened in 1920. This school was built by public subscription, and has no proper sanitation and water arrangements. The floor is of cement, and there is no ceiling. There are only three latrines, two for the pupils, and one for the teachers. There is only one 1000 gallon tank for water. During the dry season the tank is empty, and the pupils go to the river around the school, or any kind of shelter in a wet day during their intervals. There are seven teachers on the staff, and five of them are uncertificated. They receive salaries ranging from £1 to £4 per month. In view of the foregoing the result and quality of teaching is very poor. The Umhloti school has been in existence for over thirty years. It is built of wood and

and iron, and most of its parts require repairs. This school was built by the Rev.H.S.Stott, and is on a private land owned by Mr. Armstrong, Miller, Verulam. One of the class-rooms has a low roof, being about 7 to 8 feet high on the sloping side. During the summer the heat is very trying in this room. In January last the school was extended by public subscription, and accommodation for 83 more pupils was provided. The school is full, and a large number of children have been refused admission. There are only two latrines provided for the school, which are used by the pupils and the teachers. They are most unhygienic, as there are large holes dug underneath and no bucket used. There are only two water tanks supplied to the school and during the dry season water is carried to the school by the pupils from the river, which is about half-a-mile away. There is not a sufficiently large playground. There are seven teachers on the staff, five of whom are qualified, and the pupils are taught up to Standard VI in this school. The salaries are on the small scale of the Verulam school. I suggest: (1) That the Government taken over all the Aided schools under its entire control. (2) That the Government appoint qualified teachers in all the schools. (3) That the Government do the necessary repairs to the existing school buildings, and provide accommodation for more pupils, as from 300 to 400 children of school-going age are growing up in illiteracy. (4) That the Government schools in the country be allowed to teach up to Standard VII. (5) That the teachers' salaries, which are far from satisfactory, be increased. (6) That a separate school for girls be established, and lady teachers employed. (7) That compulsory education be given to Indian children. (8) That school books be supplied free to pupils. I thank you for giving me the opportunity of placing my views on the educational needs of Verulam and Umhloti."

By Mr. Hollander:

907. Have you been to India lately, Mr. Motala?

Yes, about six years ago.

908. Did you make any study of the conditions of education in India?

No.

909. Do you know anything about the conditions in India?

No, I was there for six months. As far as I know there is far superior education in India in the large States. In Baroda they have compulsory education.

910. Can that be compared to a place like Verulam? You have not made a study of it?

No, but I know there is compulsory education there.

By Mr. Acutt:

911. What is your experience in regard to children leaving school after attaining a fair standard of education as to what employment they are engaged in?

In various employments, some shop assistants, book-keepers and clerks.

912. Do you know of any instance where children who have been educated have gone back to the land as labourers?

No.

913. ^{You} /Don't think it is likely that ~~many~~ educated Indian children would resort to labouring?

No.

914. They would all want employment as clerks and book-keepers and something of that sort?

Yes, but it is according to what education they have.

(257)

915. You estimate there are about 800 children of school-going age in the district?

Yes.

916. That would mean that under compulsory education there would be over 100 passing out every year?

Roughly, yes.

917. Can you give any idea as to where they are going to find occupation? They won't become labourers, or go to the cane fields or become factory hands. What occupation do you think they will find?

They can do lots of work. There is plenty of work in this country.

918. You really think they will find occupation?

Yes.

S. GELLERMANN is called, and is examined as follows:-

By the Chairman:

919. Do you wish to put in a statement?

I have got some notes, and I would like to read from them.

920. You don't represent any society?

No.

921. Just your own personal views?

Yes.

922. Will you make your statement now?

I am not quite clear what the powers of this Commission are. It would be desirable that I should know exactly whether this Commission is enquiring for the purpose of coming to a decision in the matter, or whether it is a foregone conclusion that very much higher and broader educational facilities are to be given to Indians.

923. That is a matter for the Commission to decide. Will you give us your views?

I don't consider that anything has happened recently to make it desirable to extend the educational facilities for Indians in Natal.. I consider that the Indian community has a standard of civilisation that does not require the same educational facilities that European enjoy here.

I think that if the same facilities were given to them as those possessed by Europeans it would be educating the Indians above their class, above their position, and above their qualities in general. If

under the Cape Town agreement the Indian population of Natal were reduced by repatriation by more than 50 per

cent, then one might think that the remaining ones, if they represent the better class of the Indian community of Natal might be considered with regard to the extension of educational facilities. As far as we know at present the repatriation that has taken place since the Cape Town agreement was entered into has not been very great. The number repatriated is about equal to the natural increase in the population. I think that so far the Agreement is quite a failure, and nothing has taken place to justify a new attitude. In regard to some of the evidence that has been given here as to Mr. Sastrá's claim for equal rights for the Indians, I do hope this Commission will not be influenced by that at all. Those claims for equality for the Indian population of Natal, which largely consists of the unsouthables of Indian, I think that amounts to nothing but political bluff and arrogance. For one of the leading statesmen of Asia to come here and ask us to give these people a position of equality, and to give them equal educational facilities with Europeans, or better than those which we are enjoying just now, is something unheard of. Anyway, it is typical of the arrogance of the East. I hope that this Commission will not be influenced by anything like that. Then we have the "Natal Witness" pushing the boat in the same way. This is all propaganda, and it should not influence the Commission. The Indian community is an element here in Natal which the Europeans and Natives of Natal have never agreed to look upon as a permanent part of the South African population. They have always been regarded as an alien element. The Indians generally are a very serious menace to the commercial, professional, and industrial life of Natal and the Transvaal. They live largely on imported food-stuffs, and they wear imported clothing. The money for these articles of commerce all goes to India. The European community and the Native community live on what

is produced in the land, and the money is circulated and spent here, but the money of the Indians goes to India. A large number of Indian traders have gone insolvent in this country, and we don't know why a greater percentage of them should go insolvent as compared with other traders. Where does that money go? There are only one or two of our people who profit in a manner commercially or so by these people, and those are then canteen keepers and a few lawyers. Otherwise the community generally does not benefit much by their presence here. As a matter of fact we suffer very much, because the competition of the Indians is absolutely unfair. A white man, living on the standard that he does, has not got the ghost of a chance against the Indian. To educate these people in such a manner as would fit them for our professions is unfair and unjust to our professional classes, because they could only enter into competition with Europeans in the European community, they themselves not being up to that standard of civilisation to require such professional service. If you ask an Indian boy at school to-day: "What are you going to be?" he will reply "Oh I am going to be a clerk." If you ask him where he is going to work he will tell you that he is going to work in an office. Their aim is to get into our services. To give them these greater educational facilities would be extending and increasing their competitive capacity. We would be committing suicide by doing it. At the present time their capacity is limited, but immediately we give them higher education and so on we are giving them a stick with which to strike us. I would repeat that this is nothing but the most palpable injustice that could be done to our European communities. If we must have justice in the world then we must have justice for all, and we must give justice

to the European just the same as to the Indian. The Indian enjoys certain education facilities to-day, and they are sufficient for the class of Indian we have in Natal. If the Indians here were of a higher class than they are then, of course, we would all be inclined to consider the matter. It has been stated that one of the terms of the Agreement is the maintenance of European civilisation. Different interpretations have been placed upon this. Indians and their champions reckon that it means that under this Agreement Indians are to be raised to the same standard of civilisation as the European. I would deny that that is the case. The maintenance of European civilisation must be kept in view in this country, and we must preserve the supremacy of the European. The term European civilisation has been freely used, and it was used at the time of the Conference at Cape Town. A wrong interpretation was placed upon it at Cape Town, and this wrong interpretation has since been placed upon it by a number of people. The general recommendations of European educationists should be regarded by the Commission without any respect at all. European educationists are educationists pure and simple. I consider that political economists and industrialists and such people are the class of people who should appear before this Commission and state their views, and that their views should be very seriously taken into consideration. But educationists like those who appear here, I don't think their evidence is of any value whatsoever. They are absolutely unfitted to give views on the problem of racial competition and political economy. I think that the Agreement is the cause of the present Agreement sitting here, and the Agreement I would characterise as the worst incubus ever foisted on Natal in its history.

924. You have rather gone outside our terms of reference. You have dealt with the Agreement. That is a matter which the Union Government settled with the representatives of the Government of India, and it has been ratified by both Governments since. We are now enquiring whether there is a good case for the position of Indian education?

The reason why I refer to the Agreement so much is because it is as a natural consequence of that Agreement that this Commission has taken place.

925. The Union Government has instructed us to look into the question as to whether we are giving a fair deal to the Indian as to educational facilities. You have really not touched that. I think the community has responded to the Union Government's appeal that the Agreement should be honoured, and the purpose of the enquiry is to find out to what extent Indian education should be improved?

I would refer to that part of my statement that deals with the Indian community as it is at the present time. I have strongly stressed that. I don't consider that they are a class of people who are entitled to greater educational facilities. I know these people very well. I have been in touch with them ever since I was a child. We know the percentage of crime. We know the housing conditions. We know exactly how these people live. We know what class of people the great majority of them are. I state that these people are not entitled to the same educational facilities that the Europeans enjoy who live decently.

926. If they are criminals they will not get it, but if they are not criminals why should they not be educated?

I am trying to show that they are people who are very near to the Native. They are on pretty well the same

level as the Native.

927. But we are educating the Native?

We are educating the Indians, too.

928. You have heard of the Natives in America, I suppose you know there is a section of New York called Haarlem?

Yes. I know something of those people too. I have made a study of the negro question in America, and not in a million years will the negroes usurp the supremacy of the whites.

929. The late Booker Washington was not an inferior man?

He was half a white man, and that was the reason. He was born a slave, I admit, but he was half a white man.

930. And Marshall Toussaint, was he half a white man? He was probably the finest military genius who ever lived?

Yes. Of course, the exception proves the rule.

Mr. Hollander:

931. Have you seen the Agreement?

I read the copy of it that was published.

932. I should like to quote a section of it bearing on this matter. Do you take exception to the statement made in the Agreement that it is the duty of a civilised Government to take steps for the upliftment of every section of its population, and that the Indian population of the Union shall not lag behind other sections? Do you take exception to the principle?

I do. I take exception to the principle that a community should be educated for a higher position than it is fit to fill.

933. Then do I understand you to say that you would agree to the Indian population being allowed to lag behind?

I would not consider it lagging behind, because I consider that they are being educated in accordance with their present requirements.

934. Then you consider that the present facilities that are given in Natal are sufficient to meet the needs and requirements of the Indian community in Natal?

Yes. The one reason why I say that they are getting sufficient education is because as far as I know they are getting far better education in Natal than the same class of people get in India.

935. Do you agree that broken down and dilapidated buildings and insanitary conditions such as exist in a very large number of the Indian Aided schools in Natal, with only partly educated teachers, poorly paid and so on, is a correct method of dealing with the problem of the education of the Indian community in Natal?

From our point of view it is very undesirable to have insanitary conditions in our midst, but that is the general way they live. They live the same in their houses. Why should we place them in a glass case.

936. Do you agree that there should be an expenditure of Government money on Indian education under the conditions that admittedly exist at the present time?

Those conditions are in keeping with their general living conditions.

937. Are they in keeping with the policy of European Government to permit conditions like that to exist in their midst with monies that are being spent out of the Central

Exchequer?

I cannot agree at all that it would be desirable to create better conditions, cleaner and healthier or anything like that, than they enjoy themselves in their own homes and districts. I think that the present arrangements are quite in keeping with their life in general.

933. Are you not in favour of improving it in any way?

I think it is absolutely wrong for these people to come to us and ask us to give them better facilities. Let them struggle and fight for themselves. Let them show initiative and earn their own education and pay for it. Don't let us be asked to pay for it.

939. Do you draw a distinction between the Indian community as citizens of the Province and the European community?

The Cape Town Agreement itself is a proof that there has always been a difference, and that they are not a permanent part of our population; because its very object is to send them back to India.

940. I did not ask you whether they were entitled to the same privileges. I wanted to ask you what distinction you draw between the Indians and the other sections of the community?

I don't think they contribute to the revenue in the same manner. That is proved by what they eat and the clothing they wear. They don't contribute to the taxes in the same proportion as the Europeans do, and for those reasons they are not entitled to the same consideration as the Europeans.

941. But why don't they contribute in the same proportion?

Well, they don't.

942. In what way don't they? If they go to the races they pay the racing taxes, if they go to an entertainment they pay the Entertainment Tax, they pay Customs Duty on things coming through the Customs for them, if they have a motor car they pay the Motor Tax, if they trade they pay a licence fee, and if their income is over £400 they pay Income Tax. I want you to draw a distinction between the Indian community and the other sections of the community, and to tell me why there should be the vast differentiation that you lay down, whilst not admitting that there should be equality?

I think you will readily admit that a much greater proportion of their earnings and their monies go to India than the monies of the Europeans go to their mother countries. I think that in regard to taxes they pay considerably less than the European.

943. You have referred to their having a lower standard of living than the European, and that if these facilities were granted they would enter European avenues of employment and become very serious competitors?

Yes.

944. Don't you think that if they were raised to a very much higher standard the extent of their competition would be less?

That is just what I cannot understand, because I think it would increase their competitive capacity. It would make them better fitted to compete with us.

945. But the higher their standard of living is the less their competition would be?

Are we sure that they would live exactly like the European if they were raised to a higher standard of living?

946. But if the policy of upliftment through education had

the effect of raising them to a higher standard, surely that would lessen the competition you refer to?

No, I don't agree. I think that they would be a greater competitive force on account of the greater mental ability that would result from more education.

947. Then I understand that your view is that nothing should be done at all?

No, not until to start with more than half the population have left the country. Then if we find that the remainder are a class of people whom it is desirable to help we might give the question consideration again.

948. Then your opinion depends entirely upon the number of Indians who at any time might be resident in the Province?

My reason for taking the attitude I do is because of their great numbers and the menace they are.

949. How would you achieve the objective of a better class if you don't pursue some policy of bettering them?

I think that the part of the community that might be induced to go away would be the Coolie class. When they are gone we shall have the commercial and professional class left. They would be a community who would strive after better conditions, and such striving might then be considered.

950. But is not that particular class you have just mentioned the most serious competitive factor in the community to-day?

Yes.

951. But I understand you agree to extend further educational facilities to them after the Indian population has lessened?

I did not say that. I said that if I found that the competitive force was much less, when 50 per cent of them or more are gone, then I would be prepared to consider the question of an improved education for them.

952. If their numbers are reduced?

Yes, if their numbers are reduced by half. Then their competitive force would be half what it is to-day. Then to give them better educational facilities would not matter so much, but I think it is quite wrong altogether to consider the matter until that Agreement has been carried out in respect of the repatriation.

953. And you don't think the Agreement will effect that?

No, it is not doing so up to now. Although the grant has been increased I see very little increase in repatriation. Before this fight commenced Indians were being repatriated at a fairly rapid pace. In a period of twelve years or so something like 30,000 Indians left the country, but from about three years ago they have not been going out. I know why. They have been told by their leaders not to go. Why should they go just now when they are fighting? They don't want to. Until such time as the population has been reduced very much, until the economic danger has practically disappeared, I should not be prepared to give them any consideration at all.

A.B.NAIDOO, B.A.NAIDOO and S.A.MAHARAJ, representing the Natal Indian Farmers' Association, are called, and are examined as follows:-

By the Chairman:

954. Will you read your statement:-

The following statement is read:- "We the undersigned officials of the Natal Indian Farmers' Association, beg to submit the following statement as to our requirements in regard to Indian education in the Province of Natal. We beg to state that we principally represent the ex-immigrants introduced into this country and their descendants. Our activities are confined to the agricultural development of the land. We are part of the permanent population of the country, and have established homes, and our earnings are spent in this country. As early as 1878 legislation was introduced "To provide for the promotion of education among children of the Indian immigrant population in the Colony of Natal". At present there are no adequate facilities for the education of our children. Admission is being constantly refused in most of the schools for want of accommodation, though the schools are few and far between. A large number of children are kept in illiteracy. We have at all times contributed to the erection and extension of some of the existing schools, and we are quite prepared to bear our share in the future. We venture to submit that not only extensions are necessary to existing schools, but new schools either Government or Government aided be established in areas where there are a large number of children. Districts having 50 children should be considered favourably, and in rural areas where there are a less number provision should be made for imparting elementary education in a manner that may be deemed practical by the Administration. Facilities for industrial and agricultural training are also needed. The following districts

are in immediate need of schools:- Wentworth, Cato Manor
Finetown, Nyebank, Sea Cow Lake, and Umkomaas. At Went-
worth about £200 worth of building materials are ready, and
the community there are willing to hand over same to the
Government for the purpose of the school. In conclusion
we pray that you will give effect to our requirements, for
which we shall always be thankful."

By Mr. Kichlu:

955. Is the Association which you represent established at
Durban?

Yes, in Durban.

956. Your Association represents generally the interests of
the agricultural population?

Yes.

957. You have not come here to represent any particular
locality?

No.

958. Are there small farming centres where there is a small
number of children of school-going age?

Yes, many.

959. Are suitable educational facilities provided at present
for these small farming centres?

No.

960. I understand that in your memorandum you said something
about agricultural education?

Yes.

961. Do you desire that at these places where there are
schools there should be agricultural instruction given?

Yes, where they could go in for scientific farming.

962. Are there any private schools maintained by these farmers in some of these agricultural localities, for want of a public school, Government or aided?

Yes.

963. Are they bearing the whole of the cost themselves?

Yes.

964. Could you give us the names of a few places where there is a small agricultural population maintaining schools at their own expense?

One at Sarnia and one at Cato Manor?

965. Is there a small school at Tiger's Kloof?

Yes.

By the Chairman:

966. Near Newcastle?

No, at Wyebank - a private school at Wyebank.

By Mr. Kichlu:

967. Are there any big places with a large agricultural population the needs of which you wish to represent?

Yes, Wentworth.

By Mr. Hollander:

968. How many members have you in your Association?

At present we have 300.

969. All on the borders of Durban?

Yes.

B.CHARLES and P. PILLAY (Port Shepstone) are called, and are examined as follows:-

By the Chairman:

970. Will you read your statement?

(The following statement is read by Mr. Charles:- "We the undersigned, representing the Indian community of Port Shepstone and district, beg to submit the following statement with regard to educational facilities as they exist and as we consider required in our area to-day. We trust, and it is our fervent desire, that you will after due consideration find it practicable to report favourably on our requirements and observations. The Fort Shepstone Indian school was originally established by the Indian community as a private institution in 1913, and was then entirely dependent on voluntary contributions for its maintenance. For a period of two years this community strove manfully to maintain and run the school, but, at the end of that period, owing to financial difficulties deemed it advisable to transfer the school to the administration of St.Aidan's Mission with the proviso that they liquidate the balance owing on the school premises. This was done in 1915. On the Mission securing control of the school a Government grant-in-aid was secured on the usual basis. Subsequently on St.Aidan's Mission discontinuing their activities in this area the school building was purchased by the Wesleyan Mission, under whose management the school is run to-day. The Fort Shepstone Government Aided school has 87 boys on its roll, and has accommodation for 87. The present school is conducted under the aegis of the Wesleyan Mission. It is the only Indian school within the limits of Alfred County, and within a radius of 45 miles, the next nearest Indian school being at Umzinto, nearly 50 miles away. Being, as it is, the centre of so vast and well populated a district, it should be of much greater proportions than at present. The school is

still conducted in the original building secured by the Indian school Committee in 1913. (A brick store and attached rooms). This building was only in fair condition then, and though it has been kept in fair repair by the Mission it cannot be described as entirely suitable for a school. It is in the centre of a European residential area, and has no playgrounds. Accommodation is always taxed to its utmost capacity, and quite fifty children have had to be refused admission. The present roll of 67 could easily be increased to 150, but lack of accommodation has prevented the admittance of further pupils. It will thus be seen that a large proportion of the children in this district is growing up in illiteracy. The desire to impart education to our girls is a growing one, but has been greatly hindered by lack of accommodation. Throughout our brief resume of the progress of education in our district the general interest and close connection that our Indian public has maintained in all matters pertaining thereto can be traced. To crown all previous efforts the Indian community here has now purchased spacious premises in the village of Port Shepstone, which they are fitting on recognised lines as a school. The premises consist of a two-storey building, which was purchased at a cost of £400. Renovations to the building cost £350. On the ground floor four rooms are provided and an enclosed verandah where 150 children can easily be accommodated. While the Indians of this district are greatly indebted to the various Missions for their efforts in promoting English education amongst them they feel that a school, having in view the importance of the district, and it being the educational centre for a population within a 45 miles radius, should be under the direct control of the Government. We therefore make a distinct offer to the Provincial Administration, the use of this building free of rent for the purpose of conducting there

a Government school. The building is ready for occupation and the only thing that is required is to equip the classrooms with school furniture. We may state that these premises are held in trust, and the object of the Trust are to utilise the premises for the advancement of education, and other matters of a public nature connected with the community. Having due regard to the scattered population of our district, the establishment of a hostel would be a boon. The upper portion of the premises available could easily be converted into dormitories. This, however, could come in time. The Indian population of this area, consisting chiefly as it does of petty gardeners and small farmers, have done their utmost for the furtherance of education. They are not a wealthy section of the community, and having done a great deal towards securing better education for their children they feel that the Government should now provide a Government school".)

971. Is this building that you speak of situated in a good place in Fort Shepstone?

Practically in the centre of the village.

972. It is not a place where it would be objectionable to the European population to have it used as an Indian school?

No.

973. It is quite ready to be taken over?

Yes.

974. And the number of children that would be available?

One hundred and fifty is a conservative estimate; 200 would be nearer the mark.

975. Have you made a written offer to the Education Depart-

ment?

No offer has been made yet.

By Mr. Fell:

976. Is it a suitable building you have?

Yes.

977. And it is capable of holding how many?

The main hall, which has been divided into four classrooms, will accommodate 150. Attached is a large verandah which has been enclosed, and that will accommodate another 150. At present the ground occupied by the building, and in the possession of the Committee, consists of a quarter of an acre, but the Committee have in view another quarter of an acre which they will purchase in future.

978. No playground?

Situated as it is, in the centre of the village, I don't suppose it would be possible to get any vast extent of ground.

By Mr. Kichlu:

979. Is the school at present maintained by the Wesleyan Mission?

Yes.

980. Do they own the building?

From what I understand they own it, but on taking it over from St. Aidan's Mission the education authorities contributed on the £ for £ principle.

981. Was the building originally purchased by the Indian community, and subsequently made over to the Mission?

Yes.

J.P.LUTCHMANSINGH and S KOOPSINGH (Chaka's Kraal) are called, and are examined as follows:-

By the Chairman:

962. Will you read your statement?

(The following statement is read:-"In this district there are two sugar mills. These mills employ a number of Indians. The land within the radius of about two miles is occupied by European planters, and there are also a few Indian planters on a smaller scale. Many Indians are employed by the planters. In Chaka's Kraal proper there are twelve licensed premises, and within a radius of four miles there are 14 licensed premises, all occupied and owned by Indians and catering principally for Indians. Besides this there are a number of Indian farmers, plot-owners and hawkers. This will give an idea of the population of Indians in and around Chaka's Kraal. The need of education has forced a private school. This school of necessity is held in a private cottage, with no yard and no decent sanitary arrangements and most unhygienic. It has been running for three years, and the teacher relies on school fees only for his salary, which fees are from 1s. to 3s. per child. The number on the roll is 103. The Indian community has since built a new school, situated on a hilltop. When all the promised donations are paid, the building and land, etc. will be free of debt. Now it is for this school that an application has been submitted for a grant to the proper channel. The question whether it should be a Government or a Government aided school we leave to the discretion of the authorities or the Commission. There is a deep longing for education felt by all Indians. Our children no longer seek employment in the cane fields, but attend the local school unaided by the State to whom

we pay taxes. In view of the number of children of school going age in this district we pray that a suitable school may be established before long.")

933. You built a school by your own efforts?

Yes.

By Mr. Fell:

934. What is it built of?

Wood and iron right through.

935. And it is suitable?

Yes, it is built on modern lines.

936. Capable of holding how many?

About 120 children.

937. You are quite prepared to hand it over to the Administration?

Yes, for educational purposes.

By Mr. Acutt:

938. You state that most of the Indians in your District are employed in the sugar estates or in the mills?

Yes.

939. About what wage do these Indians earn?

Their earnings vary. The mill hands get something between £3 and £4 per month; in some cases more, according to the work they do in the mill. On the farms they are getting from £2 to £2.10 with rations and lodgings.

990. So that the average earning capacity would be about £50 per year?

Yes.

991. You go on to say in your statement that the local Indians pay taxes to the State? What taxes do they pay to the State?

We are not only representing those Indians who do not come within the scope of paying the taxes. We also represent the storekeepers, the hawkers and the sugar planters who do pay taxes.

992. But the great majority are Indians earning about £4 per month? There are not many storekeepers, and there would not be many hawkers?

That is so.

993. What taxes do these Indians pay to the State?

Indirectly, the duties that are being paid on the commodities they use. Therefore we take it that although they don't pay direct taxes, such as Motor and Income Taxes, they still pay taxes indirectly in duties and so on.

994. Their contribution to the taxes amounts to indirect taxation on what they consume and what they wear?

Yes.

By Mr. Kichlu:

995. These mills and farms to which you have referred which employ Indian labourers and workmen, do they employ any children also, boys?

That is left entirely to the discretion of the parents themselves. In going about the district I have not noticed many children at work. I have seen one or two isolated cases where little boys are engaged for loading purposes and carrying post and so on.

996. Are Indians in the locality or generally exempted from the payment of any taxes?

They are not exempted at all to my knowledge.

(279)

By the Chairman:

997. Who are the owners of these miles about Chaka's Kraal?
Chaka's Kraal Sugar Company is one, and Hulett and
Sons is another.

998. Have they contributed to the expenses of the school?
The Chaka's Kraal Sugar Company has contributed £10
to the school.

999. Do they help you in any way towards your educational
facilities?

We have not asked them for any assistance whatsoever.

PETER LUKE, representing Stanger, Kearsney and Glendale,
is called, and is examined as follows:-

By the Chairman:

1000. Will you read your statement?

(The following statement is read:- "After a good deal of correspondence had passed, a Government school was opened on 3rd. August, 1920, with 137 boys and 24 girls. This number gradually increased until it had reached a total of 307 in September, 1923. In view of the regulations governing the space allotted to each pupil this number had to be brought down to 205. The number of girls at present attending the school is 42, their ages being between 6 and 14. There has been constant application for new pupils to be admitted, but through lack of accommodation they had to be refused admittance. This state of affairs has been from time to time brought to the notice of the Department, but without success. There is at present need for more accommodation for at least another 250 children, and accommodation can be found by extending the existing school. It is suggested that the standard of education be raised to Standard VI. The school has a fully qualified staff of eight including the Headmaster. A reference is necessary to the salaries received by the staff in question. The teachers are required to be efficient, and unless proper salaries are paid to them the profession will never attract the right class of men. The existing scale of pay is miserable, and is not in keeping with the efficiency that is required of them. As no provision has been made for the separate teaching of girls, the time has now arrived when suitable accommodation for the teaching of girls by qualified lady teachers should be provided. It is hoped that on the establishment of a girls' school in the near future provision will be made for the girls to be taught

needlework, cookery etc. While discussing the facilities pertaining to English education here, it would be just as well to refer briefly to the educational facilities provided by other bodies, without the assistance of the Government, and in this respect I will first of all refer to the steps taken by the Stanger Madrassa Anjuman Islam. This body is carrying on a Vernacular school at Stanger, and has introduced qualified teachers from India. It has built its own school buildings. The Mahomedan children of both sexes are taught Arabic, Gujerati etc. The number on the roll is 86 boys and 49 girls - 5 to 12 years of age. Some of the boys attending this school also attend the Government school to be taught English. The time occupied by these boys is an hour or more before the English school is opened. When further facilities are being provided by the Government in Stanger it is hoped that due consideration will be given to the suggestion made by this body to the effect that they will be willing to provide suitable accommodation in this building for English to be taught to a standard to be mutually agreed upon, conditional upon the Government paying for a qualified teacher. This suggestion is being made to ameliorate the conditions at present existing by reason of there being no facilities in the Government school for the admittance of more children. The other institution is also where the vernacular is being taught and is controlled by the Hindu Veda Dharma Sabha (Hindu community), who have erected a suitable building for the purpose where about 70 children attend. The facilities for education at Kearsney, some five miles distant from Stanger, are provided by the Telegu Baptist Association. This school is being conducted in a building erected by the above association. The children at present in attendance number 48, and there is every possibility of this number

increasing to 80 if further facilities are available. The teacher in charge is an unqualified one, and teaches up to Standard III. His salary is £3 per month and free quarters. The Trustees experience great difficulty in conducting the school. With regard to Glendale, it is situated some 18 miles by road from Stanger. The district is populated by Indians who have taken up farming there. As far back as 1916 the Indian residents of Glendale formed a Committee for the purpose of opening a school. The Committee members, All Indians, were able, by the help of supporters, to erect a school on Glendale Estate, where the children were taught in English until 1920. It was then closed down for want of support. In 1923 it was re-opened, only to be closed down shortly afterwards in 1924. At the request of the owner of Glendale Estate, made in 1926, the school building was taken down and re-erected on Hlangwini Farm during 1927. An attempt was made to reopen in December, 1927, and 12 children were enrolled. This school was however, closed down at the end of March 1928, for want of financial support. The services of an unqualified teachers were obtained, and were unsatisfactory. It will be seen that further facilities for the education of our children at Stanger and at the other centres mentioned should be provided, for it is felt, and rightly so, that great harm is being done by allowing them to grow uneducated.")

By Mr. Kichlu:

1001. These two buildings constructed at Stanger by the Hindu and Mahomedan communities - how much approximately did each building cost?

The recent building cost over £1,000 and the building erected some twelve years ago is built on modern lines and is very substantial.

1002. One of the reasons for which children have now to attend

these schools is that there is no accommodation in the Government school?

That is so.

1003. Would the managing bodies of these two private schools be willing, either one or both of them, to allow a new Government Aided school to be opened in their building, on the condition that it would carry on vernacular education outside school hours by a staff of their own?

As regards the Hindu Veda Dharma Sabha school. I believe that if the Trustees were met they would be quite willing to concede any point that might be required to further education, but the Sabha are prepared to extend the present building to accommodate children to be taught English by teachers provided by the Education Department.

1004. My question related to a somewhat different matter, whether the managing body would be willing to have a Government school, and whether they would allow the building to be utilised for that purpose?

I think there is every chance of success if they are approached.

1005. How far is Glendale from Stanger?

Eighteen miles by road.

1006. Have you any idea of the approximate attendance if a school is established there?

I saw the young man who is now acting as a teacher. I believe there are some 40 or 50 children attending the school.

1007. Is it a private school?

Yes.

(285)

1008. And it is being maintained because there is no public institution available?

Yes.

S. JOHN and N. SINGH (Tugela) are called, and are examined
as follows:-

By the Chairman:

1009. Will you read your statement?

(The following statement is read:- "We beg to summarise the present position of the school at Tugela: (1) only one private school with two teachers - unqualified. (2) The site and the building are private properties of a local merchant, and are temporarily granted free of rent. (3) The building can easily accommodate 35 children. (4) The present number of children attending school is 35. (5) Free Class I to Standard II is being taught, the strength of each being: Classes I, II, III have 14, 5 and 6 children respectively, and Standards I and II have 5 and 6 children respectively, (6) Number of pupils attending Government schools at Stanger and elsewhere from this locality is about 12. (7) The teachers are paid a monthly school fee of 4s. per student. (8) Children of school-going age not attending school number about 60. (A major section of the community is too poor to meet the school fees, and also there is the want of more accommodation.) Our community requires: - (1) More qualified teachers (2) A suitable building for a school which should be properly equipped. (3) Conversion of the private school into a Government school"

1010. What part of the Tugela is this? Is it Lower Tugela just on the borders of Zululand?

Yes, near to the new bridge.

By Mr. Hollander:

1011. What is the population there?

Farmers and merchants.

By Mr. Acutt:

1012. You say that most of the inhabitants are farmers and merchants. I suppose it is a fairly well-to-do community?

Some of them.

1013. That being the case, don't you think it would be possible for them to do the same as the Europeans do, and provide schools of their own. You know there is a tremendous number of private schools throughout Natal supported by private subscriptions or started that way? If your community is well-to-do don't you think it is up to them?

The majority of the community is poor.

1014. A considerable portion of the community then is poor?

Yes.

By Mr. Hollander:

1015. This is not an Aided school?

No, a private school, started about two years ago.

By Mr. Pretorius:

1016. Is the land being farmed by the Indians near the Tugela their own land?

Yes

1017. What is the average size of the farms?

Five to twenty acres.

1018. Do they plant sugar cane?

Yes and mealies.

By Mr. Kichlu:

1019. Is this private school being maintained by the Indian community?

Yes.

(268)

1020. How far from that place is the nearest Government Aided school?

Eighteen miles, Stanger.

By Mr. Hollander:

1021. How many teachers have you got there?

Two.

1022. What do they get?

They get 4s per pupil, divided between them.

1023. About £3.10.0 a month?

Yes.

A. RAMPORTAL (Nonoti) and B. MAHARAJH (New Guelderland)

are called, and are examined as follows:-

By the Chairman:

1024. Will you read your statement, Mr. Ramportal?

(The following statement is read:- "We respectfully submit to you the following statement of facts and our needs in connection with the education in the district, Nonoti, Lower Tugela. The Indians are approximately 100 in number. The majority of them are owners of freehold farms. To provide education for the children in the district a Committee representing the community raised funds locally exclusively from Indians by means of public subscription, and acquired three acres of freehold land situate approximately nine miles from Stanger, and five miles from the nearest railway station Darnall. In the year 1915 a private school was erected and maintained up to the latter part of 1920, when the Committee applied for and obtained a grant-in-aid. Our president, an Indian, was appointed grantee. He is still the grantee. To provide further accommodation we have raised further funds locally, caused the school building to be enlarged twice, and the school has since been taken over by the Education Department. The building is constructed of wood and iron, the floor space allowing for only 82 children, not large enough to accommodate all the children. The school building cost the community £150 without labour. The school is badly equipped. The number on the roll is 82. The highest standard taught is Standard IV. There is no teacher in the school holding Junior Teacher's certificate receiving a monthly salary of £10. Our needs:- (1) That provision should be made as early as possible to accommodate and better equip the school for, say, 150 children. The community is quite prepared to transfer to the Government the land if necessary. (2) The present grant-in-aid should be raised in order

that better salaries may be paid to efficient teachers compatible with their position in life. (3) That facilities should be afforded to teach up to the Standard VI")

1025. Will you read the statement from New Guelderland?

(The following statement is read:- "New Guelderland is essentially a sugar cane growing centre, where there are six sugar growing estates. There is a fairly large Indian population in this district, and the number of children of school-going age is 120. The parents of these children are in the majority of cases poor. These children are remaining illiterate, for the nearest school is at Stanger. Those who are able to send their children to the Stanger school find themselves in the position of their children being refused admission through want of accommodation. The urgent necessity of a school is being very keenly felt in the district, and it is hoped that due consideration will be given to our prayer. It may be mentioned that it is possible for an Indian gentleman to grant half an acre of land and erect a wood and iron building provided the Government conduct the school".)

By Mr. Hollander:

1026. How far are you from Stanger?

Five miles.

(The Committee adjourns)

(291)

WEDNESDAY, APRIL 13, 1923.

R.M. NAIDOO, S.P. NICHOLAS and C.W. ANGLIA, representative
of the South African Indian Federation are called
and are examined as follows:-

By the Chairman:

1927. Will you read your statement?

(The following statement is read by Mr. Nicholas:-

1028. Your federation is a political association. It does not deal with education only?

Mr. Nicholas: It is not only a political association; it looks after the welfare of the community, and does it in all respects, including education.

1029. Are you a South African born Indian?

Yes.

1030. And your father?

My father was not.

1031. Do you think your conditions with regard to education are not as good in Natal as your father's were in India?

I think my father's conditions were very similar to mine.

1032. Take a batch of 500 Indians coming here indentured 25 years ago?

Unless an Indian works there is no possibility of that he will better himself in this country or anywhere else.

1033. Do you think the condition of the Indian immigrants can be compared physically or in any other way with that of the Indian in this country to-day? The physical conditions of Indians here now is 50 per cent. better than that of their parents when they came herefrom India?

That may be. The climatic conditions are different.

1034. Don't you know the condition of Indians of that class in India? How about disease?

I don't know anything about India.

1035. You have painted a rather bad picture. Don't you realise it has not all been bad?

I would not say that.

1036. Your population increased, and you began to antagonise the European population?

I cannot understand that. How could we antagonise?

1037. We has a petition from Indians read in the Council this morning in which you state that you object to places being set apart for Europeans, Indians and Natives, separate places for each for bathing on the Beach at Durban. You want general bathing-places?

Up to now you have not found an Indian intruding where a European is bathing.

1038. You yourselves set up very largely the antagonism of the European?

Sometimes they fail to understand. We always work in harmony with them. I don't think we can be blamed for not having made an effort. If you say that the state of the Indians when they came to this country was deplorable then it is to the credit of the Indian that he worked himself up.

1039. Here you complain that we have not spent the amount of £5.5.0 which is provided under the Financial Relations Act for the education of the Indians. You know that that Act has only been operative two years. Would you be content if that amount was spent on you?

If it covers the demand then it would be sufficient.

1040. Do you think it would cover the demand?

It may at present. I understand according to the Financial Relations Act that a certain section there lays it down that the Provincial Administration is bound to use nine-tenths of any subsidy given for Indian education on Indian education.

1041. You don't like to say whether you would be content if that amount of five guineas were spent?

I cannot say.

1042. Assuming that you are not content that five guineas would be sufficient to educate the Indian community, as laid down by the Union Government, I can assure you that it is their opinion that it is sufficient. Before this enquiry we interviewed Ministers, and they declined to increase the subsidy. Assuming you are not content, what suggestion have you to make in the way of taxation to meet the expenditure?

I would not make a suggestion. I have not studied that question.

1043. The Agreement between the Union Government and the Government of India is based on the view that there should be a gentlemanly feeling both ways,

If the object of the Administration was to assist the Indian to be on a better basis as far as education is concerned then they should have made the effort. The Superintendent of Education says there are 32,000 children of school-going age.

1044. You say that the community in general contributes largely towards the maintenance of schools, and that in some cases a considerable degree of hardship is entailed. Outside the school fees, have you any idea of the contributions of your community?

In Durban and other places you will see that there are subscription lists from the schools every other month. The Administration only gives them £2.10. 0. The community must buy the land and get the teachers, and you never

get the grant unless you make a good number of applications to the Administration. I know of a well-built brick school in the suburbs of Durban where the Administration refused to look at it.

1045. There has been a very acute feeling between the Europeans and the Indians, and you know that that acute feeling has represented itself politically?

I don't see that.

1046. In the Provincial Council a resolution was passed that we should not spend more money on educating Indians because of the keen competition between the two races. As an executive we were then unable to carry Indian education any further. That was the reason this amount has not come up to the amount of the Union Government grant, which, of course, is for all Provincial purposes?

That facts are against what you say. If you say that the Indian community has been cutting into the occupation of the Europeans that is not in accordance with fact. I will give you two trades in which 30 per cent. of the employees to-day are Europeans whereas formerly 75 per cent. were Indians. One is the printing industry and the other is the cabinet-making.

1047. In the last two years the Government has protected the European, and the Government that made this agreement has done it; but in trade the competition has been considerable. In those circumstances one would have thought that your community would have made a special effort to put whatever they could to buildings and better conditions and to help themselves?

The community has done as much as they possible could

1043. How much do you think they have done in the putting up of buildings?

There are 53 or 54 schools. Nine are Government schools, and the balance of 44 schools are those which have been built by Indians or missionary effort. It follows that the major portion of the buildings to-day being used as schools have not been provided by the State.

1049. But they are not of very great value. I have a list from the Education Department, and the total since 1913 is a bagatelle. Your community's interest and attention has been put into a different direction. Since Mr. Sastri came he has got your community to show a different spirit. Are not the lines he has indicated the lines to go on?

We have been going on those lines for a long period.

1050. Since Mr. Sastri came he has changed the whole face of the thing. He has tried to persuade you that this antagonist should go?

It should.

1051. You will fail as an association if you don't play an honest game with the European. There are many men in the community will fight you to the bitter end unless you proceed on right lines, and don't endanger the position. You have not seriously paid any attention to education?

In what respect.

1052. In trying to find education for your own children you compared the position that we were not doing for you what we were doing for the European. What have you done compared with what the European has done?

We have done all we possibly could.

1053. Your total contribution to education since 1919 is a sum of £2,784. 3. 0 of which £1,200 was given by the Parsee Buntanjee Trust. It does not leave much for the community?

The community works in a way you can't see. You have got the figures from the Department, but the people who do the work outside don't keep the figures.

1054. The school buildings don't show that. We have photographs here of buildings which don't do anybody any credit?

That is true. We have made complaints concerning them.

1055. Would the Indian community be satisfied if they got the full Union Government grant? Do you think they would be satisfied if the five guineas were spent upon them? It would have to cover redemption and interest on buildings and teachers' salaries and everything. Would you rather put up with that than have any taxation?

I don't see how you are going to tax us.

1056. I, as a European, pay a lot of taxes?

The Indian is not exempt from any tax you pay.

1056. I don't know what his income is. A man pays taxes according to the result of his effort?

That is true.

1057. What do you think are the average earnings of the mass of Indians? Leave out the storekeeper and the business man?

The average earnings of the Indian are not very much. They pay them on the Estates anything from £2.10.0 to £4 plus rations.

1058. Would it amount to £6 per month including quarters and rations?

No. I think not. You have seen the quarters provided by the Estates.

1059. They are about as good as the Indian builds for himself when he starts farming?

The Indian has made a vast improvement in building.

1060. I am in a Company which houses Indians according to Government Regulations, and these houses are infinitely better than those which the average Indian builds for himself?

In some cases.

1061. How much do you think their earnings on the average would be?

Roughly £50 a year.

1062. That is pretty well as good as the workingman in England was getting when the Free Education Act was passed there?

That is more reason why the Indian should get free compulsory education.

1063. They met their own taxation and built up their educational system on wages about the same as your own population are earning to-day according to your own showing. Yet you are afraid to say you would favour any reasonable taxation to carry out this scheme of education? Have you not a feeling that the European is better off and is not giving you fair play?

No, we cannot always be dependent on the European, the community should support itself.

1064. You expect your community to support itself?

Yes, I expect that. If a community cannot help itself then I don't ~~xxxx~~ see why the community should exist.

By Mr. Hollander:

1065. You make the statement here on page nine that time and again it has been stated that the Administration is not bound to bear the cost of educating the Indian children?

Yes.

1066. Who has made that statement?

The Provincial Council passed a resolution.

1067. You say it has been stated that the Administration is not bound to bear the burden of educating Indian children?

The Provincial Council has passed a resolution by a majority in which they say they don't want to give further education to Indians.

1068. That is not the point. If you take last year's Estimates a sum of many thousands of pounds is allocated for Indian education?

Yes.

1069. What authority have you for making this statement?

Because the Administration when a grant is applied for does not give it.

1070. Your Federation is not entitled to make a statement like that. Has the statement ever been made by responsible officers of the Administration or by the Executive of the Province?

Can there be a letter one then the resolution passed by the Provincial Council?

1071. The fact that they say they are not prepared to spend more than a certain sum - thousands of pounds per annum - does not say that. It shows that they are bearing the burden?

Why is it not correct? The Administration says to-day that they will only tolerate Indian education.

1072. Who says that?

The resolution that they will not increase the grant.

1073. You make a definite statement here which can be interpreted to mean that the Administration has washed its hands entirely of Indian education. You must admit that that is not correct?

I don't want to admit that.

1074. You refer here to surpluses which have accumulated with the Protector of Indian Immigrants?

Yes.

1075. Has your Association made any representations to the Union Government, which controls that fund, suggesting to them that the surplus they have in hand should be devoted to Indian education?

We have not done so, for the reason that all the Associations in Natal and the Transvaal and the Cape have now federated, and we will make representations.

1076. If you feel that as a matter of policy it is right that any surplus should be devoted to Indian education, why are you not prepared to say so now?

We say so now. We will make proper representations.

1077. Have you any idea what the surplus is?

I understand it is about £30,000.

1073. Would you be prepared to represent to the Union Government that this amount should be allocated to the Province, and used for the improvement of Indian school buildings?

Yes.

1079. On this question of the Government grant, the five guinea grant, you referred to something in the Financial Relations Act, that nine-tenths of the grant would have to be spent for the service for which it was granted. Are you quite correct in that statement?

May I look up the section?

1080. Here is the section. I have marked it (handing copy of Act to witness) ?

Yes section 2.

1081. Would you mind reading it?

"(a) European pupils who have attained the age of seven receiving primary or secondary education in private schools which are aided by the Province to an extent not less than nine-tenths of the grant herein provided; (c) non-European pupils other than natives who have attained the age of seven and are receiving primary or secondary education."

1082. It does not say anything about nine-tenths in the last section?

I don't see why that should not apply.

1033. You urge that there is a section of the Financial Relations Act which lays it down that nine-tenths of the grant under the Law has to be devoted to that particular class of education referred to, and obviously if you can maintain that contention then the Provincial Administration would have to spend nine-tenths of the grant they receive in respect of Indian children on Indian children?

I think in this case they should use ten-tenths, because here it says in Section 2 with regard to Sub-section (1) "The grants referred to in paragraph (a) of Sub-section (1) shall be paid in respect of (e) non-European pupils."

1034. There is no provision that nine-tenths of the grant shall be spent?

After reading the Act myself I think that ten-tenths should be devoted to education.

1035. Can you point to anything in the Act which says that the subsidy which is based on education shall be restricted to expenditure on education?

If you will give us time to go through it we will see.

1036. But I can assure you that you cannot. It is a general grant to the province for all the services of the Province, and it is based on the average attendance at school. The next point I want to ask you is this. In your survey you lay down nine points. Has your Federation made any estimate whatever of the cost of introducing the principles that you lay down?

These are only suggestions.

1037. You say that all Indian children should receive free and compulsory education, additional accommodation should be provided, all large aided schools should be converted

into Government schools, industrial workshops should be attached to the larger schools, and that you want an increase in grants, regrading of salaries, a pension scheme, and grants for vernacular education etc. How much will all this cost?

If it is necessary for us to furnish an estimate we will furnish it, but wherever these suggestions are practicable they should be put into action now.

1033. I would like to have some estimate from your Federation of what they estimate the cost of their nine proposals?

Yes, we will give you that.

1039. Reverting to the question of the subsidy, if you say that the whole of the five guineas should be allocated to Indian education, are you aware of the cost per pupil in Government Indian schools? I will give you the figure. The cost per pupil in Government Indian schools is £7.5.6. You urge that all large Aided schools be converted into Government schools. Does it not occur to you that if all the large aided schools were converted into Government schools the loss per pupil between the five guineas and the £7.5.6 would wipe out all your other aided schools at one hit?

I don't think that would happen.

1090. You will admit that there would be a loss of £2 as between the amount of the subsidy and the amount of the cost?

Then it would be the time for the Union Government to come in. We could make representations to the Union Government that the sum given for Indian education is not sufficient.

1091. You say that ten-tenths of the subsidy ~~xxx~~ should be allocated for Indian education?

Yes.

1092. Say that is agreed to for purposes of argument. Then take one of the major points you are making, that all the large Aided schools be converted to Government schools. If that is done, at a cost of £7. 5. 6 per pupil, the difference between five guineas and the £7.5. 6 will inevitably mean that the other Aided schools will disappear?

I don't think that will happen.

1093. Would you be satisfied if the total amount of money received as an Indian grant were allocated for Government Indian Schools?

Yes, and then we can make representations to the Union Government.

1094. How would you propose to finance all the Aided schools that would be left?

We would then approach the Union Government, because the Union Government gives you the money to supply education to the children. When we find that the subsidy granted by the Union Government is insufficient, then it is our duty to see the Union Government and say: "The Provincial Council have done their best. They have spent all the money you have granted for Indian children on Indian education. Now we desire a larger grant".

1095. If the Government says; "No, we cannot give you more than five guineas per head," what will you do?

But you would not spend all the money.

1096. We should spend a jolly sight more?

Out of the 54 schools you have only got 9 Government schools.

1097. But if you take the balance and turn them into Government schools it will cost £70,000?

In that case you don't increase Indian education at all.

1098. At £7.5.6 per pupil there will be an expenditure of £75,000?

The charges to-day are heavy because in some cases you employ European teachers. There are two schools adjoining each other in Durban, and that means that the overhead expenses are a little higher.

1099. It is worked out at an average cost per pupil throughout the whole service?

That is for Government schools, and in many of these Government schools you pay many European teachers a very high salary. Take the Carlisle Street Indian school.

1100. Failing any arrangement being come to with the Government, or failing our being able to adopt this Section 3 which you refer to in your observations, what alteration is necessary to improve existing schools under the present system?

We have suggested an improvement of page 7 of our statement:- "In order to ensure uniformity the Inspector of Schools should be appointed the Grantee, and appointments and salary disbursements should be made by him on the recommendations of the respective Headmasters. A scale of salary should be laid down by the Administration for all State-aided schools with the necessary provisions."

(513)

1101. Do you then suggest that the existing Grantees should be abolished?

In some cases.

1102. If you substitute an Inspector you must abolish the other man?

Yes.

1103. You suggest that the Grantees should be abolished ?

Yes : it will bring it all under the Inspector of Schools.

1104. Won't that put you in a worse financial position than ever?

In what respect?

1105. Whatever the grantees allocate to-day you would lose? The monies they grant from funds other than the grant they get?

Yes.

1106. Therefore it would be necessary to raise the capitation grant?

Yes.

1107. Would you agree that the capitation grant should be fixed on a salary basis for teachers for which the Administration should be responsible?

What about the upkeep of the school?

1108. To-day the grant of £2.10. 0 is given to the Grantee?

Yes.

1109. The Grantee makes his own arrangement about the teachers, and pays them the salaries he thinks they ought to get?

Yes.

1110. Would you be prepared to agree to a system of a grant-in-aid where each school should be graded but the salary of the teacher in each grade should be fixed, and that the Provincial Administration should be responsible for the payment of those salaries and nothing more?

Not only the salaries, but the upkeep of the school.

1111. What would you do with the fees?

The fees should revert to the Government.

1112. That would practically turn them into Government schools?

Yes. The Administration can take the fees, and pay the salaries of the teachers and maintain the school.

By Mr. Bell:

1113. Do I understand you to say that you want to put the Indian children on the same footing exactly as the Europeans?

Unless the Indian children get the same facilities they will never come to understand each other, and we will never come to an end of this agitation.

1114. Then it is your wish to put them entirely on the same footing?

Yes. The General law of the country seems to deal with Europeans and Indians alike now.

1115. You are acquainted with the agreement made between the two Governments?

I have never seen it. I have seen the newspaper reports.

1116. There is a clause where it says they will not allow the Indians to lag behind. What is your interpretation of that?

I prefer not to answer that question.

By Mr. Acutt:

1117 On page 4 of your statement the following paragraph appears "At present the school-leaving boys throw themselves into the first vacancy which presents itself, irrespective of their competence and this has the effect of stimulating amongst a certain class of white people a hatred for the Indian, whereas if, on the other hand, a well thought out scheme could be devised all this agitation and counter agitation must cease." You desire to get higher educational facilities for Indians. Can you say in what way you think by increasing the educational facilities of the Indians that this race hatred will be removed?

Yes, at present a boy in Standard IV, and he goes into an office, whereas a European has to stay at school until Standard VI. This naturally causes friction.

1118. In what way?

Because the European has to study for another two years, and the Indian is two years behind, and when the European finds that this boy, who is only educated to the Fourth standard, gets into a position in which he should have been. Then the friction arises.

1119. Do you think that by improving the education of the

Indians the animosity between the races will be lessened?

It should cause the more educated people to be less hostile towards each other.

1120. Don't you think that when the Indians become more educated they will be in a better position to compete with the European boys in employment generally?

Yes.

1121. Don't you think that is going to increase the animosity between the races generally?

No.

1122. It is going to put the Indian in a better position to compete with the European?

It would place him on an even basis.

1123. Would it put him in a better position than he is in at present?

A slightly better position.

1124. You admit that?

Yes.

By Mr. Hollander:

1125. Assuming that 3200 Indian children are seeking education to-day, and that there are 13,000 boys, and assuming that the whole of them obtain the education you urge that they should have, are you quite sure that after passing Standard V or VI that they can be absorbed into trades and professions in the light of the education they have?

The duty will come upon the Government again, just as they find occupation for the other school leaving boys, to find them some means of employment.

1126. The government does not find occupation for boys leaving school?

I help them to get work.

1127. Do you think that the Indian community could absorb into its own activities the output of schools if there were 20,000 Indian boys at school, and absorb these boys in their own activities commensurate with the education they have received?

In some cases, but not in all.

1128. I ask you to bear in mind that under the scheme of returning to India it is suggested that there will be a considerable diminution of the Indian population?

That may be, and it may not be.

1129. Do you think the Indian community could absorb these boys?

A large number.

1130. What will become of the balance?

Gradually they will find a natural outlet.

1131. In what direction?

If they are fitted for a certain occupation they will get into it.

1132. You mean without restriction?

Yes.

1133. You are optimistic enough to think that?

Yes.

By the Government?

1134. Your Association is the South African Indian Federation?

Yes.

1135. Has it a large membership?

Yes.

1136. Can you give me an idea of what amount of the community you speak for?

There are 300 members according to the books of the Association, and the Natal Colonial Born Indian Association has 750 members. Then the Natal Indian Vigilance Association comprises a large portion of the Indians who work on the Estates. I cannot give you the exact figures.

1137. Are they all federated to your Association?

Yes.

1138. How long have you been in existence?

The Federation was only inaugurated last year, but the other Associations that make up the Federation have been in existence for a considerable period. The Associations in Natal have now federated into one body. Each Province carries on its own work, but when it comes to a question affecting the Union then the Transvaal and Natal Federation takes it up.

MEMBERS J.W.GODFREY and V.R.R.MOODLEY are called,
and are examined as follows:-

By the Chairman:

1139. Will you read your statement?

(Mrs.Godfrey reads the following statement:- "For your consideration I beg to offer some brief and cursory remarks on the needs of Indian Girls Education in Natal. It is painfully apparent throughout this Province that hardly any advantage is taken by Indian girls of the Schools which are presently opened and only attended by Indian boys. The reasons may be fourfold, namely:- (1) The natural dislike of Indian parents permitting of the intermingling of the sexes from tender ages. (2) The desire of parents themselves to keep the little girls at home to perform such small domestic services as they are capable of. (3) Indian parents feel that when a girl is about 12 years of age or little over, that she should be kept at home with a view to her being taught household duties so as to prepare her for a possible future married state, as girls here marry at a very early age. (4) The majority of the class of Indians in this country are themselves uneducated, and there is no inducement or incentive for them to educate their girls at all. My foregoing remarks do not apply to that small minority of Indians living in the larger towns like Durban, Maritzburg, Ladysmith, etc. for in such towns there are some better class Indians who themselves being educated send their girls to local schools, but even there the girls are not able to progress much for want of ordinary elementary facilities. It is obvious therefore to overcome these difficulties there should firstly be separate schools for Indian girls, starting from the age of 5, at which schools girls should be kept until the age of 14 or 15. In such schools they should be taught

from the kindergarten up to the Seventh Standard. There should also be five or six Central boarding schools, one in each large town, at which girls from the age of 14 could attend from the age of 5 years, and learn such subjects as domestic science, hygiene, sewing, physical culture, first aid and elementary nursing. At these central schools provision should also be made, if the demand is sufficient for the training of junior teachers, and any such trained junior teachers could thereafter attend Mr. Castri's Principal Training College, Surban, to qualify further. By this arrangement the objections of the Indian parents to the intermingling of the sexes will be overcome, and the knowledge of the fact that when they are about 14 or 15 they will have an opportunity of continuing such useful subjects as are embraced under the heading of domestic science, and other subjects that are referred to, will be a great incentive to Indian parents to give their girls this efficient training. The beneficial results of these arrangements for girls' education are so gloriously obvious that comment is superfluous. Educated and sensibly taught girls will in time become mothers of strong and healthy children, both in body and mind, who must necessarily in the coming generation prove to be a pride to their own community, and a valuable asset to the other communities in the province. Uneducated and ignorant people are a drag and a drawback to the communities in which they live, and it is the effort of all good governments to uplift the backward sections. In these central schools I refer to boarding houses and hostels could be opened where girls under the care of responsible matrons could be properly ~~axxixx~~ cared for upon a reasonable payment. This system is one that prevails in many parts of India, and is found to work satisfactorily. It is admitted that there are no qualified Indian lady teachers capable of doing the

necessary work, but the required number could be easily obtained from India for a limited period, who, after having served the community, could return to India. As far as I am able to ascertain the number of girls attending schools in the Province are only 690, as follows:- Miss Porton's school, Durban, 336; Sydenham School, 156; Tongaat school, 45. In the nine Government schools, at Carlisle Street, Depot Road, Mitchell Crescent, York Road, Estcourt, Ladysmith, Dundee, Ugeni and Stanger there are 153, making a total 690. The possible number of girls of school-going age are 16,742, and 690 is a very poor representation of the whole. There is no sane reason why girls' education up to the age of 14 or 15 should be less than that of boys. Their education is a serious problem both to the Indian community and the Government. European girls get free and compulsory education, and if this is not possible for the Indian girl then the school fees should be made low enough to meet the means of the Indian parents, and I suggest that the Government should pay one-half of the cost of the pupils' books and their scholastic needs. In due course free and compulsory education should be extended, and whilst self-help is an excellent maxim, it is, however, wrong in principle for individual members of the community to pay out of their private funds to carry out that which is the Government's duty. In any case the Government bears the expense of the education of the European girls; therefore the same principle should apply in respect to the Indian girl. It is wrong to allocate distribution of public monies according to the proportion paid by each community, because one community may be richer than the other, and the poorer communities will never have the means to progress. In any case as the Indians are a permanent part of the Union's population their education as a means of upliftment is unquestionably

stint its assistance, but rather prove its worth by fearlessly doing what is right and just, especially to our community which has been made voteless? "

1140. Will you read your statement, Mrs. Hoodley?

(Mrs. Hoodley reads the following statement:- "On behalf of the Indian Women's Association, Durban, we the undersigned, beg to submit our statement on Indian education in Natal in so far as it affects our girls. The question of the education of the Indian girls has been agitating the minds of our people for a considerable period. Though for year after year facilities have always been found for the education of European girls, the education of our girls has been grossly neglected. Whilst admitting that in the past there has been a certain amount of prejudice against sending Indian girls to school, lately the need for education has been keenly felt to a remarkable degree. The desire of Indian parents to give their girls proper education can be comprehended from the number of girls that seek admission in the various Durban schools where they are admitted. At the Hindu Tamil Institute, Durban, which has recently commenced imparting English education, the number of girls attending the English classes is greater than that of the boys. Owing to lack of facilities a quite a large number of girls who would otherwise have been receiving education are now growing in gross illiteracy. The strides made by Indian girls in education will be apparent from the fact that quite a number of girls have taken up secondary education, and but for the fact that there are no existing facilities the number of girls would be larger. In passing we might mention that a number of girls have gone overseas to further their education. It is needless for us to remind the Committee that as early as forty years ago Indian girls received their education in the Girls' Model school, Durban, side by side with European

girls. Whilst the parents do not in any way object to children attending mixed schools in small districts where the number of girls will, not warrant the opening of a separate school for them, in larger centres like Durban, Moritzburg, Ladysmith, etc. it is essential that separate schools should be provided for girls, for the tendency amongst Indian parents is that immediately their daughters attain the age of 12 or 13 years to withdraw them from the mixed schools. In these separate schools provision should be made for the teaching of domestic science and such other subjects as will materially help them in their after life. And it is necessary that these schools should be staffed by fully qualified lady teachers. Whilst recognizing that the various missionary bodies have rendered yeoman service towards the education of Indian children, we have however to recognize the fact that the time has now arrived for all schools to be conducted by the Government. We bring this point forward so that any school that may be established for the education of girls should be conducted by the Government. If efficiency is to be the keynote in schools then it is all the more necessary that Government should control the schools. For the present we would suggest that in mixed schools where there is a fair number of girls lady teachers should be in charge of them. We would also suggest that physical instruction be also introduced in these schools. Having cited our observations we are hopeful that having regard to the neglected state of the education of our girls provision will immediately be made for the betterment of existing conditions."

1141. There are not many girls at school now throughout the whole of the Province, Mrs. Goldfrey?

No.

1142. Do they take only girls at this school in Durban?

They take little girls.

1143. What do they teach?

Ordinary elementary education, and domestic science dressmaking and cooking.

1144. What you feel is that you would rather have your girls in separate schools, at any rate in the large centres?

Yes, and they wish to continue for higher education, some of them. It is much better for girls to have education in some trade or occupation.

1145. The Indian community generally feel that the girls would come to school much more readily if they had separate schools?

Yes.

1146. If you are to make a real beginning you should have separate schools?

Yes.

By Mr. Hollander:

1147. Can you give me an idea what proportion of the Indian girls get married?

Yes. I think about 99 per cent.

1148. You think they all get married?

Yes. They are just waiting; spending their time idly

1149. Then they don't all get married. I ask you the question for this reason. If schools were established, and the girls were given these facilities, say domestic science and needlework and that kind of thing, do you think there

would be an outlet for them? Would there be a proportion of the girls able and willing to undertake domestic service?

Yes, they can make a living after having had a good training.

1150. Do you think they would be inclined to do that?

Yes, and then they won't be looking forward to marriage until the right man comes. Then they can go.

By Mr. Kichlu:

1151. Have you any objection to little girls going to mixed schools up to a certain age?

I think girls can go to mixed schools as long as the boys are quite young, 7 or 8 years of age. At the same time if there are some schools where the girls are separate then the girls can afterwards go to the girls' schools.

1152. Taking all the schools together, Government and Government Aided, there are at present 1,650 girls in these institutions, and there are only so far as I know two separate girls' schools, which are Aided schools. These figures would seem to indicate that parents are willing to send girls along with boys up to a certain stage?

I have spoken to many parents, asking why they did not send their girls to continue their studies, and they all say that they don't like to send them to mixed schools.

1153. Your suggestion is that there should be provision for girls' education after a certain stage in separate schools?

Yes. If there are no separate schools in the country districts, if there are boarding schools in Durban and in the large towns, then people can send their girls to these schools.

1154. You recommend that the employment of women teachers in the early stages would encourage a high enrolment of girls?

Yes.

1155. It has been suggested that hostels should be opened at some of the bigger schools at central places, and that provision should be made for girls' education up to a higher stage?

Yes.

1156. I wish to know whether parents would be willing to send their girls to such institutions?

Yes.

1157. It is suggested that there should be Government institutions for girls. I suppose that if there is a properly managed Government Aided school there would be no objection?

No.

1158. Your idea is that you would prefer to have a Government School if possible?

Yes.

By Mr. Hollander:

1159. In the European schools the syllabus is the same for boys and girls. Would you suggest that in Indian Girls' schools the syllabus should be the same as for boys, or that they should give more time and attention to domestic subjects, and miss some of the other subjects out?

I think that if the girls intend taking up teachers' training they should have the same subjects as the boys, but if they don't want to be trained as teachers they can learn domestic science, and miss some of the other things out.

By Mr. Kichlu:

1160. You don't suggest a separate curriculum. All that you

(332)

want is that in the case of Girls' schools there should be provision, as is done in the case of European schools, for the teaching of domestic science and subjects suitable to girls?

Yes.

1161. Is it your opinion that even in regard to these girls who get married they would make better wives, and in this way do good to the population?

Of course.

1162. And be of more service to the community than at present?

Yes.

THE REV. MR. LAMONT is called, and is examined as follows:-

By the Chairman:

1163. You are a grantee of some schools, are you not?

Yes, I am the Principal of the Marine College, meanwhile, which is supposed to be exclusively devoted to secondary education, but which for economic reasons is more than a secondary education school. I have been identified for eight years with matriculation and university work, first in Carlisle Street and later in Short Street at that private college there. I have been interested in secondary education ever since I came to Durban, and it takes its rise from my association in the Straits Settlements in 1897, when I got considerable help from a former Governor of Natal, Sir Charles Mitchell, whose advice was very helpful in connection with a voluntary school of which I was Principal. That school consisted of 300 boys. I was interested in the question of State-aided schools as opposed to Government schools. Sir Charles Mitchell, and Sir William Maxwell as chief executive officer, were exceedingly anxious that voluntary schools should be encouraged, because it made a very considerable saving to the finances of the Administration. Probably as one interested in education for all these years, I feel that something should really be done in a radical drastic way to encourage voluntary schools, to see to it that schools which are at present State aided are more encouraged. That would to some extent mitigate the financial hardships from the point of view of those who have got the financing of education throughout the country. I well remember Sir William Maxwell being exceedingly cordial to the voluntary schools in Singapore on that ground. I happened to be, as head of an institution, recognised as the Government correspondent. That was the only official or semi-official position I occupied. I was responsible.....

to Government for the proper conduct of the school; but it meant a tremendous saving financially to the Government, and consistent with efficiency it furthered the aim of liberalising and extending education throughout the Colony. I attend here to-day at the kind invitation of Indian friends. I think those Indian boys who have matriculated in Durban should be mentioned by me, because they pass through my hands. Two of my pupils are studying medicine in Edinburgh, and giving a good account of themselves. The higher education of Asiatics has been the warp and woof of my life for many years.

1164. Do I understand you to say that you favour the encouragement of the private school rather than the Government school?

I think if you go deep enough into the question there is a good deal to be said for the State-Aided schools in preference to the Government school.

1165. You are thinking of the time in Scotland when a Headmaster had £100 a year?

Yes, my reward just about helps to pay my laundry bill at the present time. I think the £7. 5. 6 to which Mr. Hollander referred might be lessened without affecting the salary of the teacher. There are many features which could be revolutionised and altered, and save the pockets of the exchequer. I am giving an entirely detached view, because we owe nothing to the Government or to the Natal Education Department for the conduct of the Marine College. We get no grant whatever. We got £25 from the Parsee Rustomjee Trust one year, which helped to keep us from going insolvent. It seems very hard that boys who come to our College should have to fork out what they can ill afford to pay, sometimes on, two and three

guineas a month. There are not a few we are educating who are lads of parts. My own boy is attending the Durban High School, and I paid £1. 15. 6 for his term of three months. That would not pay for one month for one of these boys who can probably afford it less than I can. And yet these Indian boys are eager to push on. Some of the boys are from a very poor part of the Indian population, and some from the storekeeping class. We often admit poor boys without any fee at all, when they are particularly promising, and their ability and promise is a good influence on the others.

1166. How many boys have you there altogether?

In the exclusively higher department I should say

20. A young matriculated student works the lower part.

We have about 50 altogether, including youngsters.

1167. Has the Department been approached for a grant?

No. It has been run privately. The College was started by a European.

1168. Have you any Indian teachers?

No, just three of us conduct the school.

1169. Knowing what you do of the East, have you gone into the question of the financial side of putting this matter of Indian education right?

No, I have not studied the matter as a Natal problem, but I feel that where you have got a desire on the part of promising lads in the community to push forward, if not for the learned professions yet to make themselves efficient and pass that wonderful fetish known as matriculation in South Africa, they should be encouraged.

1170. Why do you refer to the matriculation as a wonderful fetish?

There is a disability I have realised in connection with my Indian boys. I think the Matriculation Board of South Africa have got their subjects arranged on a very narrow scale. By and by they will become more liberal as in the case of the London University. There is the language question. In the case of Indians the language of their homes for the most part is not English. The various native languages are provided for. The Dutch are more than provided for in respect of Afrikaans or Hollands. The English have got a fairly good chance, but not such a good chance as the Dutch-speaking boy in South Africa, but the Indian student has no chance at all. The only way in which I can make the Indian student feel that he is in a position to pass the English paper is to put him through prose competition. None of the vernacular languages of India are provided for, and to that extent it increases one's idea of the South African Matriculation test being a fetish. It is inadequate it is partial; it is not fair to the different races of South Africa.

By Mr. Hollander:

1171. From your very long experience have you any observation to make on the syllabus of primary education as far as Indian education is concerned?

I am afraid I could not take it upon myself to say anything on that subject.

1172. I ask you that because it has been represented to us by a very large number of witnesses that the curriculum in both Government and Government-Aided Primary schools should be on exactly the same footing as the European syllabus. What were the conditions in the Straits

Settlements?

The conditions there in regard to primary education are that English is taught in the main through Malay, and it is a corrupt form of Malay, just as Afrikaans in South Africa is a corruption of the Dutch language.

1173. But was the syllabus there on a footing with the European schools?

No. There was a certain elasticity there undoubtedly. There ought to be a certain consideration, English is not the language of their homes.

1174. Would you suggest that all the subjects dealt with under the syllabus of European schools should be included in the syllabus of Indian Primary schools?

Yes, I think they should, but with respect to the standard there should be a certain elasticity. There is ~~not~~ no question about it that the great ambition I discovered during the seven years' residence in the East was the great ambition of the Chinese and Malays to learn English.

1175. I suppose you have given no attention to the economic side of the problem of turning out 18,000 or 20,000 boys educated up to a much better standard - as to where they are going to find themselves at the end of that period.

I have lived in the East, and thought on Eastern lines. I am afraid I am a heretic. As old Spinoza says: "The highest good is open to all, and all may equally enjoy it." I think education should be open to all irrespective of race and colour.

1176. I was putting it to you from the point of view of the conditions in this part of the world, that even if you thought that that somewhat idealistic opinion were to be followed do you think the opportunities under the conditions which exist here would prevail for the finding of employment for the very large number of children who would emerge annually from these schools?

There is a deeper question involved there. Manual labour is not an undignified thing as Thomas Carlyle shows and undoubtedly in Great Britain you have men able to take positions in the learned professions who have got to do manual work and earn their bread by the sweat of their brow. I think it is a great mistake to imagine that it is a case of one race elbowing out the other. The problem is very acute in South Africa. I admit it is very acute in Natal, but I don't think the competitive system of one race battling and elbowing out the other is going to lead to any good at all. The attitude taken up by some of my good friends among the white men is a demoralising thing: to look down on another race as inferior. The thing which has impressed me since coming to South Africa is the ignorance of the South African mind with respect to the Indian race. To put them on a level with the Natives of South Africa shows crass ignorance of the race. The Indian is a better mathematician than the European. Every particular race has its own peculiar excellencies, but the typical Natal attitude towards the Asiatic question generally does not make me angry, but it makes me sad. To think that men who are members of the British Empire should assume the inferiority of the Indian, as if he were on a lower scale altogether! It is not my knowledge of the East only that gives me a different point of view. It is a question of going into the study of ethnology.

By Mr. Acutt:

1177. You deprecate this attitude of the European population of Natal in looking upon the Indians as inferior?

Yes.

1178. Is not the position in India itself far more accentuated than in Natal, where certain classes look down upon other classes of Indians, untouchables, and so on?

Decidedly, but during these hundreds of years that Britain has been connected with India the barriers have largely broken down. Humanity grows. You know that these untouchables you refer to were brought to this land some 50, 60, 70 or 80 years ago in order to allow sugar planters to build up fortunes and others to do so, and now the attitude of those who have inherited the benefit of those fortunes is to hound the Indian out of Natal, or to give him no place whatever in a civilized scale of life.

By the Chairman:

1179. You rather inferred just now that you considered the Native inferior. Are you not wrong there?

It may be due to my ignorance.

1180. I have a boy on my farm who can preach the gospel as nicely as you can?

Better probably.

By Mr. Hollander:

1181. Are you of opinion that in any financial relationships which exist between the Union and the Province in connection with educational matters the per capita subsidy should be the same all round, in order to give the opportunity that you are of opinion should be given?

Yes, and provided that a readjustment, a radical readjustment, should be made with respect to the educational system itself.

1132. But I mean in principle, that whatever the subsidy per head per European child is, the same subsidy should be given per Indian, Native and Coloured child, to give them the same opportunity for advancement?

I should not like to give an unqualified answer to that. The Union Government has granted £1,000,000 for housing, and of that amount £120,000 is allocated to Durban. Of that £120,000 the Union Government has allotted £50,000 for housing for Indians. That may be due to the influence of India's Representative.

1133. Just under 50 per cent.

Yes, 40 per cent.

1134. Do you think that if the subsidy were based on the same principle----

I thought it particularly generous to the Indians, because I don't suppose the rate of taxation would admit of that proportion, £50,000 out of £120,000.

1135. Do you think there is too much disparity between the five guinea subsidy per head of the Coloured population and the £16. 7. 6 for the European?

I think the disparity is greater as far as Durban is concerned, considering what is spent on European boys and what is spent on Indian boys.

1136. You think there is a good case to submit to the Union Government for the raising of the subsidy?

Yes. Probably what has been done by the Union Government for Indian housing might be regarded as a precedent.
By Mr. Kichlu:

1137. In regard to your suggestions about the system of Government-aided schools and Government schools, and in

regard to the comparative cheapness of the former as a means of removing illiteracy and expanding education, will you kindly let us know whether in your opinion there should not be a certain minimum standard of efficiency expected of Government-aided schools, and with that object in view should they not be helped in a larger measure in regard to grants, so that they might improve their buildings and pay their staff better? Your suggestion amounts to this, that subject to a certain minimum efficiency being demanded taken as a whole it is a cheaper and more effective system, and to a reasonable extent, it should be kept in view that these schools require encouragement?

I quite agree. Sir William Maxwell used to say: "Encourage voluntary schools; raise their efficiency as far as it can be done, and it will mean less of a gross drain upon the State as a whole".

1188. You would advocate improving their buildings, equipment and salaries and everything?

Undoubtedly. That was the particular purpose of Mr. Balfour when he raised the voluntary schools under the Education Bill.

1189. You do not recommend the abolition of the Government schools?

Certainly not.

1190. They should be retained in order to set the standard?

Undoubtedly, but a Government school is an expensive institution in my experience.

1191. I think you're aware of the fact that at present about three fourths or perhaps more of the pupils who are Europeans receive instructions in Government schools?

Yes.

1192. And a small proportion are in Government Aided schools? The fees are lower. Although they are not all Scots, apparently the Europeans send the children to Government schools first.

1193. You would also advocate raising the number of Government institutions in order that institutions of a more efficient type might be introduced, without committing yourself to any number. At present the proportion is very small. Would you also suggest that that number should also be raised, and at the same time as expansion goes on, the number of Government aided schools should also be increased?

Yes, compatible with the financial ability of the authorities.

1194. You gave us an opinion just now about the Indian students who have passed through your hands in the matriculation stage, that they profited by the education given them and showed great keenness. At the same time you mentioned something about the inability of the poorer parents to bear the cost. Would you recommend that encouragement be given to deserving students by scholarships and bursaries, so that students could continue their education up to the matriculation standard?

Yes, scholarships would meet the case up to a certain point.

By Mr. Acutt:

1195. With regard to this question of the establishment of a Training College, you are aware that a site has been set aside of two acres in Centenary Road, and a certain figure

of opinion in the Town Council is that they should establish this College elsewhere, and the Council has offered to grant 10 acres for that purpose outside the Borough boundary. That opinion has also been confirmed by the Natal Indian Congress that the site chosen in Centenary Road is unsuitable for various reasons. Don't you think it would be better, looking into the future---- perhaps 25 years ahead when Indian education will probably be on a much more expensive footing than it is at present --- would it not be better to establish this College somewhere where they could get room for expansion, and create an Indian educational centre? They could have a play-grounds. They could have a High School for boys, a High School for girls, and so on, and establish a sort of educational atmosphere in that particular district?

Yes, I am aware that there is a difference of opinion in the Town Council on that subject, but I was led to advocate along with those who supported the site near Centenary Road that several Indian primary schools are in that vicinity and Indian students training as teachers could not get the benefit at Cato Manor of practical instruction in teaching that they could at the other site. It would be a geographical impossibility for them to be teaching at Indian schools and attending the Training College on the same day if the College were at Cato Manor.

1196. But I want to try to look ahead. In ten or fifteen years' time it might be said that the site is quite unsuitable. Should there not be room for expansion?

I am not quite able to answer your question for the reason that one has got to be guided by the wishes of those who are promoting this matter themselves. I have nothing to do

with the initiation of the scheme. It was represented to me as a member of the Durban Town Council that that was the only practicable place to have such an institution.

1197. You have had experience of Indian education in India?

No, in the Straits Settlements.

1198. You have not had experience in India itself?

No.

1199. You don't know what the percentage of educated Indian children is in India compared with Natal?

I am sure there are half-a dozen in this room who could answer that question better than I can.

1200. If an Indian boy and a European boy leave school, and are passed out of the same standard, and they come into competition with one another do you think the Indian boy has a fair chance against the European?

Intellectually, yes.

1201. Do you think he has economically?

It depends upon the growth of his own race.

1202. You don't think that the Indian is at a disadvantage as compared with the European coming into competition with them?

He has this advantage that his expenditure is less. The standard of living of the European, what is supposed to be a bare existence to the European in Durban to-day, as you know is higher than the standard of living of the members of our Indian community, and therefore in the struggle for existence the Indian would have the advantage.

1203. That is the big question in the minds of the European public. They feel that when the Indian comes into competition with the European the European is at a distinct disadvantage?

I admit that, but I think the future growth of our communities will be more in the line of co-operation. If we don't fight to-day with our fists we are supposed to be always fighting with our elbows. The assumption is that the more of the good things of this life one gets the less the other will get. I believe that the more good one man gets the more his neighbour will get also. But that is a deep philosophical question. I think the time has come in the evolution of South Africa, with its mixed races, when men are very strong on racial matters and racial competition questions will take a larger and more humane view of matters like that. They will feel that if the Indian people rise in the scale of civilisation it will not injure the European people. We have not risen very high ourselves yet. We will be able to see that the interests of the one race will be also the interests of the other.

By Mr. Kichlu:

1204. In regard to the site for the proposed Training College at Durban, you are aware that it is a College which will train teachers for Indian schools, and in the course of their education there it will be essential that they should, under expert supervision, teach in schools, take the classes in schools, and for that purpose a certain number of schools are required in close proximity to the institution to enable the pupil teachers to go to the adjoining schools. For that purpose one school is not sufficient. There should be several schools. These teachers will remain under training for two years. For

(346)

that purpose is it not desirable that such an institution should be in close proximity to a number of schools, and as the site selected is such a site whether on that ground you would not consider that site a suitable site for that purpose?

The answer to that question is decidedly in the affirmative.

The REV. G. HIBBERT WARE is called, and is examined as follows:-

By the Chairman:

1205. Do you wish to put in a statement?

I should like to speak from notes. I should like to be allowed to say a few words on three subjects: first, the payment of teachers; second, the office of grantee and the appointment of teachers; and third, the ultimate aim of Indian education. There has been some dissatisfaction expressed with the inequalities in the salaries of teachers in aided schools, but it is impossible under the present system to have a uniform scale in aided schools. The grantees of aided schools have very different amounts at their disposal with which to meet school expenses. The grantee's income is mainly made up of grants and fees, which are both roughly in proportion to the number of the scholars, but have no relation whatever to the qualifications of the teachers or their length of service. The grantee has to pay such salaries as he can afford. The grants are spent entirely on salaries; the fees have, in general, to cover the other expenses, such as repairs to buildings, equipment insurance, in some cases rent (a serious item) and the balance of the salaries which the grants do not cover. Provided fees remain as they are at present, I think it would be a good thing if Government paid all salaries, as they do in the Native schools, according to a scale which they would fix. Some proposals have been made to abolish private grantees, or, retaining private grantees, to take away some of their functions, especially that of appointing the teachers, leaving them with little more than the duty of providing the buildings. I have to say that this would not work with the missionary schools. These schools exist for a particular type of education; that is, to provide religious education. To have the appointment of teachers

in their hands is essential for the managing boards of such schools. In England the system has for a long time been found to work by which the managers of non-provided schools appoint the teachers, and their salaries are paid by Government according to their scale. The assumption seems to be made in some quarters that the education of Indian children ought in various ways to be differentiated from that of the education of the European.

I think if we consider that the ultimate aim of the education of the Indian children is to make them worthy of the citizenship of South Africa, we shall see that this is a wrong idea. The great bulk of the Indian community is a permanent element in this country. The Indians who are here have in some way or other to be merged in the South African population, not as aliens, but as a constituent part. I am sure the ideal of the Indian schools is to have the same curriculum as the European, and in the same language; anything else will be a retrograde step, detrimental to the community at large, and to the Indians themselves. It is natural that in Indian schools the teachers should generally be Indians. But if temporarily the Indian community is not in a position to provide the qualified teachers needed to carry the educational system to a higher grade, I am sure it will be better to use European teachers from outside. The contact of the two communities will be for the good of both; and experience in India has shown that, outside the Church, the most intimate contact, leading to mutual understanding, has been in education. But the strongest reason of all is that South African teachers will be able to keep before their pupils the aim of South African citizenship. It seems to be too much taken for granted that Indian children are always to be educated only in

schools kept exclusively for Indians. If this is to be the rule, it will be impossible ever to reach the goal of universal education. Indians are sparsely scattered in many districts, and will probably be still more widely scattered one day when the restrictions preventing their free movement throughout the Union are removed. There must necessarily be found some means of merging at any rate small groups of Indian children in schools for non-Indian children; so that Indian education is not a problem which can be discussed entirely separately from that of the community at large.

1206. . . Do you contemplate at a remote date getting the Indian and European children to associate together in one school?

Yes, certainly; I think ultimately the country will come to that.

1207. I am afraid it is a long time ahead?

The Indian will always be a small part of the community of this country.

1208. Coming to the question of the improvement in grant you have some schools under your charge?

Yes, I am Grantee of two, and I also visit all the English Church Schools in Natal, nine in number.

1209. Have you given any thought to the payment that would be required to put the teachers on a satisfactory footing in the matter of salary, and to improve their status to some extent?

I have not gone into the finances very much. As a matter of fact I believe our staffs are efficient. The Inspectors speak extremely well of them.

1210. Do you believe they are satisfactorily paid?

I should like them to get more, but I don't think that we get a poor type of teacher. We have to demand a certain amount of self sacrifice, but those who take service in Mission schools usually make a certain amount of sacrifice because they could get more pay by going to Government schools.

1211. What amount of increased grant would enable you to put them on a satisfactory footing?

I should not like to answer that question. I would rather it were taken up for the schools as a whole.

By Mr. Hollanders:

1212. On this question that you raise with reference to the teachers, do I gather that you are not in favour of staffing Indian schools with Indian teachers?

Not at all. So long as they can be derived from this country I think it is the natural way of staffing schools, but where there is a deficiency I would rather have South Africans.

1213. You have heard of the proposal to establish a Training College at or near Durban. It is proposed to establish a Training College for Indian teachers. Obviously if that Training College is established one might look forward in course of time to the supply of teachers coming from that College. What is your view as to the ultimate result of equipping all the Indian schools with Indian teachers from such a Training College?

I would much prefer to have a staff drawn from South Africa.

1214. Assuming that they were South African Indians would that meet you.

Yes, but anything that makes the Indian community a separate community from the rest I think is bad.

1215. You don't advocate the staffing of these institutions with Europeans?

Not as a principle, but I should like an admixture of European teachers. We have two European ladies who run our Girls' school with Indian help. I think it is excellent.

1216. You suggest that in outlying districts provision be made for Indian children in European schools?

I did not say European. I don't know that that is feasible at the present time, but if there are schools of any class where there are small numbers of Indian children they will have to be admitted to such schools in time.

1217. How do you think they would be viewed by the Indian community?

We have the same sort of mixture in India.

1218. Have you a knowledge of education in India?

Long experience. I was a Fellow of the Punjab University, and the Principal of a College in Delhi. I had the management of a large number of schools up to 1916.

1219. Under what conditions is primary education given? Take similar localities in India to what we have in Natal, in places like Tongaat and Stanger. Can you give us any comparison to the conditions as we have them here and in India?

As regards the staffing of schools nearly everywhere they depend upon private bodies being able to take the management of them, much the same as the Grantees do here. If there has been no such bodies in any time there would have been no schools.

1220. In the large cities there would be Government schools, and in the outlying districts Government Aided schools?

Yes.

1221. How are the Aided schools financed?

The Government in the Madras Presidency used to give a small grant per head for the schools, a very small one.

1222. Under practically the same conditions as we have existing here at the present moment?

Very much the same. We provided buildings and teachers they gave the grant.

1223. Has there been any considerable development since the time you left of this system of education?

I cannot say.

1224. Was there ever any system of free and compulsory education in India?

Not compulsory, but the village education I was accustomed to deal with was very nearly free. We took very small fees from boys who could pay them, and none from those who could not. They were all Missionary schools confined to those communities that provided Christians.

1125. The conditions here are different?

Yes.

1126. Take the schools you are personally connected with here ----- the religious denomination of the pupils who offer themselves is not a condition of admission?

No.

1227. You are the first witness we have had who has been able to give us some information of what the position is in India under similar circumstances. Would you compare the existing conditions in Natal unfavourably with the conditions as you knew them in India as far as Indian education is concerned?

I should think, comparing the class of people here with a similar class there that there is a much wider demand for education here, and a much larger number are getting it.

1128. Then the conditions are much more favourable here than in India?

Yes, I should think so, certainly.

By Mr. Fell:

1229. Would you suggest free education entirely?

Free education would upset the grantee system as it is carried on at present. We could not carry on our school unless we got the fees.

By Mr. Hollander:

1230. They are an integral part of the financial arrangements?

A very necessary part.

By Mr. Fell:

1231. Have you any difficulty in getting the fees?

No. If a boy did not pay his fees, another boy would get into the school, there is such a demand to get into the school. There has never been any difficulty in getting the fees.

By Mr. Richluf:

1232. In regard to the grant-in-aid, would you have any objection to a larger number of exemptions from fees being granted provided the grant-in-aid be raised to such a figure that it would be quite sufficient to pay the whole of the teachers' salaries.

Out of the fees we have to pay a considerable amount of expenses as well as salaries. I should not like anything that would reduce the income considerably.

By the Chairman:

1233. But if your salaries were provided for, if the grant covered them entirely, would not that enable you to give to the poorer Indian population a certain number of free places?

Yes, it would.

By Mr. Kichlu:

1234. With regard to the condition of things in India, is it in your opinion that the education of Indians who are resident in this country should be organised on the basis of this country?

Yes.

CAPT. BYRON is called, and is examined as follows:-

By the Chairman:

1235. Have you prepared a statement?

I have not prepared a written statement, but I should like to make a statement from notes. During the time I was a member of the Council I thought it my duty to take an interest in education. I fear it was but a superficial interest to a certain extent, but I did try to take an interest in education irrespective of race, and I based my interests in Indian and Native schools upon the principle that any permanent elements in our population could be improved for the benefit of the whole by the civilising influences of education. Having taken that interest, I have come to the considered opinion that Indian education in Natal has been very seriously neglected from that point of view. I always had a sympathetic ear from the Superintendent of Education, from Mr. Mudie and latterly Mr. Bryan, but I was never successful in getting very much sympathy or interest from my colleagues. I think what little interest I could get was rather the interest of opposition. I don't think that my colleagues to do them justice were unsympathetic but candidly I think they were scared to a certain extent by the opinion of their European constituents, because this is a matter which is so easily capable during a time of election and other times of being exploited from the point of view of race prejudice. But, as I say, my own experience was that except perhaps at election times European voters, if the matter was properly explained to them, took a very liberal view of it; but it is so seldom put to them in the light I have tried to put it before you that the whole country might be improved if the permanent sections of the population were also improved by the benefits of education. Now, as I say, I think the

subject of Indian education has been played with in the past, and if it is a settled policy in this country that the Indian communities are to receive a good education then the whole system would in my opinion have to be re-organised. My present interest in the matter of Indian education is not large, but I am still a member of the Anglican Indian Committee, and I am Grantee of two Indian schools. My experience has been entirely with the Indian rural classes. I would like to tell you what my experience has been with the Indian rural classes, because to provide the children of those agriculturists with any means of education is rather like trying to make bricks without straw. Some years ago I started a school at a place called Wilverdon, where there is a considerable Indian community. I collected a considerable sum from the Indian parents, and they put up a building. We ran for some years without assistance, but the situation was impossible, and we applied for a grant. As soon as the place was inspected for the purpose of a grant it was found to be totally inadequate, and I don't think it complied with the conditions for a grant. In order to bring us to a reasonable basis for obtaining a grant we erected other buildings, but these were beyond the means of the people, who were poor small tenant farmers and bahana growers, and the arrangement is that they pay 1s.0d. a year, nominal rent, until such time as the funds improve to enable them to acquire the buildings. But as things go at present that is rather a long way ahead. At present the income, the grant and the fee, do no more than pay current expenses, and keep the buildings properly equipped. The other school of which I am Grantee is in a very similar position, except

that there the grant and fees do not even cover expenses. The reason for that is that there are only a smallish number of pupils, and I don't encourage a large increase of pupils, because I don't think the staff can handle them. I visit the schools periodically. The whole system is very amateurish indeed. Of course the Government School Inspector also visits the school from time to time. I deal direct with the teachers, because I find that local school committees are not always a success. They are inclined to quarrel among themselves. The teachers' salaries range from £10 per month to £3 per month. The £3 per month is paid to the man who is on probation. In my humble opinion they are underpaid. I think that they are really good value for the money, but if the schools were properly staffed and housed I think they could be filled three times over. The children seem keener on education than their parents. The parents have a habit of taking their children away, especially after a nice rain. They take them off for a few days to help them to weed, and that is very discouraging to the teacher. He has no real redress, and it is bad for the pupil. Also promising pupils are taken away as soon as they are old enough to be of any use on the farms. Those conditions, of course, are not very satisfactory. Then, of course, there is a difficulty in obtaining good teachers. I am not dealing in any way with the Mission, but with these two schools. What I want a teacher I have very great difficulty in getting a good one. Their English is often deficient, and seeing that it is the medium of instruction it is a very great pity. European teachers I have found are not averse to teaching in Indian schools. Apart from the fact that many of them take a more or less Utopian view of education as a

universal blessing, I have met quite a number of teachers who have told me that as a matter of choice they prefer to teach in Indian schools. I have not found a great aversion so far as the profession is concerned to teaching in Indian schools, but if the position is to be adequately met there is not the material in the Province at the present time to furnish very much better Indian teachers than we have. When the new Training College gets running the position will be different, but at the present time I think European teachers are necessary and desirable. The whole matter to my mind, if it is to be taken seriously, means that the whole position has to be investigated, which, of course, you are doing now, and particularly in regard to the tenure of school properties, the equipment of schools, and of course, the staff. It resolves itself really into a matter of finance. I do submit that it is rather hopeless to try and educate by race, and according to the taxes which are presumed to have been paid, or not to have been paid. I think it is a very difficult matter to calculate. There is a certain indirect taxation which is paid by white and black alike. Take rice, which is a staple food of the Indians. It does not come here without taxation. I think it would lead nowhere if we tried to base our financial effort on the amount of direct or indirect taxation paid by any particular race. I think the whole question is: Is it the decided opinion of the country that these people are going to be educated? If it is, then it is very largely a matter of money, if it is to be done properly. The Cape Town Agreement seems to imply the affirmative, and if so I say our past efforts only touch the fringe of it. You have a very large community here who are capable of receiving education, and the present system is very inadequate and very primitive. I don't advocate any very revolutionary changes, but rather that the present system, if the change

is to be made, should be used as a framework for building up a better one. In regard to higher education I do submit that if it is decided upon then agricultural training should have prominence.

1276. The Minister of the Interior has practically taken that difficulty out of our hands. Vocational training has passed to the Union Government?

Even in secondary education I should think that the children could be given something which would tend to improve their knowledge agriculturally, because these people are born agriculturists, but they are extraordinarily ignorant, many of them, of such things as soils, rotation of crops and the intelligent use of fertilisers, with the result that the economic value of a great deal of their labour is discounted, and there is a good deal of unnecessary waste and impoverishment. I have visited India. My visit was only a short one, and I made no particular study of educational matters there. To visit India is like visiting Europe; it is like visiting a continent. I should say there are no conditions which are comparable in India to the problem which is facing us out here. It may be true that Indians are not receiving the same primary education they are here in certain districts, but we move in rather different times, and the education of Europeans here is better than it is in some parts of Europe. At any rate it was some time ago. I believe that if the Indian community, for which I speak were rightly guided and helped, seeing that they are a permanent part of our population, will ultimately become an enlightened small peasantry, such as you find in some parts of Europe where education for years has been universal. If they did reach that stage then I think that a great deal of the present animosity and prejudice would cease. I am certainly of

opinion that education would help the problem rather than hinder it.

By Mr. Hollander:

1237. You referred to the principle of general upliftment?

Yes.

1238. Are you of opinion that it is the general opinion of the country that that policy should become a permanent policy?

Do you mean of the European male voters?

1239. No, of the country?

Yes, I should say that is the opinion. I think that the general feeling is very difficult to gauge.

By the Chairman:

1240. Do you think the general opinion is to give the Agreement a fair chance?

I think so.

By Mr. Hollander:

1241. And do you think it would be the general opinion of the country that we should proceed on the lines indicated by you, and to seriously tackle the present position of education so far as Indians are concerned, and that it is the right way to develop that policy by tackling the education problem as far as the Indians are concerned?

Yes.

1242. What in your opinion has the policy of the Province been up to now in this matter?

I know whenever the Vote for Indian education came up from year to year, if there was not an actual motion to reduce it there was always a hesitation about passing it, and the best way of getting the Vote passed was to say as

little about it as possible.

1243. Under those circumstances, what do you think is likely to be said if a policy were to be adopted which would involve the Province in a very large expenditure in addition to its present expenditure?

I think the reason has been given. This matter has been thrashed out by a series of Commissions, and the Government of the country have embarked upon a scheme which involves, to start with, repatriation. It is called assisted emigration, and that apparently is working very successfully, and I take it that we must take the Agreement as a whole. I think that policy will meet with favour if explained to the electors.

1244. Do you think the burden of provision of the larger funds which will be required should fall upon the Province under the circumstances?

No, I think the matter has been left so far behind in the past that to start it off, at any rate, I think the Union Government should assist considerably to finance it. Ultimately I think we shall find it increasingly difficult to educate by races. Something has been said about the grant for Indian education. I think that ultimately it will be a question of education, of how much the Province shall spend, whether it be Coloured, Indian or European.

1245. You agree that the extra burden involved should be met by the Union Government?

I would not say be met but assisted, especially in the first instance.

1246. In the event of the Union Government declining to shoulder any of this responsibility what would you

suggest?

It would be then for the Province to discuss it. I don't know whether the Province wants to be saddled with an illiterate community for all time. If the Provincial Council does not move to-day I think the time will come when the Provincial Council will move. Public opinion has altered materially during the last five years.

1247. Do you think an increase of general provincial taxation will be justifiable to meet the demand on the Provincial Exchequer if we are called upon to bear the burden ourselves?

If you are called upon to bear the burden I suppose there is only one way of meeting it. I think it will be exceedingly unpopular. Any increase in taxation is unpopular.

1248. You refer to the unsatisfactory conditions through parents withdrawing their children from school in order to work on special occasions, after rains and so on. In order to prevent that would you favour the compulsory education of illiterate children?

Not at present, but ultimately. I think if your present schools are properly staffed and housed for some years to come you will have all you can deal with by voluntary attendance.

1249. Do you think if the conditions are improved in the Aided schools voluntary attendance will materially increase?

Yes. Take girls. We get very few girls who attend the schools, and that is because of the absence of female teachers, and not because parents are against girls being educated.

1250. In the event of development on the lines you suggest it is obvious that there would be a considerable increase in the attendance at these schools?

I think so.

1251. Have you given any consideration to the point as to what is going to happen to all these children if they are educated up to higher standards in large and increasing numbers at the time when they leave school?

No more than I have given to what is going to happen to them now. I think whatever occupation they embark upon they will be better fitted for if they have some education.

1252. Is it not a fact that to-day the vast majority of them are in occupations such as the cane and sugar estates and things like that?

There is a tremendous number of small tenant farmers within the Coast belt, right away along the Coast, and those people to my knowledge get very badly treated by their countrymen through their illiteracy. They are in the hands of middle-men with their crops, and if they could read a letter they would be in a very much better position.

1253. Do you think that as far as the boys are concerned they would be absorbed by their own community in avenues of employment?

I think they would have to be because it is quite impossible for any of these young fellows to get Government or Municipal employment. There are one or two clerks employed in lawyers' offices, but there are no large avenues of employment for them, and I don't think they will leave the land. That is their natural

occupation. I think they will become our small producers, just as you get the Italians and the Swiss, the small garden producers.

1254. Under any circumstances I take it you are of opinion that we should hasten slowly on the development?

Oh certainly. I don't think we want anything revolutionary. It has been neglected in the past, and it should be gradually worked off. I don't think you should start off with compulsory education and all these things which would involve the country in a high expenditure.

1255. Strengthening the Aided system would probably be the best method?

Yes.

1256. Along these lines anyhow?

Yes.

By Mr. Fell:

1257. Would you suggest that they get their education free entirely?

My position is very much the same as that of the last witness, because so far as the schools I am responsible for are concerned we could not get along without our fees.

1258. Then you suggest that the fees should be retained?

For the present.

1259. And you suggest that they get the same facilities as the European child to-day?

Ultimately, not immediately.

1260. To be put on the same footing?

Yes, as regards primary education.

By Mr. Acutt:

1261. Do you think the Provincial Council would be justified in proposing increased taxation on the Province, which falls mainly on the European population in order to provide additional education for Indians?

I don't think it would be justified in doing so until it had exhausted all other avenues. I think it would be an unfortunate thing if the Union Government forced the Province into the position of having to introduce heavy taxation to meet this problem at the present time.

1262. But the unexpended portion of the grant which the Union Government provide is quite small. It is a matter of £11,000. That won't go very far if we are going to expand the educational system. But what I wanted was an expression of opinion from you as to whether you think the Provincial Council can face the people if they put on additional taxation?

I think they might be justified in doing it, but I think the public would be very angry. I think the European electors would be very indignant. I don't know whether in some constituencies they could be converted to the idea, but I don't think they could. They always object to extra taxation for anything.

1263. You think we should have a rough time if we did?

Yes.

By Mr. Pretorius:

1264. To meet this extra expenditure would you suggest a Land Tax?

Our experience of a Land Tax before was that it

cost so much to collect that it was not worth imposing, but that may have been because the tax was not large enough. I don't know that I would suggest a Land Tax to meet this particular thing. I think a Land Tax is quite a useful form of taxation if you can find an economic way of applying it. I would not suggest a Land Tax to meet Indian education. I should think a Land Tax to meet roads would be better, because it would improve the value of property.

By Mr. Kichlu:

1266. In regard to your experience amongst small holders and small farmers, would you favour the establishment in small centres of agricultural population of farm schools, one-teacher schools, where a small number of agriculturists are resident?

Yes, I should think that would be quite a good idea.

1267. In regard to this curriculum would you favour the introduction of a system under which instruction might be given, without any actual professional teaching ---- elementary knowledge about soils and crops?

Certainly; we tried to introduce a small system of nature study in our little school. How far it is effective I don't know, but I am certainly keen on that. I don't want to give these people an education which will drive them into the towns.

1268. The school at Selverden has an average attendance of 93?

Just over 100, I think it is.

1269. You get a grant of £247 at present?

The year before we got £253. I dare say your figure is correct.

(367)

1970. If this grant were to be substantially raised, say 50 per cent, or so as to enable you to pay adequate salaries to the teachers, would it be possible for you to grant free places to the poorer children to a larger extent?

Yes, all applications for exemptions from fees are met at the present time, I believe. They are very keen on paying their fees.

M. V. Achary and G. S. MOULAY are called, and are

examined as follows:-

By the Chairman:

1271. Will you read your statement?

(The following statement is read by Mr. Achary:-
 "As representatives of the Vedic Society District school, Sea Cow Lake, Jageni, we thank you for the opportunity afforded us to tender evidence, which we trust will be of value in the interests of Indian education. Our Society whose main object is education, was established in the year 1920. At about this time we found that the Government school at Jageni was unable to accommodate a large number of children from our district, and as the only alternative left to us was to establish a school on our own. With the co-operation of a small body of men, and by public subscription, we were able to build a school to accommodate 50 children. This school has been extended from time to time, and at the present moment it accommodates about 120 children. Even now, owing to lack of space, we have to turn away many children. The subjects taught are English and Tamil, and there is only one teacher, who takes charge of the whole school, employed at a salary of Rs 6 per month. Owing to lack of funds our Society has been unable to engage an assistant teacher, and hence the task of the headmaster is heavy. The question of accommodating children in our school is one which is becoming more acute day by day. The children are taught up to Standard II, and as the teacher is unqualified, we are unable to teach any further. There are three hundred families residing at Sea Cow Lake. Most of the parents are of the agricultural class and consequently poor. They could ill-afford to send their children to the schools at Durban. It would therefore be seen that there

is an urgent necessity for a Government school at Sea
Cow Lake."

1272. They are not employed in any estate, these Indians.
They are independent gardeners?

Yes.

By Mr. Nichol:

1273. Is this a private school which your Committee has
constructed for the purpose of educating the children?

Yes.

1274. Have you a Government Aided school there?

No.

1275. You get no grant whatever?

No.

1276. You have constructed the school, and you are
bearing the expense entirely by subscriptions?

Yes.

1277. Have you made an application for a grant?

No.

1278. Do you propose to do so?

Yes.

(370)

J.B.NAIK, L.R.GOPAL, ISMAIL GOHA and

J.SOBHAN are called, and are examined as follows:-

By the Chairman:

1279. Who do you represent?

We are here in our personal capacity as being interested in education.

1280. Will you read your statement?

(The following statement is read by Mr.Gopaul:-

MEMORANDUM ON INDIAN EDUCATION IN NATAL, SUBMITTED
BY THE UNDERSIGNED, TO THE INDIAN EDUCATION ENQUIRY
COMMITTEE.

PRELIMINARY

We may take as our starting-point a statement recently made by Mr. Walter Pepworth, a member of the Natal Provincial Council in one of his electioneering speeches in Maritzburg West :

"The Union Government had come to an agreement
"with the Government of India without in any
"way consulting the people of Natal. Natal
"being more directly concerned in this matter
"than any other part of the Union, this could
"only be regarded as a deliberate slight on
"the loyal people of the Province. The ques-
"tion of Indian education was one which would
"require the most careful handling, and the
"earnest and thoughtful consideration of every
"member of the Council. The question was one
"which bristled with difficulties, and it would
"not receive the sympathetic support of the
"majority of the European population of the
"Union, who looked upon the Indian as an intru-
"der, rather than as a welcome British subject.

"If we wish to make South Africa a white
"man's country, it is not in our interests to
"so highly educate the Indian as to bring him
"into direct competition with white laas. We
"Europeans, by reason of the heavy protective
"duties on the industries, which are giving
"employment to so many Indians, have to pay
"100 per cent more for our requirements than
"in the earlier days in Natal, when Free Trade
"was in existence.

"The Indians are not entitled to the same
"consideration as the Natives, because the
"Natives paid direct taxation by way of a Hut
"Tax, while the Indian was on the same footing
"as the European regarding his house, and he
"enjoyed far greater freedom than the Native."

It is a most deplorable statement to make, and it is,
as we shall presently endeavour to show, entirely without
/foundation...

foundation. Such statements are calculated to rekindle the dying embers of racial antipathy and jealousy. We have made it a starting point because it is a reflex of the opinion held by some of the Provincial Councillors and others in regard to the Indian question in general and Indian education in particular. We shall, in the course of this Memorandum, endeavour to show that the Indian far from being an intruder is an asset and consequently deserves every consideration. If the delusion is once expelled that the Indian is a sick intruder, and that education, if at all, must be administered to him in fixed doses, increasing in amount as he rises in the scale of western civilisation, the Indian problem will be solved.

HISTORICAL

On 10th May, 1843, Natal was proclaimed a British Colony. The Lieutenant Governor was assisted in the Government by an Executive Council of five. There was no Legislative Council, all laws for Natal being made by the Cape Government.

The European population in Natal was too small and scattered.

"Various schemes for the introduction of British Settlers were started. The best known of these was Bryne's Immigration Scheme. J.C. Bryne, who visited the Colony some years before, arranged with the Government that for £10 each adult immigrant should receive a free passage to Natal and from 20 to 50 acres of land on arrival. During the years 1848-49-50-51, 57 vessels with about 4,500 people arrived at Durban. The new arrivals endured many discomforts and hardships. They had...

had to live in tents until they found means of proceeding to the land allotted to them. Many of those who did succeed in reaching their 'farms' were greeted only with disappointment. The land had been divided without any regard to the character of the soil and the allotments were often only rocky hillsides, utterly unsuited for tillage. Hundreds of the immigrants left for Australia in 1852 and 1853. Few remained."

In 1848 Legislative Council was granted to Natal.

On November, 8, 1855, Sir George Grey, Governor of the Cape of Good Hope, visited Durban, when a welcome address was presented to him setting forth, in a comprehensive manner, the existing condition and requirements of the Colony.

Clause 2 of the Address reads as follows :

"Independently of measures for developing the labour of our own natives, we believe Your Excellency will find occasion to sanction the introduction of a limited number of coolie or other labourers from the East in aid of the new enterprises on the coast lands, to the success of which sufficient and reliable labour is absolutely essential; for the fact cannot be too strongly borne in mind that on the success or failure of these rising enterprises depends the advancement of the Colony or its certain and rapid decline. Experimental cultivation has abundantly demonstrated that the issue depends on a constant supply of labour."

His Excellency agreed with the Durban Corporation - the representatives of the Citizens of Durban - that the several industries of the coast lands - sugar, coffee, cotton, and arrowroot - demanded a constant supply of reliable labour and that the East alone could supply such labour. He agreed to the Natal Legislature passing an Ordinance to that effect.

In 1856 the Legislative Council of Natal passed an
/Ordinance...

Ordinance - Ordinance No.3 of 1856 - empowering the Lieutenant - Governor of Natal to make regulations for Coolies introduced into Natal from the East Indies.

On July, 15, 1856, a Royal Charter was issued constituting Natal a distinct Colony from the Cape, and creating a Legislative Council of 16 members - 12 elective and 4 non-elective.

In 1859, the Natal Legislature, two-thirds of which consisted of the elected representatives of the Europeans of the country, enacted a law - Law No.14 of 1859 - providing for the introduction of Indians into Natal at the public expense and for the regulation and government of such immigrants. The Legislature voted the sum of £200,000 for the purpose of carrying out the scheme.

It is therefore clear that the very first law in connection with the introduction of Indian Immigrants into Natal was passed, not by the Imperial Government, as often assumed by politicians who think more of the effect than anything else, nor by the nominated members of the Council alone, but by the elected representatives of the people - the white people - in conjunction with the nominated members. The electors had the sovereign right to say who should and who should not be brought into this country, and through their representatives in the Legislative Council they decided to introduce Indians to develop the country. The Legislative Council's decision was unanimous. The small and scattered European population of Natal was faced with two difficulties, namely, on the one side they were faced with utter ruin and starvation for want of labour to build the several industries of the country, and on the other hand they were threatened with extermination by the savage hordes surrounding Natal.

/Several...

Several attempts were made to get European settlers but without avail. Natal sought assistance from India, for that was the only alternative, and India freely and willingly responded to the cry of suffering Natal. They came, they worked, they saved Natal.

Another law - Law No.15 of 1859 - was passed by the Natal Legislature to enable persons to introduce, at their own expense, Indian Immigrants from India.

These two enactments go to show that the European Colonists were in a parlous state.

In March, 1860, Mr. W.H. Collins was appointed by the Government to proceed to India for the purpose of selecting the labourers.

The first batch of Indian Immigrants landed in Durban on November, 17, 1860.

Law No.15, 1864, "Law to raise a loan for the introduction of Coolies into the Colony of Natal", enabled the Government to raise a loan not exceeding £100,000 for the purpose of defraying the expenses of such introduction.

A third law, a very significant law - Law No.17, 1864 - was passed by the Natal Legislature. This law provided for the extension of the period of indenture from three to five years. This in itself is a clear indication of the fact that the Colonists did not relish the idea of relaxing the grip they had on the immigrant labourers.

In 1865 Indian Immigration totally ceased.

Natal again began to feel the pinch. The several infant industries began to wane for want of labour. Natal again looked to India.

In 1870, as an act of reparation, the Natal Legislature, passed the Consolidation Law No.2 of 1870. This law made several concessions to Indians presumably as an attraction.

/The...

The principal concessions were free passage back to India after a residence of ten years, five of which must have been under industrial service, and in lieu thereof a parcel of freehold land. Bonus was offered to Indians re-indenturing themselves. They were protected from arrest for civil debt.

In terms of Section 51 of this Law several Indians have received parcels of land, in the majority of cases near Umzinto, in lieu of their right to a free passage back to India. The Protector of Indian Immigrants in his 5th report, dated 31st March 1881, under the heading "Land", inter alia observes as follows :

"Return passage and lands to be provided by Government under Section 51 of Law 2 of 1870.
"Forty (Indians) have applied for land under this Law. If the lands are not provided them they will demand the return to India which would be a very expensive matter (about 200 Indians including children). They should be either positively refused or put in possession of the land."

The report is significant. The Government decided to give the applicants land. The Government was anxious to retain the Indians at any cost. The intention of this Law, therefore, was that the Indians should become permanent settlers as free Indians.

When in 1882 fears were expressed in certain quarters about the 136 free Indians who were placed on the Burgess-roll of the Town of Durban and objections taken that these Indians could not be looked upon as domiciled Indians because there was a possibility of their returning to India, the Government of the day and the Municipality overruled the objections.

The Consolidation Law of 1870 is clearly an admission of mistake on the part of the Natal Government, an admission that it had committed a blunder in stopping /indentured...

indentured labour from the East.

Although the law was passed in 1870, the first bat under this law came only in 1874.

The Law No.19 of 1874 - Section 19 - tightened the grip on the Indians by making it almost impossible for them to return to India at the expense of the Government.

When Indian Immigration recommenced in 1874 there were, according to the report of the Protector of Indian Immigrants approximately 5,000 Indians in Natal, all free from indenture.

During the suspension of immigration, 1866-1874, Natal suffered considerably. The several industries began to wane, and the hitherto prosperous Natal began to feel the hard times. Natal again appealed to India for succour. India responded and saved Natal. Indian labour reclaimed the marshy lands, tilled the soil, tended the dying industries and by their industry saved Natal and its inhabitants from financial chaos, from utter ruin.

Every possible inducement was offered to retain the Indians in this country.

It has been said by knights of pen who believe more in the vilification of the poor Indians than in the true appraisalment of their worth - their worth to the country as a whole, that the Indians never defended the country from attack from without. This is an entirely baseless statement for in 1875 a law known as Law No.25, 1875, "Law to amend the Volunteer Law, 1872 and 1873," was passed by the Natal Legislature. This law increased the Volunteer Force of the Colony to 2,700 men, of which the proportion of Indian Immigrant Volunteer Infantry shall be 1,300. Arms, accoutrements, and other necessary articles of equipment were supplied to the Indians,

/also...

also uniforms. When shortly afterwards war broke out between the savage hordes of Zululand and the handful of Europeans in Natal, what happened? Every able-bodied European was enlisted. And what part did the Indians take in this tragic drama? Some shouldered their rifles and made the supreme sacrifice, some assisted the Commissariat, and others tilled the soil and protected the helpless women and children from attack from within as well as from wild beasts and wild Zulus. When subsequently the men returned home what did they find? They found their wives and children safe, a rich harvest in the field and their coffers well filled with the proceeds of the crops produced by the sweat and labour of their faithful Indian thralls.

In 1885 a Commission was appointed to enquire into the Indian question. Mr. Justice Wragg of the Natal Supreme Court presided. "We are impressed", said the Commission, "we are impressed with the necessity, at a time when the Colony is labouring under a depression of the most serious nature, of so moving that its agricultural development shall not be restrained. We are anxious not to imperil the interests of those persons who have been induced, by an abundant and continuous supply of Indian labour, to invest their capital in large industries of undoubted benefit to the whole Colony."

In 1878, Law No. 20, 1878, dealing with the education of the children of Indian Immigrants was passed. We shall deal with this question under the caption "education."

The "Natal Mercury" of the 19th July, 1907, in an inspired leading article, inter alia, observed as follows:

"Much as we regret it, we cannot get away
"from the fact, that the most important
"industries of the Colony are absolutely
/dependent..."

"dependent on Indian imported labour and any
"sudden stoppage would cause an economic
"earthquake, would engulf much hard earned
"capital of the Colony, paralyse a number of
"industries and ruin a considerable number of
"Europeans whose livelihood depends on the
"industry in question."

This was written when Dr. Haggart, M.L.A., introduced
into the Natal Parliament a Bill to discontinue Indian
Immigration into Natal. The Bill was thrown out.

In 1908 a Commission was appointed, with Dr. Haggart
as one of its members, to enquire into and report upon
the Indian Immigration problem. The Commission held
its sitting in camera. The Commission, inter alia,
reported as follows :

"That the abolition of Indian Immigration would
"cause industries to decline. That absolute
"and conclusive evidence has been put before
"the Commission that several industries owe
"their existence and present condition entire-
"ly to indentured Indian labour, and that if
"the importation of such labour were abolished,
"under present conditions, these industries
"would decline and in some cases, be abandoned
"entirely.

"Replacing the Indians by Natives would
"possibly raise up the wages to prohibitive
"figures.

"That the expansion of industries made
"possible by the presence of Indians has pro-
"vided the native with further openings.

"The existence of these industries has been,
"is still and in the future will be increas-
"ingly beneficial to a very large number of
"people in the Colony and the Colony as a whole,
"and that their extinction or restriction by
"whatever cause brought about would be serious
"and irreparable to the individual and general
"interests.

"Further, the employment of indentured
"labour has provided opportunities for whites
"which would not otherwise have existed.

"The Indians are industrious, frugal, law-
"abiding and on the whole sober in their habits
"and it has not been proved that their presence
"has an injurious effect on the morals of the
"whites or natives.

/"Having..."

"Having after very careful consideration
"come to the conclusion embodied in this
"report, your Commission cannot in the inter-
"ests of the Colony recommend that the impor-
"tation of indentured Indian labour be discon-
"tinued."

Dr. Haggart, one of South Africa's most intellectual anti-Asiatics, unreservedly subscribed his name to the foregoing report.

This Commission has absolutely vindicated the presence of the Indians in this country.

In the wake of these immigrants came a number of Indians from Mauritius and British India as passengers. "They are men, who unshackled by indenture and without costing this Colony one penny, have found their way to Natal."

In 1911 the Indian Government, at the instance of the Indians themselves, stopped Indian Immigration into Natal.

Hitherto the anti-Asiatics maintained that the Indian Immigration was the root of all evil, and that with the elimination of Immigration the evil, would, of itself, disappear. At the Imperial Conference of 1917, General Smuts, then Premier of South Africa, stated as follows :-

"I feel sure, and I have always felt sure,
"that once the white community in South Africa
"were rid of the fear that they were going to
"be flooded by unlimited immigration from India
"all the other questions would be considered
"subsidiary and would become easily and per-
"fectly soluble."

We think we have shown in the most unmistakable language that the Indian far from being an intruder or an incubus is a distinct asset. Let us now proceed with the immediate purport of this Memorandum.

EDUCATION

The purpose of this chapter is to pass in brief review
/the...

the efforts of the various missionaries, the Government, and the Indian Community to establish schools for Indians in this country. The efforts of the various missionaries who opened schools and for a long time conducted them without any monetary assistance from either the Government of the country or the Indians themselves are commendable. However effective and far-reaching these laudable efforts were they differed in their aim and in their method from the secular and civic education promoted by the Government.

The first Indian school in Natal was opened and conducted by Revd. Mr. R. Scott, a Wesleyan Missionary who laboured among the Indians almost since the first introduction of Indians in November, 1860. In a letter to the Protector of Indian Immigrants, in the early part of 1877, Mr. Scott observed :

"I only know of two schools in Durban under my care. First a Day School, containing 34 scholars. Second, an Evening School containing 20 scholars. There are no other schools in the Colony of Natal. There are no capable teachers to be found and I suggest that the Government ought to get teachers from Madras and Calcutta at £5 per month."

On November, 16, 1877 a public meeting was held in Durban for the inauguration of Public Works among Indians. The Lord Bishop of Capetown and Bloemfontein addressed the gathering. In commenting upon this, in his report to the Government, the Protector of Indian Immigrants, said :

"But the great feature of the mission and one in which the Government of Natal will doubtless be called upon for aid is the proposal to establish Day Schools for children and Evening Schools for men in every centre of Indian population along the Coast."

/In...

In 1877 the total number of Indian Immigrant population in Natal was, according to the report of the Protector of Indian Immigrants, 12,668.

The first law of general application, in connection with education, was Law No.15, of 1877, "To make better provision for Primary or Elementary Education in the Colony of Natal." This law did not restrict the scholars to any particular class or creed. The schools were opened to all.

The next law, in the order of sequence, was Law No.16 of 1877, "To provide for the promotion of Higher Education in the Colony of Natal, and for the establishment, maintenance, and direction of High schools in the towns of Pietermaritzburg and Durban."

The education of the Indian children was definitely accepted by the Natal Government as a State duty when in 1870 they re-sought Indian Immigrants from India. The dispatches between the Government of Natal and the Secretary of State clearly show this. This was one of the conditions imposed upon the Natal Government by the Imperial Government, and the Natal Government without any equivocation accepted the responsibility.

And tardily in 1878, by Law No.20 of 1878, Natal gave effect to this undertaking. This law provided for "the promotion of education among the children of the Indian Immigration population in the Colony of Natal." Pursuant to this Law a Board, consisting of the Hon. the Colonial Secretary, the Protector of Indian Immigrants, Mr. (afterwards Sir Henry, Prime Minister of Natal) Binns and Revd. Mr. Scott, was appointed for the purpose of promoting and superintending the education of the children of Indian Immigrants in Natal. £1000 was voted for

/this...

this service and steps were taken to procure 5 Indian teachers from India with a sufficient supply of books.

The Superintendent of Education, Mr. Robert Russell, in his report for 1880 remarked as follows :-

"Only 4 schools were under Government inspection, all in Durban. Two are Day schools and two Evening Classes, one of each being connected with the Church of South Africa and the Wesleyan Mission.

"Early in 1879 a circular was sent to the leading planters asking what facilities they would give in the Estate for the establishment of Government schools for the children of the Indian labourers.

"In reply several planters were sure that education would only prove hurtful. Many were quite indifferent and passive while only three were prepared to find a rough school room and masters' quarters."

One of the first acts of the Education Board, appointed in 1879, was to send to India for a duly qualified Inspector of Indian Schools.

Government agreed to give each Indian teacher £50 per annum while the planters were enjoined to provide the school buildings and masters' quarters.

In 1880 eight Indian schools were under Government Inspection, four during the whole year, 2 since 1st September and 2 since 1st October. About 80 Indian children attended the schools.

The Board only spent £118. 6. 8. out of the £1000 voted by the Legislative Council.

Mr. Geo. Dunning, selected by the Indian Government on behalf of the Natal Government, arrived from India and assumed his duties in 1881.

Mr. Dunning's services as Inspector were dispensed with in 1883, and in his place Mr. Colepepper was appointed.

/In...

In 1884 there were 18 schools for Indians in Natal. Indian children who conformed to European habits and who were prepared to pay the higher rate of school fees were admitted to the Government Model Primary School, Durban, where European children were educated. In 1884 there were 23 Indian children in the institution in question.

The sum of £1500 plus £50 travelling expenses was placed at the disposal of the Board for the education of Immigrant children.

In 1885 there were 25 Indian schools under inspection, namely :

Board	3
Aided Departmental	1
Dean Green	1
Archdeacon Barker	2
Dr. Booth	9
Revd. Scott	6
Father Barrett	1
Private adventure	2
Total	<u>25.</u>

In the majority of cases the Indian teachers employed in several of the above schools were not qualified men.

In 1885 the Indian population of Natal was approximately 30,159, made up as follows :

	<u>Men</u>	<u>Women</u>	<u>Children</u>	<u>Total</u>
Free Indians ..	10069.	4399.	5849.	20317.
Indentured Indians.	<u>6141.</u>	<u>2462.</u>	<u>1239.</u>	<u>9842.</u>
	<u>16210.</u>	<u>6861.</u>	<u>7088.</u>	<u>30159.</u>

It will be observed that whilst the children of Indian Immigrants were educated in the schools established by Law 20, 1878, children of uncovenanted Indians were /educated...

educated at the ordinary schools of the country alongside white children. No distinction based on race, colour or creed was ever made.

The next important law in the Statute book is Act No. 5 of 1894, which repealed certain of the provisions of Law No.15 of 1877 and Law No.20 of 1878. The repealed laws divided the youths of the Colony into two different and distinct classes, namely, Indian Immigrants and Non-Immigrants cum Europeans. The Law of 1894 swept away that distinction.

Section 11 of this Act provides that,

"The Indian schools created and maintained under the repealed Law No. 20 of 1878, shall be deemed to be schools created and maintained under the Education Acts."

This does not mean that Indian education in Natal was placed on a par with the education of European children. Far from it. Whilst in the eye of the law there was no distinction based on colour, race, or creed, administratively the Indian Schools and the Indian children were treated cavalierly.

Indian schools were in a chaotic state.

In 1898 there were 32 Government-Aided Indian Schools and 2 Government - quondam Board - Schools in Natal, imparting elementary education up to and including 4th standard. The Aided Schools were mostly under the direction of Revd. Dr. Booth and Revd. Mr. Scott.

Mr. Paul, as the accredited representative of the Indian Community, in so far as education was concerned, made a strong protest against the aim and method of the Aided Schools. The Objections may be summarised as follows:

1. That the grant was insufficient.
2. That part of the grant was utilised by the Missionaries in charge of the Schools for proselytising work.
3. That the school premises were not sufficiently commodious, were not well lighted, drained, ventilated and properly furnished.
4. That contrary to the Law religious instructions were given to the Indian children.
5. That the salaries paid to Headmasters were absolutely insufficient. Several instances were given showing that the average pay was, in the neighbourhood of £3 per month.
6. That the Headmasters, in the majority of cases, were engaged without any regard to their qualification, moral character and aptitude. Metaphorically speaking, Cooks and Waiters were pitchforked into the position.
7. That the curriculum was of the most meagre kind.
8. That on the whole some of the Indian schools were a disgrace to the Government.

Sir Henry Bale, directed that in future only qualified men should be engaged as teachers. Provisions were made for the examination of teachers, and from this date junior and senior teachers' examination came into force.

The Missionary Schools continued to be Government-Aided.

HIGHER GRADE INDIAN SCHOOL - DURBAN.

Suddenly a reaction took place. Pursuant to a discriminative policy based upon colour and nothing but colour, the Government refused to admit further

/Indian...

Indian boys and girls to Government Schools. The Headmistress of the Girls' Model Primary School, Durban, refused admission to one of Mr. H. L. Paul's infant sons, although his eldest daughter was at the school. The Headmistress in a communication to Mr. Paul said :

"The rules laid down by Government forbid admission of Indian pupils until able to pass Standard 4. Thus no Indian boys can be admitted to this department."

The Italics are ours. Parenthetically it may here be stated that Mr. Paul was a Civil Servant, of unblemished character, attached to the Durban Chief Magistrate's Office. As a Civil Servant and as an Indian Mr. Paul claimed admission of his children into Government Schools. Had it not been for the persistent and consistent, and practically up-hill fight, put up by Mr. Paul on behalf of the Indians of this country the question of Indian education would be in a hopeless state. In the past both girls and male infants were admitted, the latter until they qualified for admission to the Boys' Primary School by passing Standard II.

As a result of Mr. Paul's correspondence and numerous interviews with the honourable the Minister of Education, Mr. (afterwards Sir Henry) Bale, the latter in a communication to Mr. Paul, stated :

"I regret the anxiety which you have experienced and I beg to assure that it is the wish of the Government to assist you as far as it possibly can in your desire to secure a good education for your son.

"The Government is therefore prepared to give a grant-in-aid, or if need be to establish a school in Durban in charge of a European teacher equal in efficiency and otherwise to a Primary School to which Indian children requiring a Higher Education than is at

/"present...

"present obtainable may be admitted."

Sir Henry Bale repeated this in Parliament.

On 1st February, 1899, the Durban Higher Grade Indian School was opened. Whilst accepting the Higher Grade School, Mr. Paul definitely assured the Government on behalf of the Indian Community, that he did not thereby waive his right - his legal and moral right to be admitted into the ordinary schools of the country.

The Higher Grade School was therefore established and maintained on the same basis as the Boys' Primary Model School. The Inspector also was not the Inspector of Indian Schools but one of those who inspected the European Schools.

This happy state of affairs continued until 1906, when suddenly and without any warning Indian students attending the Higher Grade School, Durban, who were over and above the age of 17 years, were precluded from further attending the school ostensibly on the ground that the school was not meant for boys over 17.

It will be gathered from the foregoing, and freely admitted, that as the school was well attended the Government in their wisdom thought fit to cry a halt by introducing the age-limit of 17.

Notwithstanding this impediment the Indian children still continued to attend school in large numbers. The Minister of Education, Sir Henry Bale is reported, in the "Natal Advertiser" of 9th February 1899 to have said :
"The premises occupied by the Higher Grade Indian School in Alice Street, Durban, being inadequate, he was recommending to his colleagues the building of a Higher Grade Indian School in Carlisle Street. The success of this school had been great, and was answering its purpose thoroughly..."

thoroughly.

The Hon. the Minister of Education, Sir Henry Bale, in the course of an interview, is reported in the "Natal Advertiser" of February 9, 1899, to have said :

"The present premises occupied by the Higher Grade Indian School, in Alice Street, Durban, being inadequate he was recommending to his colleagues, the building of a Higher Grade School in Durban. The success of this school had been great and was answering its purpose thoroughly. As it was steady growing he thought that it would be more economical if a new building was erected in some convenient place. It was also probable that they would establish a Higher Grade Indian School in Maritzburg similar to that in Durban. Both schools would be carried on exactly the same lines as the European Primary schools."

Sir Henry Bale's promise materialised in 1905 when on 1st September of that year the present Higher Grade Indian School was formally opened.

In consequence of this erratic age-limit Indian parents were obliged to send their children overseas for further education.

Shortly afterwards Rules were framed and introduced that infants under Standard I, later increased to Standard II, and afterwards to Standard III, should not be admitted.

And finally, to cap all, an age limit of 14 years was introduced. This meant that that Indian boys over and above the age of 14 years were debarred from the school.

Mr. Paul on behalf of the Indian Community strongly protested against this unreasonable age limit. The Government was deaf to the entreaties of the Community. The matter was finally carried to the Natal Supreme Court.

The Government then withdrew the age limit of 14 years.

A little later the age limit of 14 years was re-introduced, but this time it was by Proclamation (vide Natal

/Government...

Government Gazette, No. 720, 18, December, 1908). This age-limit was to take effect as from December, 23, 1908. After further fruitless attempts to induce the Government to withdraw this pernicious age-limit a second application was made to the Natal Supreme Court to test the right of the Government to exclude from schools Indian boys who had attained the age of 14 years. The Court reserved judgment.

The Government for the second time was obliged to withdraw the Notice.

The several flighty changes referred to above retarded the progress of the Indian children. And it furthermore cost the Indian Community considerable sums of money to redress the grave injustice. We consider that the Government has failed to carry out its promise to the Community.

FREE EDUCATION

In 1918, the Natal Provincial Council, passed Ordinance No. 10, 1918, "To provide for Free Primary Education" for European children.

Section 1, sub-section (2) reads as follows-

"The Ordinance applies to schools for European children".

Under Section 2 of the Ordinance the instruction given in those schools and the supply of pupils' school requisites were free of charge.

The following year, the Natal Provincial Council passed Ordinance No. 5, 1919, "To extend the Primary Edu-

added the following words to sub-section 2 of Section 1 of the Ordinance of 1918.

"and to schools classified under the rules
"of the Education Department as schools for
"coloured children".

In the next succeeding Section of the Ordinance we find the following:

"Any school fees which may have been paid to
"the Education Department for children attend
"ing such schools as aforesaid between 1st,
July, 1918, and the commencement of this
"Ordinance shall be refunded".

Ordinance No. 14, 1925, clearly defined the position created by Section 2 of the Ordinance of 1918, in the following terms:

1. "The school requisites referred to in
"Section 2 of Ordinance No. 10, 1918,
"shall not include school and exercise
"books. Such books may, however, be
"supplied free of charge in the case of
"children in indigent circumstances.
2. "The Head Teacher of a school shall decide
"in what cases books shall be so supplied
"but shall report such case to the Super-
"intendent of Education, who may, if on
"enquiry he thinks fit, direct in any
"instance that payment shall be made".

It is perfectly clear that free education was provided for European and coloured children by the State. Although the free education for coloured children came into operation in 1919, practically a year after the first enactment, the Provincial Council was so generous that it remitted all school fees by these coloured children so as to make the second enactment contemporaneous with the first. Even the school requisites were free, and in the case of indigent parents the school books were free. We do not begrudge the Europeans and coloured people of this country their good fortune. But why differentiate?

However, as funds were necessary to give effect to the several Ordinances dealing with free education, the Natal Provincial Council, enacted Ordinance No. 13, 1918, imposing a wheel tax on vehicles. In the debates we find that the income derived from this particular source was to be earmarked for the purpose of giving free education for European and coloured children.

We venture to think that this was a most unreasonable attitude to adopt for what comes from all should be for all: what is for a class should be by a class. To tax all and to apply the amount for the benefit of one particular section is, to say the least of it, inequitable.

Mr. F. S. Tatham, K.C. (now a puisne judge of the Natal Supreme Court) in the course of his evidence before the Education Commission of 1909 observed:

"It is the duty of the State to provide educational facilities up to a point to enable its citizens to be self-helpful and useful units of the State. It is absolutely essential to provide primary education, because the State will rot without it."

We say the same thing. The Indians have a particular claim upon the Government for when Natal sought immigration from the East, one of the inducements offered was that the children of the immigrants would be suitably educated by the State. Has the State discharged its responsibility? The Government may yet redeem the past by granting to the Indians what other classes enjoy in this country. We ask for nothing more, and certainly nothing less.

The "leisured class" or "monied idlers", a section of society entirely independent of personal occupation and drawing and spending incomes entirely without work, does

does not exist in Indian society, Every Indian is a struggler, the vast majority being doomed to hardship and hunger. If this mass of little education, with very narrow interests, with an extremely low standard of comfort and merely animal tastes and pleasures be adequately educated the bug-bear of over-population and undue competition would disappear. Education is the most effective safeguard against low standard for its tends to elevate the moral and material status of the Indian people.

COMPULSORY EDUCATION

We venture to think compulsory education would not be in the best interests of the Indian Community in this country. We desire to look at every question from a purely practical point of view. In theory it sounds well, and certainly it would be considered patriotic to advocate such education. But we think, in practice, it would have the very opposite effect.

Compulsion involves penalty, and if once the general-ity of the Indians in this country, who belong to the poorest of the poor, were to realise that ^{at} the back of this compulsion there is a penalty, we are afraid, they will feel little thankful to those who advocate such a state.

Now, in this country, the vast majority of the Indians, belong to the labouring class. They earn a bare pittance. An Indian, in the employ of the Durban Corporation, earns something like £2 per month with rations and quarters. Out of the sum he has to provide for his wife, and, in the majority of cases, a family of about 4 children. Generally these Indians send their sons and

daughters before they attain the age of 10 to earn their own living, so as not to be a burden to the parent. Now, out of this sum an Indian is expected, if once compulsion in education comes into force, to feed, clothe and house perhaps two or three children for a number of years. Economically considered it is an impossibility.

If the child does not attend school, a police officer would want to know why the boy or the girl as the case may be, failed to attend school. If the explanation were not satisfactory, for it could not be otherwise, the defaulting parent would be hauled up before the local Magistrate, and fined with the alternative of a short term of imprisonment.

We are therefore opposed to compulsory education for the Indians under the present circumstances.

Even in India the system has failed. Between 1918 and 1920 compulsory education, came into force in British India. It was permissive in character. It was, after a while, a most unpopular measure, and no Municipality was courageous enough to enforce this Act.

"The Bengal Legislature" says the London "Times" of November, 13, 1926, in its Educational Supplement, "passed an Act introducing the principle of compulsory primary education in May, 1919, but it does not appear that a single local authority in the province has availed itself of the option for which the Act provides."

Bengal is typical of other provinces in India.

Whilst appreciating the fact the mass should be educated - at least primary education should be given to them - we submit that the economic condition of the vast

majority of the Indian people in this country does not justify launching into compulsory education. It would be an unkind cut.

We submit, however, that destitute orphans should be taught free and school books and other requisites supplied gratuitously.

AIDED- SCHOOLS

There are two kinds of schools in Natal, the Government and the Aided.

Government Schools: There are nine Government Schools. These are under the direct control of the Education Department. Two of these schools, the Higher Grade Schools at Durban and Pietermaritzburg, teach up to Standard 7. The buildings are large, commodious, well ventilated, well furnished and otherwise equal, practically in every sense, to the ordinary Government Schools of the country.

Aided: The aided schools are poor specimens. They are situate in rural areas, except in one or two cases. They are generally situate at some considerable distance from the nearest railway stations. The children often have to trudge several miles every day to attend school. The buildings are generally of wood and iron construction, irregularly constructed, poorly lighted and drained and badly furnished. It does not appeal to one's eyes. The environment is so bad that it is a wonder that sitting in the midst of such dismal surrounding the Indian child has yet been able to pull through. To give once instance, the Wesleyan Indian School, situate below Retief Street, in Maritzburg, metaphorically speaking under the very nose of

of the Natal Education Department is, to use a very mild term, a most undesirable building. It is time that such ill-adapted buildings are removed and better ones erected more in keeping with the amenities of the locality.

These schools are poorly equipped. In some cases paraffin boxes are used as desks and/or benches. In some cases the chairs and tables of the assistant masters are patched up with planks from soap boxes.

The play grounds are, in most of the cases, insufficient. Money being a scarcity they are often not levelled and cleaned. And consequently the boys and girls are restricted in the choice of sports.

It is the experience of one or two members of the Deputation that the floors of some of the schools they visited were ancient and moth eaten, and consequently dangerous to tread. Sometimes these defects are overcome by patching same with soap or paraffin box planks.

The assistant teachers in the schools are often selected by the grantee on the recommendation of the Head Teacher, without regard to qualification and aptitude for school work. This has a very deteriorating effect. The Education Department has no say in the matter. Unqualified teachers are freely engaged in these schools. We know of two instances of unqualified Head Teachers.

Owing to the poor and untempting pay the best men or men better qualified are not obtainable. Intellectual men and women fight shy of teachers work in Aided schools.

The teacher in Aided school is not entitled to pension no matter how long he served the country.

There is no uniformity in the method of teaching. Each school has a method of its own.

Except for periodical visits made by the Inspectors of schools and the resultant hasty examinations there is a lack of proper supervision.

The Superintendent for Education, in his report, for 1921, made some caustic remarks in this connection:

"It cannot be said that the conditions under which these Aided schools were are satisfactory as they could be. It cannot be expected that the Indians of the Province would be long contented with such a state of things."

Certainly they are not.

In the past the Inspectors, in some cases, were grantees. But as no special pay was attached to this specific work which entailed considerable labour the Inspectors objected to be grantees. Subsequently gentlemen interested in the education of Indians were appointed honorary grantees. All the grantees are, with the exception of, Europeans. Each grantee has a method of his own. Whilst one grantee would spend the whole of the grant received in respect of one school on that school, another would pool the total and spend the same according to the status of the school.

Both State and State-Aided schools should be co-ordinated, and this ^{could} ~~can~~ only be done by raising the state-aided to the level of the State school.

If the State wishes to give the Indians the best possible education, whether primary or secondary, it should see that only qualified men and women are employed in the several schools with which the State, either directly or indirectly^{ly} connected. The Government ought not to shirk

its moral responsibility.

We suggest that these Aided schools should be taken over by the State and converted into Government schools. This will ensure uniformity in every thing and give satisfaction to both scholars and parents.

Alternatively, and as an alternative only, it may be suggested that the Government increase the grants; employ only qualified teachers, properly equip the school and vest the power of engaging and dismissing teachers in the hands of the Education Department. As a condition precedent the building should be either properly repaired and renovated or where the occasion needs erect new ones.

MIXED SCHOOLS

We are not in favour of mixed schools in this country, for the reasons set out in Mrs. Wybergh's article, copy whereof is attached hereto marked "A". We also annex extracts from "Revolt of Modern Youth" by Judge Lindsay (U.S.A).

In 1882 a Royal Commission was appointed in India to enquire into the system of education in India. This Commission in the most unmistakable language condemned mixed education for children over the age of 7 years, and recommended that the attendance of girls in boys' schools should not be encouraged except in places where girls' schools could not be maintained.

According to the latest statistics there are 23,778 Girls' Schools in India. Girls education has not been neglected in India.

In the Bombay and and Bengal Presidencies co-education

is practically unknown.

The system of mixed school is repugnant to a ^{Indian} ~~Hindu~~ mind.

We suggest that separate schools should be opened for girls except in places where girls' schools could not possibly be maintained, and in the latter event, boys and girls should be taught separately in the same building, their lavatories and playground being partitioned off or divided.

GIRLS' SCHOOLS

The Honourable the Minister of Education, Sir Henry Bale, promised the Indian Community that when occasion arises he would sanction the erection of special schools for Indian girls. At one time Indian girls were educated at the Girls' Model Primary School.

We are opposed to the idea of mixed schools.

The Government Aided Wesleyan Indian Girls' School, Durban, is well patronised by Indian parents. This shows that an exclusive school for girls would be well patronised. The Indian parents object to the education of their daughters alongside the boys. If the attendance at the existing schools, where boys and girls are taught together is not large, it is because of the mixed nature of the schools.

As there are a large number of qualified Indian lady teachers in this country their services might be utilised with advantage.

MEDIUM OF EDUCATION

We are of the opinion that instruction should be given through the English language.

HIGHER EDUCATION

At the present moment we are confronted by two factors, closely related to each other, which combine to distinguish the present situation from anything that has gone before. The first is, the "Upliftment" clause in the now famous Indo-Union Agreement. Secondly, there is a growing desire on the part of the Indians to educate their children well "for a useful practical participation in the life about them". These twin forces, making urgently for reform, can be accurately measured by the nature of the evidence given by so many witnesses before this Committee, witnesses representing as many varied interests and sections, but all united in this one important, and to them vital, question.

Let us briefly trace the history of higher education in this country.

From the very beginning Indians were denied admission to the Maritzburg College and the Durban High School.

The education imparted to the Indians, save and except in the Higher Grade Schools in Durban and in Maritzburg, is of the most meagre kind. The Indian schools teach up to standard 4 partly because they are not entitled to give any education beyond standard 4 and partly because the teachers are not qualified, in the majority of cases, to do so.

Since 1896 numerous representations were made to the

Government for the admission of Indian boys to the High School. The Government, however, refused.

In some cases Indian parents who could afford the expenses sent their children overseas for secondary education. But the vast majority were unable to adopt similar measures.

Mr. H. L. Paul came to the rescue and opened an high school, called INDIAN EDUCATION INSTITUTE, and engaged competent teachers. Boys who sought higher education entered this Institute which was located at Grey Street, Durban. This continued to provide higher education for Indian children until 1917.

Some of the boys who received education at this Institute are to-day leading members of the Community. To mention one name, Dr. Maurice Peters, M.B., CH.B. etc., who is at present practising his profession at Maritzburg was one of the students of this Institute.

This Institute was established and maintained without costing the Government a single penny.

Notwithstanding the establishment of the Institute, Mr. Paul continued to make further representation to the Government for a Government High School.

As a result of the representations Messrs. Goram and Ballance, Inspectors of Schools, were deputed by the Natal Provincial Council to enquire into and report upon the necessity for higher education.

An Indian deputation, lead by Mr. Paul, waited upon the representatives of the Provincial Council.

The result of the discussion was the institution of a Continuation Class, at the Higher Grade Indian School, Durban, on 1st August, 1918.

This Continuation Class was not very successful partly because it lacked proper equipment, laboratory, etc., Owing to this difficulty some Indian boys went to the native schools at Lovedale and Fort Hare where they were admitted without question.

We submit that this Higher Grade School should be properly equipped with apparatus and laboratory, and that Indian children be taught up to and including Matriculation class. Let this be a feeder to the proposed Indian College. Let Matriculation be the entrance examination.

Section 11 of the Financial Relations Act No. 5 of 1922, as amended by Section 14 of the Provincial Subsidies and Taxation Powers (Amendment) Act No. 46 of 1925, defines the term "higher education", as used in the South Africa Act, 1909. This section provides that -

"Any other education which with the consent of the Provincial Administration concerned the Minister of Education may declare to be higher education.

We submit that under the provisions of this Act, as amended, secondary institutions be opened for Indians. We are of the opinion that it is the duty of the State to provide secondary education for the Indians. We do not claim free secondary education, nor even free school books and other requisites: we claim the establishment of high schools for Indians. As under the South Africa Act the control of higher education vests in the Union Government we submit it is the duty of the State to provide us with secondary education.

The subjoined table shows how generous the Union Government has been, in the past, in regard to higher education, for other than Indians. The Government appropriated for higher education as follows:-

1920.-21.	£ 372, 500
" (additional)	23, 050
1922 -23	308, 527
1923 -24	333, 417
1924 -25	353, 680
1925 -26	572, 305
1926 -27	742, 923

The Union Government appropriated the above sums for the higher education of Europeans and Natives. Surely the Indians could be included in the foregoing, and if not, then a special sum be appropriated for the purpose of giving effect to the "Upliftment" clause in the Indo-Union Agreement.

We suggest that the Provincial Administration make the necessary recommendation to the Union Government.

MEDICAL INSPECTION OF SCHOOLS

An Ordinance for the medical inspection of schools was passed by the Natal Provincial Council in 1918 - Ordinance No. 4, of 1918 - to compel parents to submit their school going children for medical examination. This Ordinance is of general application but it is seldom, if ever, applied to the Indian schools. In so far as European schools are concerned this Ordinance is rigidly applied.

This Ordinance provides for the inspection of school

buildings and premises as well as scholars and teachers. It is evident that this Ordinance was not, in so far as Indian schools are concerned, enforced.

It is doubtful if some of the Indian Aided schools would have been permitted to exist if the provisions of the Ordinance had been strictly applied.

We submit that all the Indian schools, scholars, teachers, staff, and other servants of the schools, should be examined periodically so as to ensure that verminous children and children suffering from infectious and other diseases are not allowed to mix up with other children.

PENSIONS

We submit that all Indian teachers, irrespective of the schools they are engaged in should be entitled to a pension. The difference between a teacher in a State school and a teacher in a State Aided school is only a technical one. It is practically a difference without distinction.

BURSARIES

Both the Government and other bursaries provided by public spirited men, who have not restricted or narrowed the scope of such bursaries to any particular race, or creed, should be open to all, irrespective of race or creed. In any case the Government bursaries should be thrown open to the Indians

INDUSTRIAL AND TECHNICAL EDUCATION

The Apprenticeship Act, 1922, the Industrial Conciliation

Act, 1924, the Wages Act, 1925, and the amendment to the Mines and Works Act, 1926 - the industrial colour bar legislations of the Union - practically preclude an Indian from pursuing his legitimate vocations in this country. The Wages Act whilst distinguishing between the unskilled and the skilled men does not attempt to distinguish the degrees of qualification. All skilled men ~~to~~ are lumped together. Therefore when the rate of pay was fixed all men ~~were~~ paid alike without regard to merit. As all the industries in this country are in the hands of the Europeans, save ~~and~~ except in one or two cases, there is no possibility of an Indian being engaged. Therefore every avenue has been closed to the Indians, thanks more specially to the Wages Act. Even in the railways and Harbours the unskilled Indians are replaced by Europeans and Natives. The Durban and Maritzburg Corporations have been a little generous for they employ^{ed} the Indians to do the scavenging work. Reduced to this hopeless and pitiable position what is the good of education unless it opens the way for the legitimate exercise of the several callings.

We suggest that primary ^{education} should be given up to standard 6, and from this an Indian youth could brach off to either the technical side, on the one hand, or to the "humanising subjects" on the other. The more of the technical and the less of the "humanising subjects" would be better.

As the Apprenticeship Act of 1922 requires every apprentice to pass standard 6 we suggest that education be imparted up to that standard.

AGRICULTURAL

We suggest that agricultural education be given to Indians. There is an Agricultural College at Cedara, Natal, and we submit that Indians should be permitted to attend this college to study agriculture scientifically.

The subjoined table shows the amount spent on Agricultural education:

1920 -21		£ 158, 316
	(Additional)	2, 195
1922 -23		165, 913
1923 -24		151, 345
1924 -25		170, 041
1925 -26		179, 598
1926 -27		184, 050

Surely the education of the Indians in this respect not cost the Union Government much.

GRANTS-IN-AID

Act No. 46, 1925 (Union) Section 2, subsection (1) provides that -

"Subject to the provisions of Section 3 of the principal Act (Financial Relations Act No. 46 of 1922) and of this section the subsidy to which a province shall be entitled shall be

- a. grants at varying rates in respect of people or students, not being natives, who are receiving education (primary)

Section 2-

"The grants referred to in paragraph (a) of sub-section (1) shall be paid in respect of

- e. non-European pupils, other than natives) who have attained the age of 7 and are receiving primary or secondary education

In the Second Schedule attached to the Act we find that the grants per head of average attendance payable to the several provinces in accordance with section 2 of this Act are as

as follows -

Cape.	£5.	5.	0
Natal.	5.	5.	0
Transvaal.	6.	0.	0
O.F.S.	5.	15.	0

The grants were on an annual basis.

In one of the recent reports of the Superintendent of Education we find that there are approximately 32,000 Indian children of school going age. Of this number we find that 9,900 children attend school. But the average number of attendance is something like 7,541. This means that if each Indian child is entitled to 5 guineas the amount allocated is something like £22,590. 5. 0. The actual amount however spent on purely Indian education is something like £27,918. 0. 0. Therefore the sum of £11,672 was utilised for purposes of other than Indian education. This is distinctly an unwarranted act. What was obtained for Indian Education we submit should be spent on Indian education and Indian education alone.

The average amount spent on each Indian child attending school is in the neighbourhood of £3. 14. 0.

The subjoined table gives us an interesting insight into what the Government has done. It speaks for itself.

COST TO THE STATE, AND TOTAL COST OF EDUCATION OF
EUROPEAN SCHOLARS and INDIAN SCHOLARS IN NATAL, 1924

Description	European	Indian.
Total State Expenditure	2501,991	£27,918
Cost per Scholar	£20. 4	£3. 14. 0
Cost per head of population	3. 9. 1	5. 10

DOMESTIC SCIENCE FOR GIRLS

We respectfully submit that girls should be taught domestic science, such for instance as, cookery, laundrywork, dressmaking, and home industries. Provisions have been made for other sections of the population in this respect and we submit that similar provisions should be made for Indian girls.

LAND FOR PROPOSED INDIAN COLLEGE

The two acres of land allotted by the Durban Municipality for the proposed Indian College and Training Institute is, in our opinion, not suitable.

- 1st. It is insufficient.
- 2nd. At one time this land which was, and is still the property of the Durban Municipality, was occupied by Indian squatters. At the time of the outbreak of plague the Indians were ordered out of same. In the midst of this property a drain - open drain - from Berea to the Sea courses. It was then condemned by the Durban Medical Officer of Health.
- 3rd. Recently when the Durban Municipality decided to erect cottages for Europeans, in furtherance of their housing scheme, in this locality. The Medical Officer for Health condemned same. The scheme, in consequence, fell through.
- 4th. It is a low land and swampy. It has a very bad reputation.
- 5th. It is in the close proximity to Indian girls' school, and for the reasons set out in the Annexures hereto we disapprove of the scheme.
- 6th. And furthermore it is not far from Grey St. In the recent Field's Hill murder case, the principal accused said he picked his two accomplices from Grey Street. He also said it was possible to get anyone from this place to commit similar crimes for a shilling.

Grey Street has a very bad reputation, and we think it most undesirable that an Indian College for Indian young men and women should be opened in or about this place.

We submit the Union ^{Government} should provide the Indians land outside the Durban Borough for this purpose.

VERNACULAR

Vernacular is at present taught in private schools. We suggest that the Authorities may give the owners of these private institutions a grant-in-aid.

SUMMARY

Our requirements and recommendations are -

1. That free education should be provided for Indian boys and girls up to standard 6.
2. No compulsory education.
3. That Aided schools be taken over by Government and converted into Government schools.
4. Mixed schools are undesirable.
5. That separate girls' schools be established where male infants may be taught.
6. That the medium of instruction shall be English.
7. That the Union Government should establish colleges for higher education.
8. That, in terms of Ordinance No. 4 of 1918, Indian schools; and scholars should be medically examined periodically.
9. That all Indian teachers should be pensionable.
10. That Bursaries be thrown open to Indians.
11. That Union Government should provide Industrial and Technical education for Indians.
12. That provision should be made for agricultural education.

13. That vernacular may be taught in private schools, such private schools being assisted by the Authorities.
14. That domestic science be taught Indian girls in Indian schools.
15. That drilling and physical culture be introduced in all schools.
16. That provision be made for carbine drilling.
17. That suitable and sufficient land be provided by the Government for the erection of an Indian College outside the Borough.

HENRY LOUIS PAUL

Chairman of the Deputation

(retired Civil Servant)

Members of the Deputation

ISMAIL GORA,

(Chairman Anjuman-Islam, Durban)

J. N. NAIK,

(Chairman, Arya Samaj, Natal)

C. R. NAIDU,

(Editor "Indians Abroad")

MAURICE PETERS,

M.B., CH.B. (Edin), D.T.M. (Liv)

I.M. (Dub)

LEO. R. GOPAUL,

Secretary,

to the Deputation.

18th April, 1928.

ANNEXURE "A"THE EVIL OF MIXED SCHOOLS

(Mrs. K. E. Wybergh of Johannesburg, published the following interesting and instructive article in the "Worker" Johannesburg, 11th Dec. 1911X)

ONE of the questions which is rapidly becoming a very serious one in Johannesburg is whether the present system of educating the sexes together in our public schools can be tolerated much longer. Theoretically, there is much to be said for it, the idea being, of course, that girls and boys should be given an equal chance in life and that the comradeship between them will result in a softening and humanising of the boys and a bracing up of the girls. This is an excellent ideal, and it was put forward in England even before the Norman Conquest by the Venerable Bede in his famous exhortation to the young men to be pure and to the young women to be brave. Unfortunately, in modern practice the system does not work out this way, and the object being lost sight of, the benefits are not secured. It has, for instance, been totally misunderstood in London, and, being naturally a failure, has been abolished. The report of the manager of the Central London School District shows a most deplorable jumble of moral and intellectual ideals.

Thus their programme of what is to be taught to girls is:

Gentleness, modesty, patience, needlework,
and domestic accomplishments;

while to boys it is,

Keanness, intelligence, hardwork, determination to overcome difficulties, mathematics, science, geometrical drawings.

When will educationists recognisethat there is nothing to be gained by specialising in virtues? Girls are by nature gentler than boys, and it is more urgent to teach "gentleness, modesty and patience" to the latter, while surely a "determination to overcome difficulties" is as necessary for girls as for boys. These tendencies to exaggerate instead of trying to utilise sex differences is both absurd and disastrous. One has only to look at the result of regarding chastity as necessary to women and not to men, to see how disastrous it is.

But as regards Johannesburg I doubt whether the system of co-education was adopted on any definite educational grounds at all, and it is most certain that no attempt is being made to reap what theoretical advantage may attach to the system. It was adopted, I believe, purely and simply to avoid the expensa of building and equipping separate boys' and girls' schools. Not only have the possible advantages not been reaped, but no care has been taken to guard against the great and obvious dangers. The results of the system at any rate are such that I cannot set them down in print without rendering myself liable to prosecution. They are literally unspeakable, and threaten to make the Johannesburg of the near future, when these poor children have grown to men and womanhood, a hell on earth. If they are to be saved from utter degradation something must be done, and that quickly. There seems to be an extraordinary apathy among parents on this subject, possibly due to iggorance, but conscieitious school teachers, specially women teachers are at their wits' end. The

position is greatly aggravated by the adoption of the double session system, for numbers of children of both sexes do not go home in the middle of the day and since teachers also require food and rest, are entirely without supervision or control during the dinner hour. The extent of the evil that goes on unchecked at such times can be partially estimated by the number of obscene notes which pass to and fro during the rest of the day, some small portion of which are from time to time detected. I am not speaking at random, but from a knowledge of the actual facts, and I shall have more to say on a future occasion. Meanwhile I would beg all parents who care for their children's welfare to see that they come home daily for their mid-day meal.

ANNEXURE "B"EVIL EFFECTS OF MIXED SCHOOLS IN AMERICA

(Culled from "Revolt of Modern Youth" by Judge B. Lindsay,
Judge B. Lindsay was for 25 years judge of the Juvenile
Court at Denver, U.S.A)

The first item in the testimony of these high schools is that all the youth who go to parties attend dances and ride together in automobiles more than ninety per cent indulge in hugging and kissing. . . . The testimony I receive regarding this estimated ninety per cent is practically unanimous. . . . Some girls insist on this kind of thing and from boys that go with them and are as aggressive in a subtle way, in their search for such thrills as are the boys. themselves.

The flapper world, which contains another type of girl who is not necessarily over-sexed at her age, but who nevertheless permits boys to take liberties with her as a kind of reward for dancing with her and showing her what she calls a good time. . . . I have, whenever, possible, picked my witnesses from representative homes of reasonable wealth and considerable culture.

These girls range from 14 to 17 years of age.

At least fifty per cent of those who begin with hugging and kissing do not restrict themselves to that but go farther, and indulge in other sex liberties which, by all the conventions, are outrageously improper.

The familiarities, quite apart from the obvious danger that they will lead to other things, are responsible for much nervous trouble among young girls and for the

prevalence of certain physical ailments which are peculiar to them. Of this fact more parents and teachers are completely ignorant. So far as the moral and physical results are concerned, the effect of such half-way improprieties on these young girls is just as dangerous as if they yielded themselves completely.

The conclusion I draw from the fact that 50 per cent of the original ninety per cent indulge in half-way sex intimacies that wreck the health and morals alike is that here is an example of the effects on human life of false and illogical thinking, or, if you will, logical thinking based on false premises. Such is the point of some of the most stubbornly cherished of our primitive traditions, of our lives, our hypocrisies and concealments, and our unwillingness to face the facts of sex,

15 to 25 per cent of those who begin with hugging and kissing eventually "go the limit". This does not, in most cases, mean either promiscuity or frequency, but it happens. I can only say that the estimates come from high school students, and that they are the most conservative estimates I have received from that source.

I have at hand certain figures which indicate with certainty that for every case of sex delinquency discovered a very large number completely escaped detection. For instance out of 493 girls of high school age, though not all of them were in high schools, who admitted to me that they had sex experiences with boys, only 25 became pregnant. This is about 5%, a ratio of 1 in 20. The others avoided pregnancy, some by luck, others because they had a knowledge of more or less effective contraceptive methods, a knowledge, by the way, which I find to be more common among them than

is generally supposed.

Now the point is this, first that three-fourths of that list of nearly 500 girls came to me of their own accord for one reason or other.

In other words, that 500 covering a period of less than 2 years, represented a small group drawn from all levels of society that didn't know the ropes and never came around at all. My own opinion is that for every girl who comes to me for help because she is pregnant or diseased, in need of comfort, there are many more, who do not come because they escape scot free of consequences or else because circumstances are such that they are able to meet the situation themselves. Hundreds of instances resort to the abortionist. I don't guess this; I know it.

During the years 1920 to 1921, the Juvenile Courts at Denver dealt with 769 delinquent girls of high school age; we kept a particularly close record of those cases. They ranged in age from 14 to 17 years. 465 of them were no longer in school. 304 of them were.

At least 2,000 cases were directly involved in the cases of those 769 girls. For one thing, the boy had to be reckoned with. In addition the two of them always had a circle of intimates, many of whom were in the secrets and indulged in the same kind of experiences. So it goes on from one girl to other girls and from one boy to other boys, and every time I tried to follow up the many paths that present themselves for investigation it has been like exploring the endless passages of a dark cave, whose galleries and secrets lead one behind the limits of endurance.

I have no wish to run these estimates into the ground. Even the minimum figures are shocking. I handled about a hundred cases of illegitimate pregnancies last year (1924), taking care of most of the mothers and the babies and in most cases adopting the babies out. With every one of these girls it was a touch and go whether to come to me and arrange to have the baby or to go to an abortionist and arrange not to have it.

And that among the girls of high school age, some in schools and some out of schools, in a city of 300,000 population.

Such things were undeniably then going on in Denver and they are still going on in Denver and in every town in the United States of America.

Make no mistake about it and mistake about the fact that Denver is no worse but I think a great deal better than any other city of similar size of similar social problems.

The high school boy is a much less dramatic figure than the high school girl generally. She sets the pace, whatever it is, to be and he dances to the piping.

One high school boy with whom I recently talked admitted to me that he had relations with 15 girls of high school age, about half of them still in school. He had chosen them in preference to "chippies" or common street girls. I verified this confession and talked with practically with all these girls, and found that they were good average girls. His experience with each of them had been only one or two occasions. The girls with one or two exceptions were not given to promiscuity.

We found that 265 of the 313 had come to physical maturity at 11 and 12 years, more of them maturing at 11 and 12. Divining the 313 girls into two groups, we found that 285 of them matured at the ages of 11, 12 and 13 and that only 28 of them matured at 14, 15 and 16.

The significance of this is veyy great. It is perfectly in line with a fact that I have constantly observed ^{the} through many years I have worked in this field, that girls who mature early are in much more danger of getting into sex trouble than those who mature later. For one thing, they are usually more attractive to boys, and, as I have already indicated, they are physiologically awake with the desires of maturity without the intellectual restraints and sophistication of maturity. They are women with the minds of children, and for many of them the burden and the responsibility are too much.

AIDED SCHOOLS

St. ANTHONY'S INDIAN SCHOOL, PIETERMARITZBURG

There are approximately 380 children on the roll, about one sixth of whom are coloured children. The coloured children, in terms of the Ord. receive free education. The Indian children pay for their education.

Ink is not supplied to the Indian children whilst the coloured children get it free.

Recently the Indian children were told that they should contribute 1d per head per month for the purpose of buying ink. In one particular class there are 40 children and one coloured child. The Indians contribution amount to $\frac{3}{4}$ per month. Out of this the teacher buys ink powder for $\frac{2}{6}$ which lasts from 3 to 4 months. They pay $\frac{1}{4}$ to get $\frac{2}{6}$ worth of ink. Coloured children make use of the ink paid for by the Indians.

This school gets a grant, based upon the number on the roll, of about £1,400 a year. The expenditure is roughly about £700. What happens to the balance. Apparently it goes to the Convent where European children are educated. This is a manifest injustice.

There are two qualified teachers in this school. Both are receipt of £7 each per month although they are senior teachers with 9 years experience in this particular school. One of the assistant teachers gets £1. 15. 0. a month.

There are 9 teachers in this school - 2 qualified and 7 unqualified.

By Mr. Hollander:

1231. The annexures are in support of your point with regard to mixed schools?

Yes. With reference to this question of carbine drilling, the position is explained on page 7 of the statement.

By the Chairman:

1232. We have nothing to do with defence?

That is in reference to the carbine drilling.

1233. We have nothing to do with No. 7. Higher education is not our function at all?

We ask that representations should be made to the Union Government.

1234. The Minister, Dr. Malan, has not asked us to deal with anything except our own portion. The Commission is appointed at his request, and it is far better for you to go to Dr. Malan on those points. The provision of agricultural and vocational education should also go to him, because he has taken charge of vocational education during the last three years. With regard to No. 17, you differ from Mr. Sastri on that I presume?

We do.

1235. That is a matter which will have to be settled with Indian co-operation, but I don't think, as a Commission or as a Council, we should quarrel with any site which your own community consider suitable. You say you want no compulsory education?

We don't want compulsory education.

1236. If you really want to help the poor people ----
The economic position in this country does not

permit of compulsory education. In India it has been found to be a most unpopular measure.

1237. Is not that because it was made optional?

It was permissive in India.

1238. Don't you know that in England for thirty years they had to go very gradually. It took thirty years to get the half-time system out. I am quite sure that your position to-day here, the position of the average wage-earning Indian is quite as good as that of the wage earner in England was thirty years ago?

I beg to differ.

1239. What is the average pay of Indian labourers?

About £2.

1290. But I have paid much more?

There are some employers who are generous.

1291. Do you mean to say that on the sugar estates the value of their earnings is not more than £2?

If you take their rations and quarters they get about £3.

1292. That is £36 a year ----- that is an agricultural labourer?

Yes.

1293. Do you know what the agricultural wage was in England for the labourer when the Education Act was passed? £2 a month was the highest rate; 10s a week?

On the estates they get £2 a month and quarters and rations.

1294. You are not up against such a difficulty as you imagine when you look at the matter historically?

The Indian is fond of being educated. He considers it his duty to see that his children are properly educated. Even then, in India the compulsory measure was found to be unpopular. We don't want any penalty at the back of this compulsory education.

1295. You don't want any compulsory hygiene?

Of yes, we do.

1296. I am not so sure.

That is quite a different thing. You cannot tar every Indian with the same brush and compare the man who receives 10s. with the man who earns 100 times that.

1297. It will very much ease our problem if there is no compulsion?

We are strongly opposed to compulsion.

1298. Is that the feeling of the vast majority of the Indian community?

Yes.

By Mr. Hollander:

1299. In your statement you have drawn comparisons between the Ordinances that laid down free primary and compulsory education for Europeans and coloured children?

Yes.

1300. Why do you claim in Section 1 that you should have free education, but without the element of compulsion? Why do you draw a distinction here?

To say that under the present economic condition of the people in this country compulsion is undesirable, and we want free education.

1301. That is not my point. Running through your review of the position and your comparisons in connection with the other elements of the population, you animadvert on the unfairness of the enactments which brought about free education for Europeans and coloured children?

I simply say we should be put on a par with the Europeans.

1302. Carry that comparison a little further and take into consideration that it is compulsory in the case of the Europeans?

Simply because of the economic condition of the people. It was found by the Provincial Authorities that there should be a certain amount of compulsion at the lack of European education. In the case of Indians we, say and speaking from personal knowledge, that Indians are very anxious to educate their children and therefore there is no compulsion required, and moreover the present economic position of the people does not warrant compulsion.

1303. All the witnesses who urged compulsion are wrong?

We disagree with them.

1304. You are of opinion there should be some differentiation?

We are,

1305. Should that be restricted entirely to the compulsory side of education?

Yes.

1306. And nothing else?

We cannot generalise.

1307. Only in so far as compulsion is concerned you are of opinion that there should be that differentiation?

Yes.

1308. There is a point you made here about the very advanced and enlarged expenditure on medical inspection of schools (page 33). Can you tell us whether this statement is justified?----

If you will turn to the Union Year Book, 1925 you will find it is.

1309. Can you point to the Report of the Superintendent of Education and see what he says?

No, I cannot do that. My authority is the Union Year Book.

1310. It is unfortunately the case, but it is nevertheless a fact that the Ordinance is by no means rigidly applied in the European schools. As a matter of fact it is quite the contrary. There has been no inspection for years in dozens of European schools?

The Year Book says 17,000 odd children have been inspected.

1311. But this is over a period of seven years?

But in the case of Indian schools it has never been applied. If this Ordinance had been strictly enforced there is a building at the bottom of Church Street which is nothing

better than a fowl house. It should have been condemned years ago.

1312. That would apply to a good many European schools?

Not in Natal. This is the worst school I have ever come across.

1313. When you refer to bursaries do you mean that special bursaries should be provided for Europeans?

No, I think bursaries should be thrown open to Indians also.

1314. In competition with other children?

Yes.

1315. You would not advocate special bursaries allocated to Indian children?

No.

By Mr. Scutti:

1316. You made reference to this site which is being allotted to the Indian community for the Training College at Centenary Road, and you state you are opposed to that site for various reasons. Did you hear the questions I put to the Rev. Leont?

Yes.

1317. You are in favour of the idea I put forward?

It is an excellent one.

1318. The Corporation has acquired 200 acres at Cato Manor and have recommended that that area should be allotted for Indian occupation, and further they offered 10 acres of land free there for educational purposes?

I think Cato Manor is rather too far for the purpose. Secondly, it is the thin end of the wedge. It is the desire of the Durban municipality to segregate the Indians. We object to being segregated. We suggest somewhere within a stone's throw from the Durban Borough.

1319. There is no question of segregation if that area were thrown open for Indians to occupy if they wish to. There is no compulsion about it?

There is no compulsion, but there is an inducement for Indians to go there and to make it an entirely Indian locality, and then to introduce some sort of compulsory legislation.

1320. I think your idea is a little bit in advance of the Town Council's idea?

My opinion is that the Town Council's aim is to segregate the Indians as quickly as they possibly can.

Knights of the pen like Mr. Kemp in Durban are crying for segregation.

1321. You are favourable to having the College erected outside if a suitable site can be secured?

Yes, the question was raised this morning with regard to the Indian Agreement. I would like to say a word about it. It is my personal opinion only. The Indians of this country as a whole do not look upon this Agreement in a favourable light at all. My own personal view is that it is camouflage. Under this Agreement we have lost the very little rights we had in this country, and the only redeeming feature in this Agreement is the upliftment clause, and perhaps that is the only inducement the Government has been able to offer the Indians to make them fall into line with others. The Press in India is opposed to the Agreement. I could give

you cuttings from many newspapers concerning this Agreement in unmeasured terms.

1322. What area of ground do you think would be necessary in order to carry out the idea suggested by me----- to carry out the idea of recreation grounds?

Eight or ten acres.

1323. To provide for the future?

The scheme would expand and expansion would require a little more land.

By Mr. Hollander:

1324. In the event of this College being placed, as you suggest, outside the Borough Boundary, as the training of teachers obviously entails the student teacher attending at schools and imparting tuition under the supervision of a lecturer, how would you meet the difficulty if the Training College were placed four or five miles from town?

The present site is somewhere within a stone's throw of several institutions, one of which is a girls' school adjoining practically the proposed institution. If you refer to my annexure, and especially Annexure B, you will see it is most undesirable to have an institution of this nature next to a girls' school. In regard to the future teachers of this country, if the schools are within a mile or two they will take advantage, and they will go there.

1325. If I understand correctly, the proposal of the Municipality is to appropriate the land at Cato Manor. That is some distance?

Yes, it is. It is about six or seven miles from town. It would be too far.

1326. Do you think it would be preferable to the site in Centenary Road?

One is on the score of distance, and the other is on the score of locality.

BY Mr. Nichol.

1327. In regard to the site for the proposed Training College, are you aware of the fact that the pupil teachers who will be trained there will reside on the premises, and they will go to adjoining schools to practise teaching under expert supervision. It will not be a place where teachers will go once or twice a week. They will have to live there, and will receive systematic practice in teaching at adjoining schools. From that point of view is it not desirable that the institution should be in close proximity?

Not necessarily because this institution could be made an extra-mural one. To-day the teachers come from considerable distances from the schools, in some cases six miles, to attend school. It could not be considered a hardship if they had to walk two miles every afternoon.

1328. At present they go once a week or twice a week for about an hour or so. The proposed College will be a regular institution where they will receive training in theoretical and practical work the whole time. Therefore if there is any question of their going to other places for practical work, it will interfere with the progress of the work?

It does not alter the position in the least whether it is within 10 miles or 1½ miles.

1329. In your opinion there is no necessity to locate it in close proximity to the schools?

No.

1330. Have you any experience in Training College work?

No.

Mr. Naik. A College at Ahmedabad, the P. B. Training College, is a long distance from schools.

1331. Is it an up-to-date modern institution?

No. It has been in existence for 25 years.

1332. What is in your opinion a minimum distance which should be left between an institution for boys and one for girls?

I don't like to give you any cut and dried instances.

1333. On page 29 of your statement you have suggested that boys and girls might be taught in the same building separately. In another part you say that the two institutions should be at a certain distance, the minimum distance not being specified?

My argument is that boys and girls should be taught separately, not entirely separate buildings. Where that is not possible, such as in a village, then the girls should join the boys' school. Where it is not possible to erect special buildings for a special number of the score of expense, we suggest that they be taught in the same building but in different rooms, and that the lavatories and play grounds be partitioned off. That is only where it is not possible to erect special schools for girls.

1334. One institution, with partitions and separate approaches?

Yes.

1335. In connection with girls' education you have quoted an article in your annexure, and you make the statement that the teaching of girls and boys together in London has been abandoned?

That is Mrs. Nybergh's statement, which I have adopted.

1336. Has she any purpose in publishing the conditions of education in London?

None whatever.

1337. The suggestion at the back of it is for European schools?

Yes, and the same argument applies to Indian schools.

1338. Are you aware that European boys and girls read together here in Natal?

Yes because the Government has not been able on the score of expense to provide separate schools. Take the schools in Maritzburg. I am not opposed to the younger boys being educated with the girls, but I certainly object to Indian girls of the age of 11 being taught with Indian boys. Indian girls mature at the age of 11.

By the Chairman:

1339. We have not separated the sexes on the ground of sex trouble at Durban and Maritzburg, but we have the numbers. In the country districts we have not the numbers?

I can only speak about the Indian.

1340. I was brought up in a mixed Board School, and we found that our results were rather better where the sexes were mixed. We had 33 schools, and we had some separate schools, but we found that the results were not so good in the separate schools as where they were mixed?

If you read my Annexure B you will see that it is a most undesirable thing to educate the boys and girls in the same institution. It is a question of human nature.

By Mr. Nichol:

1341. May I take it that your view in the case of European education is that a system of separate schools has been adopted.

I merely gave this instance to show that similar arguments can be used for the Indian community.

1342. Have you any authority to support the view that European education is based on a policy of separate schools?

No, except that in the towns there are separate schools.

1343. Are you aware of the fact that about 1600 or 1700 girls now attend boys' schools?

It may be so.

1344. Does not that indicate that the parents of those children are not unwilling to send them to mixed schools?

I say that the Indian should object to the mixed schools. It is opposed in the first instance to religious principles. Secondly the social system of the Indian is opposed to it.

1345. I want to know as a matter of fact, as so many girls are being educated in mixed schools, the Indian community object to sending their girls to mixed schools?

They have been compelled to send their girls to mixed schools, because no other schools have been available.

1346. On page 24 you mention that the system of compulsory primary education has failed in India. Have you any personal knowledge of the introduction of compulsion in the various Provinces of India. You generalise?

I don't generalise at all. I quoted from the very latest work on the subject, Miss Mayo's "Mother India."

1347. Is this a quotation from "Mother India"?

I got the information from "Mother India" and I think Miss Mayo is a most reliable authority.

1348. Here it is mentioned that compulsory primary education has failed in Bengal, and you say Bengal is typical of other Provinces and then you make the statement that it has failed in the whole of India. Are you aware of the fact that compulsory Primary Education Acts have been passed and are enforced in several Provinces, and that now it is being introduced in rural areas as well as in urban localities?

That is culled from the London "Times" and I take it that the correspondent of the London "Times" had ample ground for making that statement.

1349. May I put it to you that there are in the United Provinces of Agra and Oude 13 out of 43 municipalities where compulsion is enforced?

It may be so.

1350. May I put it to you that at Bombay compulsion was introduced about five years ago, and there has been an increase of 50 per cent in the number of schools and school children, and in the number of trained teachers. A novel feature has been the appointment of a lady superintendent. It is actually enforced in the town of Bombay?

Yes.

1351. In the Province of the Punjab compulsion has been systematically introduced in rural areas. It is being introduced by areas throughout the Province, and it has led to an enormous increase in the enrolment?

I have no personal knowledge.

1352. You have no personal knowledge about India?

No.

1353. All your information has been derived from "Mother India"?

Not all. I have not adopted quotations without consideration of them.

1354. Do you accept all statements given by Miss Mayo?

We are only concerned about education.

1355. As you referred to the book I wanted to know what value you attach to it?

I prefer not to give my opinion about the value of the book in other respects except to say that she is a most competent authority on several writers.

By the Chairman:

1356. How long was Miss Mayo in India?

For more than twelve months, but I cannot say exactly how long.

By Mr. Eichlu:

1357. May I put it to you that she was there for a little over three months?

She was there more than three months. I would rather not answer anything about Miss Mayo, for this reason that we are not concerned with Miss Mayo here. I have got certain information from Miss Mayo, and I have verified it from other sources. You may differ from her.

1358. What are the other sources of information?

I referred to the London "Times" and I am satisfied in accepting the London "Times".

1359. Don't you think it would have been fairer to the education of India to have referred to the official reports?

They were not available to me.

1360. You have not referred to any official sources?

No, and I consider that official sources are more or less tainted.

1361. You have mentioned about free and compulsory primary education, that you want it to be free but you don't want it to be compulsory?

yes.

1362. Are you aware of the fact that it is an accepted principle that primary education is generally free only when it is compulsory?

Free education is an education without paying any fees. Compulsory education means that you receive primary education without paying any fees, and if you don't attend the school you will be compelled, and if you don't send your children you will be sent to gaol in the event of your not being able to pay a certain fine. When the wage-earner is in gaol what is to happen to his unfortunate wife and children? Will the Government step in and provide for the wife and children while the man is in gaol?

1363. Do you know that the European who is exempt from the payment of fees is compelled to send his children to school?

Yes.

1364. You want the advantages of the European system without the disadvantages?

I know of cases where parents have been fined. I don't know whether they have been sent to gaol for not paying the fine. I am not asking to saddle the Province with a large amount, but I say leave it optional to the people, and if the number is fairly large and increases yearly then the Indian community later on may be willing that it be made compulsory.

The present economic position of the people does not justify the introduction of compulsory education.

1365. In the case of the Europeans primary education is free and compulsory. You want the advantages of the system and not the disadvantages?

I want the advantage and not the disadvantage.

By Mr. Hollander:

1366. Taking your 17 recommendations, and taking out those that we have nothing to do with - the Union Government and the Colleges and the Corporation land --- I suppose you admit it would be impossible to embrace all the 15 points right away?

I realise that.

1367. Could you enumerate in the order of preference which of your recommendations should be given precedence?

First free education should be provided for every Indian boy and girl up to Standard VI. and there should be no compulsion. Aided schools should be taken over by the Government. Mixed schools are undesirable. Separate girls' schools should be established where male infants may be taught. Indian schools and scholars should be medically examined periodically. All Indian teachers should be pensionable. Vernacular instruction should be given in private schools, and such private schools should be assisted by the authorities. Domestic science should be taught Indian girls in Indian schools. Drilling and physical culture should be introduced in all schools. Provision should also be made for carbine drilling.

1368. Is that your order of precedence?

Yes.

1369. That development should take place in the order you have indicated. That is to say, whatever money may be available for the development of education, the first lump should be directed to providing free education for boys and girls up to Standard VI. Which of those recommendations do you suggest should be started with as the first thing?

Free education.

1370. You mean that the Aided schools should be converted into Government schools, and all such schools should be made free?

Yes.

1371. You regard that as the primary necessity?

Yes.

By Mr. Kichlu:

1372. I suppose you have no objection to the girls now attending schools continuing to receive their education if the parents desire to educate them there, or do you want them to be turned away from the schools?

It would be fairly hard on the parents to take the children away from the schools, but if other schools are provided for girls I don't see where the objection would come in, because it would be in the interests of the parents themselves that the girls should not mix with the boys.

1373. On page 35 you have said "what is the goal of education unless it opens the way for the legitimate exercise of the several callings"?

Yes.

1374. In regard to primary education, is it your view that its aim is to train people for various avocations?

That is the end in view.

1375. It is not the development of their faculties and general intelligence, but to train them for the various callings of life?

It necessarily follows. You bring a boy up to Standard VII and then he can go on to technical instruction or the Classics. Education does not necessarily mean to learn how to read and write, but the intellectual development of a boy.

1376. I want to know whether primary training and vocational training are synonymous?

Not necessarily synonymous. Primary education branches off to the vocational. The Apprenticeship Act, for instance, provides that a boy must pass Standard VI before he can be apprenticed.

1377. Have any of the people you are representing specialised in the work of education?

Mr Paul has specialised in education for the last 25 years.

1378. He is a retired Civil Servant?

Interested in education.

1379. Was he a member of the Educational service?

No, he was in the Judicial Department, in the Law Courts.

1380. What educational experience has he had?

Not as a teacher, but as one interested in education.

1381. As an amateur?

As an experienced man, and as a father, and my friend Mr Waldo has been a teacher for ten years in Bombay.

L.J. HARRIS (Booi Kopje) is called, and is examined as follows:-

By the Chairman:

1332. Will you read your statement?

The following statement is read by Mr. Harris:-

"I am headteacher of St. Thomas' Government Aided Indian school at Booi Kopje, near Durban. My school was built by the Trappist Mission of Pinetown, originally at its own cost but later additions and improvements were partly paid for by the parents of the children attending the school. About three years ago a portion of the building was condemned as being unsuitable for school purposes. My roll was then 136 and it was reduced to 90, and all children in excess of that number had to be dismissed. The staff of five teachers had also to be reduced to two. Alterations and additions costing £130 were carried out and when the new building was sanctioned for a grant another classroom which had been in receipt of a grant all along was condemned, so that after the expenditure of nearly £200, the school was not placed in a better position. The bulk of the cost of the above alterations was paid for from the school fees which had been allowed to accumulate. My present school building of wood and iron is in a very bad state of disrepair. Since the dismissal of teachers and children referred to above, my school has been seriously disorganised and it has been impossible to carry out my work efficiently. I have 124 children now on the roll and 2 assistants (one uncertificated). The classes are distributed as follows:-

Headteachers: Standards II, III and IV

1st. Assistant: Classes I and II (Nearly 60 children)

2nd. Assistant (Uncertificated) Classes III and Standard I.

The average grant received per annum is about £250 - this amount is just sufficient for a properly qualified headteacher. The present grant is totally inadequate and until it is raised substantially the aided schools can never be placed on a sound and healthy footing. The suggestion already by others that the grant should be pooled is not a feasible one. My proposal in this connection is that there should be fluctuating scale of grants, these being paid according to the number of children on each school. Thus schools with a large roll will receive less per child than schools with a small roll. The average minimum grant should not be below £4. There are many unsatisfactory features about Aided schools but most of these would automatically disappear should the grant be raised. Uniformity in these schools can be secured by the convening of a meeting of all grantees, representatives of the Education Department and representatives of the Natal Indian Teachers' Society, where matters could be discussed fully and thoroughly. I feel that we have two problems facing us. One is the improvement of existing schools which are admittedly far from satisfactory, but the other problem in my opinion is far more serious, that is, the opening up of facilities for those children who are at present receiving no education. I would welcome all schools being converted into Government schools, but appreciating the difficulties such a step would involve if attempted immediately, I feel first that the existing schools should be encouraged and placed on a sound basis. Secondly, new schools should be opened wherever needed, and then a commencement made to convert Government aided schools into Government schools. To encourage extensions and building of new schools a generous grant should be paid. In the evidence that has been led up to now by different people there

(439)

has been a good deal of criticism. I would like to take this opportunity of placing on record what teachers and parents feel about this matter. As a teacher I can safely say that Indian schools have been most efficiently managed on the very small subsidy of £5. 5. 0. Comparing this subsidy with the amount paid for Europeans, I am surprised at what is being achieved in Indian schools and the greatest credit is due to the Superintendent of education and to his Inspectors. As for the Inspectors, particularly those on the Coast, I feel that a motor car should be placed at their disposal to lighten their work. The schools they control are very widely scattered and the expenditure on the cost of a car would be amply repaid by better supervision. I feel that the thanks of the community are due to the Superintendent and his staff of Inspectors for what they have achieved with the limited resources at their disposal. In conclusion gentlemen I have a few remarks to make. I am an ex-service man with nearly three years' service to my credit. I think I am entitled to claim that I am a South African. I am a married man with children. The salary I receive, £13 a month, is hardly worth the years of training and study I have put in and I feel I would have been better off as a common labourer who earns more. For my children I think I am entitled to claim that no facilities should be denied them to expand and develop to the very fullest and highest.")

H. TANDRE (Greenwood Park) is called, and is examined

as follows:-

By the Chairman:

1333. Will you read your statement?

(The following statement is read:-

"The Greenwood Park Government Aided Indian school is the only school that is in existence in the District. This school was established in the year 1913. The land and the school building belong to Indian residents. From its inception to 1922 the school was maintained by contributions from the Indian residents of the district. In the year 1922 application was made to the Administration for a grant, but it was refused. Subsequently application was again made with an offer by the Community to renovate, equip and hand over the building to the Department free of rent. To this the Administration agreed and the school was converted into a Government Aided school. Then the capacity of the school provided for an accommodation of 40 children, but since then the residents, at their own expense, extended the building so as to accommodate 179 children. The school is 1½ miles from the Greenwood Park Railway Station, 3½ miles from the Jageni Government Indian school and about 3 miles from the Red Hill Government Aided school. The school is being attended by children from farms in the district. There is an estate close by where there are over 200 children who are denied schooling for lack of accommodation. Numerous applications for admission from this centre and from the extreme end of Sea Cove Lake were refused for lack of accommodation. The school is staffed with two teachers. The residents and teachers strongly feel that in view of the fact that the district is a growing one, and in regard to the number of children

(441)

growing up in absolute illiteracy, the establishment of a Government school is most necessary and essential in the interests of the neglected children and the Community as a whole.")

1334. Whose estate is this near by?

Birmingham Estate.

1335. Are they growing sugar?

Yes.

1336. Don't they do anything to help you?

I have not approached them.

MESSRS. M.M. LAKHI, WALKER and G.G.VANMALI are called,

and are examined as follows:-

By the Chairman:

137. Will you read your statement?

(The following statement was read by Mr. Walker:-

"The Greytown Indian Community school was started in 1917 with between 30 - 40 children. For some three years funds to carry on were subscribed by parents as best they could afford when Government assisted and continued to do so up to 1922 when there were from 70 to 80 scholars. From 1922 to 1926 the children of the poor classes were let run wild on the streets, taking no learning. Two private schools were then started by those who could afford it, which absorbed 13 to 20 of the total. In November 1926 a fresh effort was made with 90 pupils and a new school successfully launched, mainly by subscriptions of Indian merchants of the town and country assisted in a small way by a few European sympathisers. The Trustees of the Hindu Congregation placed at the disposal of the newly formed school Advisory Board a room 27 feet by 17 feet, having four windows and two doors, 10 feet from floor to ceiling. This to-day is accommodating 73 children, and for lack of space 13 applicants have had to be turned away. The providing of funds to carry on the work has been and is a great strain on the souls which go to make up our community. One Teacher only can be afforded - a glance through the table below will clearly indicate how very difficult it is, no matter how willing the teacher may be, to carry on efficiently:-

Class 1 has 19 children: Standard I has 10 children.

"	2	"	12	"	"	2	"	4	"
"	3	"	13	"	"	3	"	4	"
					"	4	"	6	"

The following subjects are taught:-

Arithmetic	Reading	Transcription
English Grammar	Dictation	Nature study
History	Geography	Recitation
Drawing	Manual (Clay modelling)	Hygiene or Moral

After school hours children who desire take Hindustani - the subject is not compulsory - a few only are attending. There is a demand for the teaching of Afrikaans, but no facilities at present exist to give this. In general the tone of the school is very bright indeed, there being an earnest desire to learn right through. The average attendance over the last session is shown as 53, the absentees being principally the younger ones. From the foregoing it will be observed considering everything, that the community are inspired by the spirit of self-help, but the time has now arrived when outside assistance must be sought and obtained. Naturally it is to the Government our faces are turned. We pay our taxes, licences, and the various dues, and, beyond Police protection get nothing in return. We are thankful of the many deserving calls made upon the Educational Vote and are prepared to shoulder a portion of the initial expense of establishing a suitably built school, designed on exactly the same lines as the European schools, which plans have received the mark of approval of the Municipality who, as a Corporate body, have set aside for the purposes of Indian educational establishment, three acres of ground almost in the centre of the portion of the town occupied by the Indians. The Council have assented to this alienation of ground, and to show our earnest desire in this matter we have now completed the fencing and are about to plant trees. There then remains the building referred to above.

This we, the Indian community, are prepared to build under the oversight of the Corporation officials, furnished and completed for occupation, handing over to the Education Department, asking only that the Government maintain the Institution as a State school, asking but one stipulation—that is, that education be made compulsory; those who cannot afford the fees must be given free schooling. Can we show our willingness to assist the Government more clearly than we have done? We do realise our obligations to the only country 75 per cent. of us know as homeland. We do realise the enormous possibilities of the mother earth beneath us and wish to utilise a portion of the ground set aside for us for the teaching of practical gardening to those boys within two years of completing their schooling. For the girls we are anxious that they should be given an opportunity of being taught needlework and the cutting out and making of clothes; these branches of learning will be encouraged outside school routine if such be not acceptable to the authorities. During this period of the youths' and girls' training the Health Department of our Corporation have intimated their desire to give attention to the familiarising of the pupils in matters of hygiene and sanitation and so lay the foundation of a better understanding in this direction which we realise is one of the greatest objections the European community have to our occupation of urban areas. Closing, we feel it would greatly relieve the teaching staff of the above outlined school, if up to the age of six, children could be taken in religious instruction at the same time being taught the rudiments of spelling and writing by their own religious teachers at their temples or Mosques annexes, a small grant being made to these (there would be two) men of religion. The child would then walk into class with something to make a start on and have the valuable time of the professional teacher.")

Mr. Walker, continuing: There is a suggestion made by the Advisory Board that when children start school at the age of six it is a great strain on the teaching staff to teach them the rudiments. There seems to be a feeling-----

1383. We get no grant from the Government for children under 7?

The parents, seem to wish that before the children get to the teacher, up to six years of age, they should receive religious instruction. If you could induce the Union Government to help, or if the Provincial Government will consider, a small subsidy is desirable to teach these children the rudiments. The child would then walk into a school from his religious teaching with the rudiments of education.

1389. It is a big question, supporting religion?

It is not supporting religion.

1390. It is not within our terms of reference?

I don't feel it would relieve the elementary teaching staff.

1391. Where is this site you propose to build on?

It is practically in the centre of the Indian quarter.

1392. The old school we had there, is it not standing empty?

That is where the master lives, and the spare rooms are used for a carpenter's shop and a hall is used for a cadet room.

(446)

1393. The site is central?

It is.

1394. But the site you propose is satisfactory?

Yes, it is in their own quarter.

1395. What you want when this school is built is that the Department should take it over and run it as a Government school?

Yes, we have assured an attendance 120-children.

By Mr. Nichol:

1396. Are there any girls coming to this school?

Yes.

1397. There is no objection of the part of the parents to send little girls to the school to be along with the boys?

No.

(447)

M. CHITTOOR and M. B. SETHASAY MAHARAJ are called and are
examined as follows:-

By the Chairman:

1393. Will you read your statement?

(The following statement is read:-

"We, the Chairman and Secretary of the Manning's Place Landowners' and Residents' Association, respectfully beg to bring to your notice the serious and appalling condition of school-going children in the area between Writzburg Road, Wandlea Road, Sparks Road and Ridge Road, comprising the following places known as Manning's Place, Essadene, Overport estate, part of Myville and Sanyay's Estate where there are no schools and the children loiter about doing mischief. The school-going children in this area are approximately over 2,000; most of them go to school away from this area, but a fairly large number, say six to seven hundred, get no schooling whatever owing to the absence of schools in this area and want of accommodation at the district schools. The parents of those children, with few exceptions, belong to the labouring class originally brought into the Country under indenture. The population is so poor that it cannot afford to build and maintain schools and the inevitable consequences are that the children are growing up in ignorance and illiteracy. A large free and compulsory school in the centre of this area, that is at Manning's Place, will be of great benefit to these poor children. The parents pay their rates and taxes and feel grieved at the absence of facilities for educating their children. The present Government Aided schools which are two

(449)

in number, are at the extreme ends of this area and have no accommodation for new pupils. It is trusted that you may give favourable consideration to the extreme necessity of the establishment of a Government school in the area in order that the children there may have the opportunity of being restored from ignorance to civilisation."

Mr. Maharaj: Apart from this I wish to bring to your notice something with regard to the missionaries who are grantees of different aided schools. To-day the non-Christian Indians are not employed in these Aided schools by the missionaries who are grantees. To-morrow when the College turns out trained teachers, if they are non-Christian they will not find any vacancies in the Aided schools. I suggest that the staffing of these aided schools should be in the hands of the Government, or in the hands of somebody who is not prejudiced in that way.

(The Committee adjourns)

THURSDAY April 19, 1923.

COL. F. W. FAYON is called, and is examined as follows:-

By the Chairman:

1399. What evidence have you to give on this matter of Indian Education?

I am a member of the Victoria-Britainburg Education Advisory Board, and have been for five years. I consulted the Chairman of the Board, and he concurs in most of my views, but I am not authorised to speak on behalf of the Board. The Indian was imported to this country as a labourer. The condition was clearly laid down that he had to re-indenture or pay £3 per annum. Up to Union the only amount voted for Indian education was £5,000 or less. It was not the tremendous burden it is to-day. If the Indians require higher education they should pay for it. The people of Natal should not be taxed for privileges granted by the Union Government. If the Union Government wish the Indians to have higher education the Union Government should pay for it. If the Europeans are to remain the dominant race they must be educated better than the coloured people. If the coloured people are better educated than the Europeans then the Europeans will cease to be the ruling race, and that will not be to the interests of the coloured people themselves. In this matter I am reminded of a remark made by the English farmers when they visited Zululand. They said they could not understand why the Government enforced education on the natives when the natives were so happy in their natural state. I have held the position of Magistrate in up-country districts and at Verulam, Stanger and Gaziano, all big Indian centres, and 30 years ago the Indian was uneducated and perfectly happy. Education has caused dissatisfaction which is not in the

interests of the Empire. As the Union Government has granted these rights and privileges to Indians they should pay for them, and the people of Natal should not be taxed.

By Mr. Preterius:

1400. Do you suggest that a special tax or a separate tax be imposed on the Indians to pay for their own education on the same lines as the native taxation to-day. The Natives are taxed by the Union Government, and the resultant amount derived goes into a fund which is utilized for the betterment and the education of the natives. Would you suggest a tax of that sort?

I consider that the native has been very unjustly treated as compared with the Indian. Every native is taxed £1 per year, and I certainly think that if the Indian wants to have his children educated he should pay for it. I am entirely opposed to free education for Europeans, because it benefits the townspeople and not the country people.

1401. You would not suggest a special tax being placed on the Indians?

Yes, but the Indians should not pay a less tax than the Native pays.

By Mr. Acutt:

1402. I suppose you realise that even if the Union Government did contribute towards the increased cost of Indian education the money really comes from the European population?

I fully realise that.

1403. In view of that, would it not be preferable to have a separate tax on the Indians in order to provide the funds for increased education?

It is the duty of a parent to educate his children

1404. You would not advocate a special tax on Indians in the same way that Indians are taxed to provide for their own education?

The Indians should pay a special tax. I think we should look to the employment of our own people, and I think that in all big Indian schools the senior teacher or master should be a European.

By Mr. Clarkson:

1405. Do you think that to-day, in 1901, we should not give Indians increased facilities for education?

You can educate them up to the third V, but anything higher they should pay for.

1406. You don't want the provinces to find any extra money that may be necessary to give them that education?

No.

1407. You know the Indians are taxed at the present moment?

Indirectly.

1408. Directly too?

No one getting less than 2000.

1409. Most of them have cows and cars and motor cars?

Yes, they get pleasure out of motor cars.

By the Chairman:

1410. Is it not your experience as a Magistrate that the farmer very largely pays the Native tax when the Native is a squatter on his farm?

Yes, very greatly, and he gets it back if he can.

1411. If there was a tax on Indians it would really fall on the European employer?

(452)

Yes, but he relies upon getting the labour.

1412. They get it back?

Yes.

1413. So that any special taxation imposed would not be a burden on the poorer man. It would really come upon the employer?

Yes, and the Government have been very hussans in granting exemptions. I remember numerous cases of exemptions.

U.S. COUNTY (Ugendi) is called, and is examined as follows:-

By the Chairman:

1314. Will you read your statement?

(The following statement is read:-

"I represent the Indian community of the Ugendi Village and District. I have been resident in these parts for the last 20 years. Within a radius of two miles there are nearly 2,000 Indian houses in my district, in fact it is one of the thickly populated districts consisting of poor class Indians who are employed in Durban in various industries and trades. There is only one Government Indian school, wherein 195 children are on the roll, and the average attendance at this school is 130. As far as I know since 1916 the accommodation at the school has been full and hundreds of children have been refused admission and have thereby been deprived of education. In 1920 I applied for the admission of my two children; this was refused and in that particular year about 200 children were refused admission. To remedy this scandalous neglect by the State of its duties, the poor Indians of the district commenced a private school of their own which is being carried on by public subscription. Ever since 1913 I understand the Headmaster of the Government school has asked that the school building be extended, but as usual with things Indian, this has been ignored. The Indian population is one that produces and is not of the parasitical type and have contributed to the prosperity of this Province and they pay their share of taxation of Licensing Fees, Transfer Duties, Labor Taxation, Dog taxes, Fisheries Licenses, Personal Tax, Poll Tax, and etc, and as part of these monies are used for European education besides

(424)

the Union subsidy, it is nothing but because the Indian is not represented in the Provincial Council that he is being done out of his legitimate share of expenditure on his children's education; in fact, monies are being misapplied out of the subsidy received from the Union Government for Indian education because a capital grant of \$5.50 is received from the Union Treasury and only a capital grant of \$2.12.0 is granted to the Government Indian Aided schools. I am of the opinion that new Government ~~xxxxxxx~~ schools should be erected at Sea Coy Lake, and Prospect Hall and that the Ungeni school should be extended to provide more accommodation.")

PURITANAMMAL, S.V.S.IL. S., M. A. CHRISTOPHER

SURESH CHANDRAN, V.S.C.PATHAN, A.I.HAJEE

and P.R.PATHAN, are called, and are examined as follows:-

By the Chairman

1415. Who do you represent?

V.S.C.Pathan: We represent the Indian Congress of Natal. We have headquarters in Durban, and branches all over the Province. We have 1200 members who pay subscriptions.

A. Christophers: We have the South African Indian Congress, which has branches throughout South Africa. In addition I may say that our membership is based on two groups. Those who pay subscriptions participate when it comes to election of officials, but when it comes to any matter of a social character, welfare, politics or education then every Indian by the mere fact of his being Indian is entitled to participate and vote upon the matter in open meeting. No one is excluded. We found it necessary to have a membership by subscription so that the body would be workable, but every Indian has an equal right with those who pay.

1416. Are you connected with the South African Federation?

I happen to be the President for the moment of the South African Congress. We have a Provincial Congress of which Mr. Mustoojee is President.

V.S.C.Pathan: We have no connection with the South African Federation.

S. Mustoojee: Mr. Nicholas and others represent the Federation.

1417. Will you read your statement?

(The following statement, and a supplementary statement are read:-

STATEMENT SUBMITTED BY THE NATAL INDIAN CONGRESS AS
REPRESENTING THE INDIAN COMMUNITY OF NATAL, TO THE
INDIAN EDUCATION ENQUIRY COMMITTEE APPOINTED BY THE
PROVINCIAL COUNCIL OF NATAL TO INQUIRE INTO AND REPORT
UPON THE QUESTIONS OF EDUCATION OF INDIAN CHILDREN,
IN TERMS OF THE INDO-UNION AGREEMENT ARRIVED AT
BETWEEN THE UNION GOVERNMENT AND THE GOVERNMENT OF INDIA.

To

The Chairman and Members of the Indian Education
Enquiry Committee, Natal.

Sirs,

We, the undersigned officials of the Natal Indian Congress,
a body which represents the Indian Community of Natal, venture
to submit to you a statement of our observations and requirements
in connection with Indian education in Natal.

We beg to tender our respectful thanks to the Provincial
Administration for the appointment of this Committee which, we
trust, would give its due and earnest consideration to our
representations.

HISTORICAL.

It would be well nigh impossible to understand the situation
obtaining within the Province of Natal a right unless the past be
in a measure understood. We would therefore crave leave to
briefly trace the history of Indian settlement in this part of
South Africa.

In response to a prayer by the Durban Corporation, to the
then Governor of the Cape, Indian labourers first landed in Natal

/on...

on the 16th day of November 1860 under indenture which continued for about six years and then stopped for a time, the reasons for which need not be entered into here. It restarted in 1874 and continued without interruption until the year 1911 when it finally ceased. Indian traders from Mauritius and thereafter from India came in their wake to serve the material wants of the community. In 1866, the Indian population numbered about 5,000 and in 1921 when the last census was taken, the number was 138,302 and it is estimated that the population to-day would be about 142,000. It is an incontrovertible fact that but for the introduction of Indian labour, Natal would hardly ever have experienced her undoubted prosperity and progress of the present day. The name of the "Garden Colony" has been gained for the Natal Province to a large extent by the labour and industry of the Indians.

It devolves upon us to analyse briefly the position of Indian education as existed during the early days of Indian settlement and how the powers that be, paid scant attention to the needs of the Community in this direction.

Legislation was only brought in the year 1879 by the promulgation of Law No.20 of 1878 entitled "To provide for the promotion of Education among the Children of the Indian Immigrant Population in the Colony of Natal" which created a Board of Education consisting of five persons, one of whom was the Protector of Indian Immigrants, which was to establish and maintain schools throughout Natal for the education of Indian children. The only schools under the control of the Protector of Indian Immigrants were :

- (1) Victoria Street Elementary,
- (2) Railway School known as N.G.R. School,
- (3) Umgeni Indian School.

• /The...

The late Mr. Colepepper, one of the clerks in the office of the Protector of Indian Immigrants, was appointed as an Inspector of these schools which were latterly known as Government Indian Schools.

Subsequently schools under the aegis of the missionary bodies such as the Church of England, Wesleyan and Roman Catholic, were started in many parts of Natal. The last named opened one in Durban and one in Pietermaritzburg though the latter was not exclusively for Indian children; the first named opened one at Tongaat and another in Stanger, whereas the Wesleyan Mission opened schools at the following places on the North Coast, namely, Ottawa, Blackburn, Verulam and Tongaat.

So far as the Wesleyan Schools were concerned, they received certain grants from the Protector of Indian Immigrants and depended to a very great extent on contributions from European sympathisers; the Church of England schools relied to an even greater degree on voluntary contributions from their European wellwishers and on Mission Funds.

Some time later, the Indian schools were brought under two heads, namely, Government and Government-aided Schools.

Prior to Law No.20 of 1878, a law was passed the previous year (Law No.15 of 1877) entitled "to make better provision for Primary or Elementary Education in the Colony of Natal" which provided for the establishment of a Board or Council of Education and for the establishment and maintenance of certain schools as Model Primary Schools and for the establishment, maintenance and support and aid of other schools affording Elementary or Primary Education and otherwise for the promotion of Primary and Elementary Education in the Colony of Natal. Law 16 of 1877 provided for the promotion of Higher Education

/and...

and Law 4 of 1880 defined the meaning of the term "Primary Schools" as schools in which Elementary Education was the principal part of the education.

Law 5 of 1894 repealed Law 20 of 1878 which provided for Indian Education and vested the powers of the Council of Education in the Governor-in-Council.

That Law further provided that the Indian schools created and maintained under the repealed Law No.20 of 1878, shall be deemed to be schools created and maintained under it.

Up to the year 1899, the public schools of the Province were open to all, without any distinction whatever as to race. In that year, Sir Henry Bale, who was the then Attorney-General and Minister of Education, with a view to carrying on the Colour Policy of the Government of the day, stopped Indian children from going to the Public Schools attended by European children, and created a Higher Grade Indian School in Durban for those Indian children whose parents were able and willing to pay the required school fees and conform to European habits and customs. Whilst the Indian Community did not willingly consent to this, yet in order not to embarrass the Government by insisting upon Indian children attending schools where European children were taught, it acquiesced in the position and patronised the Higher Grade School, which was, as promised, on exactly the same terms as the ordinary schools of the Province as regards fees, staff, curriculum and discipline. The girls were not affected by the new scheme, but continued to go to the ordinary schools as usual, until in August 1905, when they, with the Indian infants, were dismissed and provision made for them in the Higher Grade Indian School. Soon after, the girls were dismissed, but owing to a strong protest from
/the...

the community these pupils were re-admitted and taught as before, separately by a competent lady-teacher. About six months afterwards, a new Assistant Inspector of Schools was appointed and he dismissed all the infants and insisted upon the senior boys and girls being taught together with the result that the number of girls attending the school coming down to almost nil. Shortly after this, the vote on Indian Education in the Higher Grade School was reduced and children above the age of 14 were dismissed but were re-admitted a few months after owing to a protest from the Indian Community which threatened to apply for an interdict in the Supreme Court, only to be re-dismissed a few months after, the Government in the interim being strengthened by the issue of a series of Regulations under the Education Act of 1894.

Just to show you in what a perilous state Indian Education was after nearly half a century after the introduction of Indians into the Province, we beg to quote from the findings of an Education Commission appointed in the year 1909 by the late Natal Government. Mr. R. D. Clark, M.A., presided over this Commission which reported as follows : "Though this matter is not specifically mentioned in the order of reference, the Commission feels bound to call attention to the grave disabilities under which the Indians of Natal are placed as regards education. Our Indian population which exceeds that of the European colonists, may be divided into three :

- (a) Indians under indenture,
- (b) Free Indians,
- (c) The so-called Arab merchants of Mohammedan Faith, Traders.

For the children of class (a) save in the case of one or two planters only, no educational provision is made whatever and

/the...

the Commission is of opinion that it should be made compulsory on the holder of any Estate, where there are twenty or more children of indentured employees between the ages of five and twelve to supply them with elementary education at the employees' cost, preferably by teachers of their own nationality, who would act at a much lower salary than a European teacher could afford to do. The Commission feels bound to express its regret that while the large employers derive great benefit from the services of Indians, these employers show themselves so calous in regard to the future of the children of their servants and so little alive to the future interest of the Colony on the score of the little expense.

(b) With regard to the children of Free Indians, the Commission will recommend that in districts in which this class of our population is most congested, Government Primary Schools should be established. The contributions of this class of citizens to the revenue entitle them as our fellow subjects to the elementary education at least.

(c) As regards the children of Mohammedan Traders who generally live in towns, the educational facilities already provided seem to the Commission to be adequate, while those who live in the country, if Primary Schools are established as already proposed, such children would be provided for."

Having given you a brief history of Indian Settlement and a survey of the condition of Indian education as existed in the early days, we will now deal with the question as it exists to-day both generally and with particular reference to the undermentioned aspects as far as the subjects lie within the scope of the Natal Provincial Administration.

THE EXISTING FACILITIES AS A WHOLE
IN TOWN AND COUNTRY AREAS.

1. GOVERNMENT AND GOVERNMENT AIDED SCHOOLS :

There are nine Government Schools which are as follows :

Carlisle Street Durban

Depot Road Durban

Mitchell Crescent

York Road Maritzburg

Estcourt

Ladysmith

Dundee

Umgeni

Stanger

There are 1858 boys and 153 girls making a total of 2011 children studying in these schools.

The highest standard taught is Standard X in the Carlisle Street School Durban where a pupil can study up to the matriculation.

There are 44 Primary Schools aided by Government, of which 21 are controlled by the Missionary bodies.

Altogether there are 9934 pupils taught in both Government and Government Aided schools.

There are no Government schools exclusively for girls in Natal. The only girls' schools which are three in number, are conducted by the Wesleyan Mission and the Church of England. The former has one in Centenary Road, Durban, where there are 336 children studying and another in Tongaat where there are 45 girls and 12 boys of infant class, and the latter has one school at Sydenham where 156 girls are taught.

The gradual increase in the number of girls in the

/Government...

Government and Government-aided Indian Schools for the past few years shows a keen desire on the part of the Indian parents to educate their daughters equally with their sons.

As a Community forming part of the permanent population of Natal and having to fit ourselves in the body politic of this Country and share its burdens equally with the other Communities, as citizens of a Common State, we irresistably feel that equal facilities as are enjoyed by the European Community of this Province should be granted to us to improve our conditions in life, and in this regard we firmly but respectfully urge that free and compulsory Primary Education be extended to Indian children at the earliest opportunity.

Realising however that our aim and object cannot be achieved immediately owing to the financial resources of the Province we venture to suggest the following improvements in the present system of Indian Education in this Province.

While being deeply indebted for the great good and noble work that have been done by the Missionary bodies which have been the pioneers of English Education among Indians in Natal, we feel strongly that the Aided schools conducted by them in their present condition are so badly housed and equipped that the time has arrived when the whole basis of the grants-in-aid system be revised in order to provide more funds to improve and place them on a sound footing.

It is an admitted fact that Government Schools are more efficient and the education imparted therein is of a better type than that imparted in the Government-aided schools. The reason for this is not far to seek as the Aided schools suffer from the want of efficient teachers, better equipment, accommodation, discipline &c., due to the poor aid given to them.

/In...

In view of this fact we urge that apart from new schools being built and controlled by Government in the localities where there are no Government schools, some of the Aided schools be taken over by the Government immediately, and others be converted gradually as circumstances permit, in order that the number of Government Schools be increased so that in every important centre there is at least one Government School. By way of comparison, we may state that there are some 160 Government Schools for Europeans and only 32 Aided Schools, while the Indians have only 9 Government Schools and 44 Aided Schools.

Facilities should also be provided in all Government Schools for pupils to be taught up to Standards 10.

As in the case of the Europeans separate schools for girls who have attained puberty, should be created, in the large centres like Durban and Maritzburg Girls' Schools from the Infant Class upwards under Government Control should be opened and that apart from teaching up to Standard 10, Domestic Science should also be taught.

2. ACCOMMODATION :

The great majority of the buildings wherein the Aided school children are taught is constructed of wood and iron and of wattle and daub, poorly ventilated with insufficiency of light badly equipped and with no proper sanitary arrangements. Most of these buildings are in a state of disrepair having been built in some cases by public subscription raised locally and in other cases by means of loans raised by the Grantees which are subsequently repaid out of fees and grants-in-aid.

We maintain that the present schools in the Province are far from being sufficient to supply the needs of the Community.

/There...

There are about 32,000 children of school going age out of which only about 9,900 are receiving tuition. The accommodation available in the schools in Durban and other large centres are all taxed to the utmost with the result that many hundreds of children have been refused admission.

The building of schools by private individuals or local Committees in the districts where there are fair numbers of children should be encouraged on the £ to £ basis on capital expenditure and grants-in-aid for maintenance extended to them and ultimately to be taken over by Government.

THE CONDITION OF SERVICE OF INDIAN TEACHERS IN GOVERNMENT AND GOVERNMENT-AIDED SCHOOLS INCLUDING SALARY, PROMOTION, DISCIPLINE AND PENSION.

The condition of service of Indian teachers is very grave. In the Aided-schools some teachers are expected to serve for a paltry sum of one pound a month, with the result that the quality of teaching is very poor.

We beg to refer to a letter recently written by the Principal of the Fort Hare College in which he says : "If I may be allowed to state my general impression of the Indian Students, I should say that while they seem to me to be of average ability, they are generally weaker in their preparation than any other single group that comes to Fort Hare."

Since the Community has accepted the principle of equal work for equal pay there should be a uniform scale of salaries graded according to qualifications applicable to all teachers whether they are European or Indian. We submit that in this respect the Union and Provincial Governments might put this principle into practice in furtherance of the Capetown Agreement, and thus give a lead to the Country.

While the European Teachers, whether in Government or /Government-aided...

Government-aided schools are entitled to pension, the Indian teachers should also enjoy this privilege, but at the present time only Indian Teachers in the Government Schools come under the pension scheme. In only two cases teachers in the aided schools who have served for periods of 34 years and 38 years respectively received a small gratuity of £25 each but this was given purely as a matter of grace.

THE PRESENT SYSTEM OF PROVINCIAL GRANTS-IN-AID AND ANY CHANGES WHICH MAY BE CONSIDERED TO BE NECESSARY.

The first record of a fixed grant was in or about the year 1904 when a sum of £1. 10. 0. per capita on average attendance was paid to the Aided schools. This was subsequently increased to £2. 10. 0. per capita on average attendance for children above the age of six years.

The rate of subsidy received by the Provincial Administration from the Union Government for Indian as well as Coloured children is £5. 5. 0. per child. For European children a subsidy of £16. 17. 6. per child is provided. The total amount of subsidy received and the total amount spent on Education will show that while in the case of European and Coloured children the Provincial Government is spending a large sum of about £50,000 per annum from its own resources, in the case of Indian children the Government is not spending even the amount it receives as subsidy in respect of those children. It is not only necessary that the whole amount of subsidy received in respect of the Indian children should be spent on their education but in addition to this, the Provincial Government should provide a substantial amount from its own resources as it does for European and Coloured children.

The large amount that has been saved from the Union Subsidy for Indian Education for a good number of years could now be
/utilised...

utilised for Capital Expenditure such as building of new schools where necessary.

With regard to the grant of £2. 10. 0. per child in the Aided Schools, this is indeed inadequate and does not admit of the schools being conducted on suitable lines. It is very necessary that the amount of grants-in-aid should be raised sufficiently to enable the schools being properly staffed and equipped and salaries paid at an adequate rate.

THE FINANCIAL BASIS OF INDIAN EDUCATION HAVING REGARD TO THE RESOURCES OF THE PROVINCE, THE VARIOUS DEMANDS UPON THEM AND THE ADEQUACY OR OTHERWISE OF THE EXISTING UNION GOVERNMENT SUBSIDIES IN SO FAR AS THEY AFFECT INDIAN EDUCATION.

We are conscious of the fact that the improvements we have suggested would entail further expenditure but it is the duty of the State to devise ways and means to meet such expenditure as it has done in the case of European and Coloured Education.

We may here state, that the Indian Community bears its share of general taxation both Provincial and Union, equally, if not more, with the other Communities. Apart from this the Community has to bear taxes that specially affect it, such as foodstuffs and other merchandise that come from India proper and a sum of £63,700 was paid as Custom dues in the year 1926 for such goods that came into the Harbour of Durban alone. The amount that is contributed to the Provincial Exchequer is by no means small, as it is estimated that the wheel tax and revenue from the registration of motor and other vehicles derived from the Community amounts to a sum of £28,000 per annum apart from the revenue from trade licences which is approximately £35,000 per annum. Notwithstanding the poverty

/that...

that exists among the rank and file of the Indian Community, the Personal Tax in 1926 was well and loyally paid by the Indians.

We also beg to point out that the subsidy by the Union Government was fixed before the Capetown Agreement was arrived at by the Union and the Indian Governments. The Union Government has by that Agreement laid down the principle that it is the duty of every civilised Government to devise ways and means and to take all possible steps for the uplifting of every section of their permanent population to the full extent of their capacity and opportunities and accepted the view that in the provision of Educational and other facilities the considerable number of Indians who will remain part of the permanent population should not be allowed to lag behind any other sections of the people. In view of this declaration it is only right and proper for the Union Government to increase the present subsidy to such a figure as would enable the Provincial Government together with a contribution from its own resources to carry out such improvements which would be the means of uplifting the Indian Community as contemplated by the Capetown Agreement.

GENERAL.

We wish to state that the medium of instruction shall always be in English.

As a first step towards the extension of free and compulsory education, we request that the fees levied in all the primary schools be abolished. The amount involved is very small and the step would be an incentive to the poorer section of the Indian Community to send their children to School.

Indian children should be encouraged by opening the

/Government...

Government Bursaries to them, so that promising students can proceed to Durban or such other centres for Higher Education.

While we are afforded an opportunity to discuss the question of Indian Education, we venture to submit certain other needs of the Indian Community which are equally essential for their upliftment and advancement and in this respect we beg to mention the following :-

(1) Vernacular Education.

We commend the following resolution in so far as it relates to Vernacular Education, passed at the eighth session of the South African Indian Congress, to which our Congress is affiliated, held at Kimberley on the 2nd 3rd 4th and 5th January last, viz :

"That this Conference of the South African Indian Congress assembled in Kimberley while expressing its satisfaction at the appointment of an Education Enquiry Commission by the Provincial Council of Natal to enquire into Indian Education regrets the non-inclusion of one or two educational experts on the personnel of the said Commission and requests that during its investigation on Indian Education in Natal, the Commission will give consideration to the question of including vernacular education as an optional subject in the curriculum in Government or Government-aided Indian Schools or in the alternative to extend the system of grants-in-aid to vernacular schools conducted on approved lines. This Conference further begs to point out that it is the desire of the Indian Community that the Government be approached to enquire into the present educational system as affecting the Indian Communities in the Cape and the Transvaal Provinces, and further requests the Union Government that the pressing requirements of the Community in the direction of providing

/free...

free and compulsory primary education, also technical, industrial and agricultural training of Indian youths will receive consideration."

In view of the fact that European children are allowed to take up as an optional or extra subject the learning of any of the modern European languages such as, French or German, it is the desire of the Indian Community that Indian children should be given the opportunity to learn the modern Indian languages such as Gujarati, Tamil or Hindi, whichever is chosen by the child itself.

While discussing this subject we beg to mention that there are some 50 schools throughout the Province run by either private individuals, Committees or religious bodies, wherein religious and/or vernacular education is imparted to the children. Some of these schools also teach English to a limited extent. It is proposed that where English forms part of the curriculum and the requirements of the Department such as accommodation, equipment and competency of the teachers are met, grants-in-aid on the basis given to the English Schools, should be extended to these Schools. This system is in vogue in the Cape Province and would encourage these Schools to take in a good number of children who are now without any education.

PHYSICAL CULTURE.

No facilities are provided for Indian children in this respect. The development of the brain is largely dependent upon a sound and healthy body. In most of the aided schools there are no play grounds, which are essential for the children's physical development. It is proposed that suitable arrangements be made in this direction.

BOY SCOUTS & GIRL GUIDES

The movements of Boy Scouts & Girl Guides which instil in the minds of the children, service to their King and Country, be introduced in the Indian Schools.

FIRST AID.

Indian pupils should also be taught First Aid and for this purpose First Aid Outfits be provided in all schools and a system of periodical lectures in the Art be arranged.

TECHNICAL, INDUSTRIAL AND AGRICULTURAL EDUCATION.

Although this subject does not come under the purview of the Provincial Administration, yet it is our desire that in view of the majority of the Indians in this Province being engaged in Agriculture and to some extent in Industries, representations should be made to the Union Authorities to afford facilities for their children to acquire special training in modern and scientific methods of cultivating the land and for improving their knowledge in the various branches of the Arts and Crafts as are provided for European children.

HIGHER EDUCATION AND TRAINING OF TEACHERS.

The little that is provided for Indians in this respect does not at all meet the requirements of the Indian Community. As a mark of its eagerness it has already subscribed a sum of nearly £20,000 for the erection of suitable buildings for these purposes. The Right Hon. V.S. Srinivasa Sastri, P.C., who has initiated the scheme is to be congratulated on his success so far and it is hoped that the Provincial Government would render all assistance to make it a success.

S U M M A R Y .

To summarise our observations and requirements, we submit :

/(1)...

- (1) That Free and Compulsory Primary Education be extended to the Indians at the earliest opportunity.
- (2) That the larger Government-aided schools be taken over and controlled by the Government immediately and others be converted as early as possible.
- (3) That further Government schools be built where necessary and grants-in-aid towards Capital Expenditure and Maintenance be extended to schools built to cope with the large number of children who are now denied education.
- (4) That the present grants-in-aid be raised in order that more efficient teachers, better equipment, accommodation, and other improvements could be provided to such aided schools that are not likely to be converted immediately.
- (5) That the levying of school fees in all primary schools be abolished.
- (6) That no distinction be made on the grounds of race or colour in the payment of teachers' salaries, and that the principle of equal pay for equal work be strictly adhered to.
- (7) That pensions be granted to Indian teachers in Government-aided schools.
- (8) That Technical, Industrial and Agricultural Schools be opened for Indian children.
- (9) That Government Bursaries be open to Indian children.
- (10) That Physical Culture and First Aid be taught in all schools.
- (11) That the Boy Scouts and Girl Guides movements be extended to Indian children.
- (12) That the principal Indian vernaculars be introduced

/as...

as optional subjects in the Primary Schools or grants-in-aid be given to Vernacular Schools conducted on approved lines.

C O N C L U S I O N .

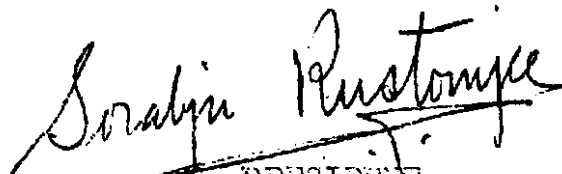
We have, in the foregoing Statement, dealt with the question of Indian Education in all its aspects on broad lines without going into details as to the local needs and requirements of the various Districts in the Province. These will be submitted to you by evidence from independent witnesses from each of these Districts, who will communicate with you in due course.

In conclusion we earnestly appeal to you to give due and sympathetic consideration to our observations and requirements contained in this statement and sincerely thank you in the name of the Indian Community for affording us the opportunity to appear before you and for the courtesy and patience with which you have heard our representations.

We beg to remain,

Sirs,

Your obedient Servants,


PRESIDENT.




JOINT HON SECRETARIES

NATAL INDIAN CONGRESS.

HEADQUARTERS :
175 Grey Street,
DURBAN.
2nd April, 1928.

SUPPLEMENTARY STATEMENT SUBMITTED BY THE NATAL
INDIAN CONGRESS TO THE INDIAN EDUCATION
ENQUIRY COMMITTEE APPOINTED BY THE
PROVINCIAL COUNCIL OF NATAL.

To
The Chairman and Members
of the Indian Education Enquiry Committee,
Natal.

Sirs,

In view of certain important aspects of the question of Indian Education which were dealt with in general terms in our Statement submitted to you, not having been clearly elucidated during the course of your investigations, we crave leave to deal with them in extensio in this Supplementary Statement.

UNION GOVERNMENT SUBSIDY

There is an erroneous impression that the Subsidy received by the Provincial Administration from the Union Government is not earmarked exclusively for Education. While we are not prepared to discuss the subject from a legal standpoint, we beg to submit with all the emphasis at our command that from a moral and equitable standpoint it could be maintained that the grants so received in respect of the children at school of each Community are meant to be used for their Education, and that in the case of Indians, the Provincial Government has not been spending the full subsidy on their Education, but diverted part of it for other purposes.

/In...

In support of the view that subsidies are given for education, we beg to refer you to Section 2 (2) (d) of the Provincial Subsidies Act 1925 which says that the grants shall be paid in respect of European pupils in private schools, "which are aided by the Province to an extent not less than nine-tenths of the grant herein provided." It will therefore be readily seen that the Statute itself gives an unmistakable and explicit indication for the purpose of the subsidy. Moreover, the Baxter Commission in 1922 recommended that "to supplement the revenues from the sources enumerated, the Union Government should pay a subsidy to the Provinces which should take the form of a grant-in-aid of education, its amount to be determined by the number of pupils in average attendance". (Official Year Book No.8, page 754). The Year Book continues, "Arising out of the report of the Commission, a further Commission was appointed in August 1923, to investigate the matter of the States liability for the cost of Education, and certain other matters in connection with the Education of European children. Its conclusion was that the Union Government should assume the whole of the reasonable cost of Education up to the age of 15."

In calculating the reasonable expenditure on Education, the needs of sanitation, roads, Hospital and other items were not taken into account, but to meet these the Provincial Government has powers of taxation, certain revenues transferred by the Union Government and so on.

In order to throw further light on the subject, we quote

/the...

the following extracts from the speech of the Hon. Mr. Havenga, Minister of Finance, on the second reading of the Provincial Subsidies and Taxation Powers (Amendment) Bill, on the 11th May 1925 :-

"I accept, on behalf of the Government generally, the obligations of its fair share of the means of carrying on provincial services, and the Government finds itself in accord with the opinion expressed by the Commission over which the Hon. Member for Cape Town (Central) (Mr. Jagger) presided, and subsequently endorsed by the Baxter Commission, namely, that services partly of a local and partly of a National interest should be paid for, partly by the local and partly by the Central Government. That was the basis laid down by the two previous Commissions and I accepted it as the basis of this Settlement. That view has been kept prominently in mind in recasting the financial relations under the present Bill. We recognise that the greater importance of education, from a national point of view, makes that service pre-eminently one for which the Central Government can assume a definite responsibility. We must remember that if the Central Government did not recognise its obligations the objection could always be aimed at it that it was not fulfilling its national obligations in regard to Education. Here we felt that we had a greater responsibility than in regard to other services. We propose, therefore, under this Bill to change from pound to pound principle - or the shadow of it, for that is all that is left -
/and...

and to substitute for it a subsidy based on attendance."

While discussing the amount of subsidy in respect of European and Coloured children he said :

"The grants are those which were arrived at, in the first instance, by the Baxter Commission, and subsequently endorsed by the Education Administration Commission. These grants were deemed by these two Commissions to cover what was considered to be reasonable cost of Education for the whole of the Provinces and what should be the responsibility of the Union Government. The principle adopted was that if any Province wish to embark on any more expensive or generous scheme of Education, it might do so and the taxpayer will have to pay for it. The Government has fixed the age of seven as the minimum age in respect of which the Union shall assume liability for the cost of Education."

(Assembly Debates, page 3035-60).

Hon. Mr. Jagger speaking on behalf of the opposition to Mr. Havenga's Proposal said :

"We, on this side, are in favour of his proposal making the grants to the Provincial Councils for Education on the per capita basis."

It is clear therefore, that the Provincial Administration, in spending more than the subsidy in respect of European and Coloured Education, has gone beyond the reasonable standard and adopted a generous standard while in the case of the Indians it has allowed the Education to fall below the reasonable standard. The following figures taken from the Provincial Auditor's
/Report...

Report will be of interest :-

<u>Community of Pupils.</u>	<u>Subsidy received.</u>	<u>Expenditure.</u>	<u>Provincial contribution.</u>
	1925-1926.		
European -	342,150.	440,936.	x 98,786.
Indian -	36,179.	27,918.	- 8,261.
	1926-1927.		
European -	350,573.	420,701.	x 70,128.
Indian -	38,985.	28,429.	- 10,556.

It has been ascertained that during the last two years a sum of £168,914 has been drawn from the General revenues of the Province to which all classes including Indians contribute, has been spent on European Education whereas for the same period a sum of £18,817 from the Union Government subsidy towards Indian Education has been diverted for other purposes. How long this state of affairs has been carried on, to what extent Indian Education has been starved and how it has escaped the censure of the Provincial Auditor all these years - it is difficult for us to say. But if it were to be computed on a conservative basis, we can safely say that a sum approximating £100,000 has been diverted since Union from the amount that should have been spent from the Subsidy alone on Indian Education. This amount could be conveniently repaid in building new Schools as suggested in our previous Statement.

In concluding the subject we beg to submit that in the matter of Capital Expenditure also the Indian children have not been fairly treated. During the past 17 years a sum of £881,125 has been spent on buildings for European Education, a sum of £22,654 was spent on buildings for Coloured Education while for the same period a paltry sum of £19,158 was spent on building of Government Indian Schools.

/SELF...

SELF HELP ON THE PART OF INDIANS

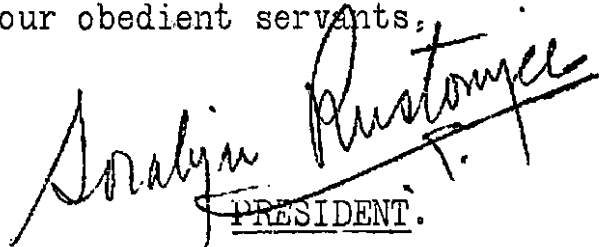
There is also a misconception that Indians have not shown any desire to help themselves in the matter of Education of their children without relying on outside aid. There are two Education Trusts created by the late Mr. Parsee Rustomjee of Durban involving an amount of about £45,000. which bring in an income of £2,000 per annum. Almost all of this income is used from time to time for Indian Education. Other instances of self help on the part of the Indians by subscribing to or actually building schools and in the case of the 50 Private Schools, not only the building but paying for the upkeep of the Schools, we estimate to be at least £50,000..

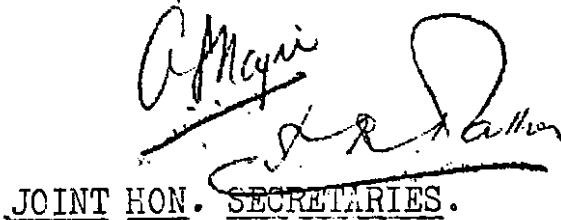
We again sincerely thank you for the courtesy shown to us and trust that you will be pleased to give sympathetic consideration of our representations.

We beg to remain,

Sirs,

Your obedient servants,


PRESIDENT.


JOINT HON. SECRETARIES.

NATAL INDIAN CONGRESS:

Headquarters :

175 Grey Street,

DURBAN.

19th April, 1928.

1412. Is there any point you wish to emphasise?

Mr. Christopher: The plan to move is clear that we have come here in the spirit of the Agreement entered into at London. We were not attempting to attach any blame to the Provincial Council in regard to the subsidy. We don't in any way suggest that this was done from any wrong motive. If you did not do it, perhaps you thought you could not do it under the Act. We thought otherwise. At the same time we realise that if it were thought that it could have been done we would have had it. To save unnecessary explanation we would like to know whether it is admitted that under Act 41 of 1901, the Financial Relations Act, the five guineas given by the Union Government as a subsidy for non-European is to be used wholly for Indian education.

1413. It is not the intention of the Minister. The Act was not lay that down. Prior to the Act the European child came into school at five years of age. The Minister raised the age for payment of subsidy to seven years, and from five to seven years we have to find the whole of the cost ourselves. The Minister said we could have the Union Government contribution for the whole of the services on the average attendance of pupils - a very considerable sum. The administration of which I was a member was powerless before the subsidy was fixed to go outside the resolution of the Council not to spend an increased amount on Indian education; that is, to increase the Education Vote above the amount at which it had been passed by the Council. The basis of subsidy was altered, and a different position has been created. We have cut the expenditure on European education very considerably. Two years ago we cut down the Vote, and during the last two years we have cut out a very large sum. In two years ago we cut out £54,000 out of the Estimates submitted by the

Superintendent of Education. I don't want you toivet
around your necks, if you want to make progress, that the
five guineas given by the Union Government should be spent
on Indian education, and that you should stop there. You
are sort of slipping this to saddle us with something we have
done which you say is wrong. That the Provincial Council did
was to pass a resolution saying that we should not increase
this vote and the cost of Indian education. They did it quite
openly and deliberately, and at that time we could have earned
2 for 1 from the Union Government. The subsidy has not made
any difference in the attitude of the Council. Do you under-
stand the position?

Mr. Christopher: I view it from the declaration made
by Mr. Javonpa.

1420. Would you be satisfied with the demand that the Baxter
Report gives you?

Mr. Christopher: We are discussing what we are entitled
to.

By Mr. Hollander:

1421. Are laws of Parliament governed by what a man says in
Parliament, or by what is laid down by Parliament in the Law?

Mr. Christopher: The Law certainly rules.

1422. We are governed by the Law, so you cannot point to any-
thing in the Law which limits the Provincial Council to spend
the subsidy on education, or which says that a nine-tenths
portion of any grant shall be allocated to any particular
section?

Mr. Christopher: I suspect that if the Law does not re-
quire it, if we look at it from a moral aspect.

1423.

That is another matter?

I will submit our decision this day, with due deference

to Mr. Hollander. At first, in your Act of 1913 you had the E for E principle. Subsequently, when this Act 46 of 1925 was passed this Act did not deal with the subsidy in general terms. It divided the subsidy into subsidies and special subsidies. The first subsidy deals with education. The special subsidy deals with the special grant which the Union Government gave you in lieu of what they took away - the £100,000.

1424. Supposing I put it to you in this way. Suppose that the Province received £500,000 last year as a subsidy based on the average attendance at schools. Supposing the Provincial Council said "we are going to impose fees on all classes of education, fees at a sufficiently high rate to bring us in the total cost of education, which is £600,000." Is there anything to prevent the Provincial Council from doing that, and is there anything in the Act that would prevent the Provincial Council from spending the whole amount on the roads? I am taking that extreme view to show that there is nothing to prevent that being done?

Mr. Christophers: I don't quite agree with you on that point. I am looking upon the Law as it stands. The Law provides, first of all - if I may analyse it as best I can - special subsidies to Provinces: "Subject to the provisions of section 3 of the principal Act and of this section the subsidy to which a Province shall be entitled shall be - (a) grants at varying rates in respect of pupils or students, not being natives, who are receiving education (other than higher education as determined by the provisions of section 11 of Act No. 5 of 1922 as amended by this Act) or are undergoing training as teachers in schools or colleges maintained or aided by the Province including continuation or part time courses; and (b) in the case of native education, a grant on the basis described in section 3 of this Act". This section divides the people of Natal into two

classes, natives and non-natives. Then it proceeds to deal in sub-section (2), with non-natives, non-Europeans: "The grants referred to in paragraph (a) of sub-section (1) shall be paid in respect of (a) European pupils who have attained the age of seven receiving primary or secondary education in schools established or maintained by the Province including in the case of Province pupils receiving primary education in schools registered at the commencement of this Act as Church primary schools; (b) European pupils or students attending continuation or part-time courses conducted by the Province; (c) students in training as teachers classified as between (i) those who are following a course of a post matriculation character; and (ii) those who are following a course not of a post matriculation character; (d) European pupils who have attained the age of seven receiving primary or secondary education in private schools which are aided by the Province to an extent not less than nine-tenths of the grant herein provided; (e) non-European pupils (other than natives) who have attained the age of seven, and are receiving primary or secondary education" Now you sub-divide the non-natives into Europeans and non-Europeans. He fell into the class of non-Europeans. I find that "to the extent of not less than nine-tenths of the grant herein provided" has been amended by a subsequent Act, the words being deleted. At the time that was done there was an addition made to the second schedule of the principal Act by the addition at the end of item (d) of the following words: "Provided that in the aggregate the grants under this item shall not exceed by more than one-ninth the aggregate amount of the aid given by the Province." Under this clause the Union Government will give you not more than one-ninth of what you spend.

1425. Will you refer to the sections dealing with native education. Under the Law the subsidy for native education

is restricted to native education, and cannot be spent for anything else. I am referring to Section 3. If you refer to that section you will find it is based on an entirely different basis, and on entirely different principle. If the intention has been as you have been arguing, then the same provisions would have been enacted in the other sections?

But the Union Government can from time to time specifically vary the amounts stated in the Schedule.

By the Chairman:

1426. I don't think so?

Sub-section (3) provides:- "Unless and until otherwise determined by Parliament the grants in respect of the pupils and students in sub-section (2) described shall be as it set forth in the Second Schedule to this Act, save as is provided in the second proviso of that sub-section."

By Mr. Hollander:

1427. It can only be altered by Act of Parliament?

But we think Parliament had so fixed the scale until it altered it.

1428. Your anxiety is to improve the conditions irrespective of where the money comes from?

Yes.

By the Chairman:

1429. Do you think that five guineas is sufficient?

We think it is only a basis. As this goes on we expect that the Government will take a more liberal view of our needs.

1430. You think in calculating the subsidy they have taken too low a view of the value of Indian education? Would you say that the general average of your community is higher than that of the coloured community? They have based you on the basis of the coloured community. Do you think, in view of the

coloured population at the Cape, of the Malay population, that they have put the value too low for the coloured community as well as the Indian community?

We are not against any section of the community, but at the same time we feel that our position is peculiar at the moment. There is an agreement; we have agreed to certain things, the repatriation of Indians, and so on. We have taken no action. We hope that if education is given to us and other facilities in course of time if there are any objections to us those objections will cease to exist.

1431. But take things as they are, and consider the subsidy as for general services. The native does not come into consideration of this matter. Take the value they place upon the European, £10. 7. 6. Is your value economically put on too low a basis? Is that your candid opinion?

Undoubtedly it is on too low an economic basis.

1432. What would you put it at, looking at the position as it stands? You want to come right up to the European standard, but that will take time. What would you put the present value of the coloured and Indian population at on a subsidy basis? What would you reasonably ask from the Government to-day? It is a rather difficult thing, and the Minister thinks these things out, and we have to present a case to him?

Mr. Rajee: As far as Natal is concerned we think the alterations should be made in the same respect as it is on the European subsidy basis, and that is that the subsidy be raised on the basis of expenditure at present. That is £7. 2. 6, and that as far as the aided schools are concerned, the subsidy remains where it is at five guineas. You have a subsidy of £10. 17. 6 for European children attending Government schools, and this was based on the expenditure of the Cape, Transvaal,

and Free State Provinces. Your expenditure was £21 at that time, and for that reason the Natal Province kicked. With regard to the question you raise as to how far it will affect the ⁱⁿ Cape and the Transvaal, the Transvaal the subsidy is £1. higher than in the other Provinces. If any alterations is made then the Act can be altered. We suggest that the Administration ask that £7.5.0 be the subsidy for the Indian children attending Government schools, and five guineas for children attending the Missal schools.

1433. You will put up a claim for more consideration for children attending Government schools?

Yes.

1434. When we should ask for the subsidy to be raised to £7.10.0 for the children attending Government schools, and five guineas for the children attending Missal schools?

Yes.

1435. On page 12 of your statement you say that a sum of £63,700 was paid by the Indian community in Customs dues on stuff coming from India to the Port of Durban alone in the year 1926. I want to know what that includes?

Mr. Mehta: Rice £32,352; other grain £6,255; Chees £5,872; Vegetable oils £3,322; tamarins £4,112; spices £900; simlins and soft goods £4,112; general merchandise, £3,752. These imports are solely from India.

1436. You tell us the community pays £22,000 on motor vehicles?

We have not been able to get separate figures from the Department itself, but in certain respects we have been able to get figures. In this respect we have obtained the number of buses on the roads in Durban, and the number of buses owned by

our people.

1437. Have you taken the total amount paid by these buses, because a certain amount goes to the Corporation, and does not come to us?

We have taken the figures in the Auditor's Report, and on these we have based our figures. Most of our buses are registered outside Durban, the Imbale and Zulazi districts. They pay the registration and other duties to the Court house.

1438. And the trading licences?

The figure ought to be £25,000. That is a mistake.

1439. What is held the licences?

It is £25,000 roughly.

1440. This figure you first gave is a mistake of £10,000?

Yes, it ought to have been £25,000.

By Mr. Hollander:

1441. In Durban the dog tax goes to the municipality?

The figures we have given are given to us by the Revenue officer. He says that Europeans have paid for the year ending 31st March 1927, £1,035, and that Indians have paid £1,242. Our population in the Durban area is 54,000 and multiplying the amount by three to account for the whole of our population then we come to nearly £4,000 in dog licences alone. Taking fisheries' licences, nearly two-thirds of these are paid by Indians. There we contribute more than anywhere else.

By Mr. Scott:

1442. Have you got any figures showing the proportion of Income Tax paid by the Indians?

Last year out of £31,000 collected (£51,000 was contributed by the Indians. That is the Personal Tax.

By the Chairman:

1443. It was \$37,000?

The bill \$17,000 in Duran, and we have multiplied it by three, making \$51,000, but your information just is correct. But even taking it at \$37,000 we pull out some, having regard to the earning capacity of our people. We pull our share better than the Europeans.

1444. But 12,000 Europeans paid a much larger sum?

Yes, because they paid income tax, having big incomes.

1445. I want to tell you the difficulty with regard to buildings? Going to this calculation of actually you say we have saved some money. You think it can be spent in buildings. It must come out of capital?

Mr. Christophers: We understand the position. We only put it for your information.

1446. Have you come to any conclusion? You suggest that in every large town there should be an Indian school. Assume that we agree to that. You would want perhaps two or three more in Duran, one in Sanichary, and perhaps one in each of the northern towns. Have you come to any conclusion, say we started building these schools, what would be a satisfactory sum for the next five years?

Mr. Christophers: It all depends on the site, the site value, and the kind of buildings you would put up.

By Mr. Hollander:

1447. Supposing for argument's sake the Provincial Administration will be prepared to find for the first year another \$20,000. In what way should we spend that \$20,000 to improve the present position according to your ideas? Here is \$20,000 available. Out of this programme that you have suggested, 12 or 13 recommendations, in what way do you think

the first money available should be spent:

Mr. Christophers: I would suggest that wherever the buildings are absolutely insanitary or unfit for human use you should make such alterations as will make them fit for schools. Then build schools where they are necessary, and then begin to think about the bigger schools. I think that if there are localities where there are no schools we should provide for them first.

1448. Should that be done through the aided system?

Placing ourselves in your position, if we had not the money to provide Government schools we should certainly go on with the aided schools.

1449. Where should we begin? Whatever money is available, which is the most urgent service in your opinion?

Mr. Sutorjee: Give schools where there are no schools

By the Chairman:

Aided

1450. Start new schools?

Yes.

By Mr. Hollander:

1451. You don't suggest that the first thing that should be done would be to take the present aided schools, and put the salaries on a better basis?

Mr. Christophers: It is a very difficult question to answer.

1452. If any money is available where shall we make a commencement?

I think in cases where the teachers are very poorly paid their salaries should be increased. The buildings are the next consideration. Then where schools are not provided they should be provided. Some of my compatriots have offered buildings, such as Gaska's Arual and Isenambe, and in those

localities you can make a beginning.

1473. In what order do you put abolition of fees? Should that be a subsequent consideration or a first consideration?

Mr. Rajee: From the poor peoples' point of view that is a matter of importance, but from your point of view it is a very small matter.

1474. It affects the question in this way: If the Aided schools are to be improved, and they have not the fees for repairs, then we obviously will have to provide the money?

Mr. Christopher: If there are cases deserving of exemption then they ought to be exempted.

1475. You are leading up to this, that you place free primary education a little bit lower on the list. You don't place that first.

We must be practical. It is a question of time for these things to be done, but I think we should work towards it.

Mr. Rajee: I would suggest that supposing there is Rs. 200 available, the teachers have put up a scheme by which if you improve the grant-in-aid for them it would cost about Rs. 50 a year, and the rest of the money could be devoted to extending the Aided schools, and for non-Government

schools. In the towns where it is a matter of difficulty for the community to acquire a piece of land on account of the site value, and because of the requirements of the local authorities a building has to be of a kind which costs a considerable amount, I think the Government must take it upon themselves that they must create Government schools in the bigger towns. In the rural areas offers have been made by local committees, and we think these offers should be accepted and grants-in-aid be extended to them. As to the vernacular

schools, these might be assisted with grants-in-aid. I would draw a rough line of demarcation that Government schools be erected in the towns, and the cost of the buildings would come out of capital expenditure.

By the Chairman:

1456. You assume there are 32,000 Indian children. Mr. Brydon has somewhat qualified that. He puts it that probably the school-going age number would be 24,000 or 25,000. Those children are situated very largely in the populous centres and on the sugar estates and one or two places. Would those estates put up reasonably cheap buildings - they can do it very much cheaper than we can - to accommodate those children if we attempt to get them into school quickly?

Mr. Rustonjee: I don't think so. I think the estate people would like to see more illiteracy, because then more of these people would work for them.

1457. Do you seriously take that view?

Yes. From what I have seen of the Mount Edgecombe estate the late Sir Marshall Campbell was out to assist education, but if the Provincial Council think they will get assistance from the sugar magnates to-day I don't think it will work.

Mr. Anjee: We can assure you of this, that wherever our community exists with any degree of prosperity, if the community knows that a grant-in-aid is going to come there will be no difficulty whatsoever.

Mr. Rustonjee: A good many people have come here and said that they are prepared to transfer buildings if they are taken over by granters.

1458. A number of these children are associated with these Estates. How many Indians are employed by the Natal Estates?

3,600.

1459. At the Burnside Colliery we have never had any application from the Indians, but when we built a school there they gave us bricks at cost price and gave us the land?

There will be a generous response in some cases. If the employers can be approached we can approach the people themselves to see if they will raise funds. The Trust we have mentioned can help. If the Estates in question we can put up a building.

Mr. Jago: For the purpose of revenue we would suggest that the prosperity of the sugar industry in this country is due to the Indians, and that a valuable source of revenue which the Provincial Government could tap. There is only 11 excise duty paid on sugar. Will it not be a good thing for the Provincial Government to put a tax of 10s a ton on sugar, and in that way ---

1460. We have not the power to bill?

Mr. Jago: The Indians have created this industry, and the prosperity of the industry is due to the Indians, and now it should pay back something to the Indians.

By Mr. Jago:

1461. In reference to the question that was put to you in regard to the allocation of any funds that might possibly be available, would you suggest that the whole amount be allotted to one item, or that the funds available be distributed to various items according to their urgency, such as improved salaries, renovation of floor and improvement in buildings?

Mr. Christopher: Undoubtedly.

1462. In regard to your suggestion that you might possibly be able to make some definite suggestions in regard to Indians who are living in various localities offering assistance towards the construction of buildings, can you give any instances of Indians having shouldered this burden in the past?

Can you give definite instances where they have assisted by constructing buildings for aided schools?

Mr. Rajee: Yes. Clairwood, paid partly by the community; Clair Estate, built by Mr. Mabeelal, and Indian; Darwall, partly paid for by the community; Faircreeze, ditto; Greenwood Park, built by Indian residents of Greenwood Park; Hill View, built by the Indian community, (a grant of 50 was given to the community for building from the school income by the trustee); Lidgerton, entirely built by Indian community, the best wood and iron school (the Indian school committee called a meeting, and assessed themselves according to their means); Salvera built by parents and guardians of the Indian children attending the school; Scotland, built by Indian community; Sonoti, built by Sankarappa Kalle - Sankarappa Kalle; Soverale, Indians pay the rent, and recently increased their fees to run the school; Sutherland, partly enlarged by Indians; Sun View, partly by subscription from Indian community, and the same applies to Tinley - Sun and Sonnet Girls; Sverale, entirely by the Indian community; Sverale, entirely by Indian community; Uarinto, partly by subscription by Indian community; Verulam, ditto; Sverale, put up by Indian folks; Sverale, supplied furniture; Verulam, Indians will take their building over to Government; Sverale, partly erected by subscription; Newcastle Private school, Sverale.

By Mr. Rajee:

1403. How are vernacular schools?

By Mr. Rajee: Vernacular and vernacular.

By Mr. Rajee:

1454. In regard to these private schools which have been constructed and are being maintained by the Indian community entirely at their own cost, in some of those schools they teach English also?

In many of them.

1465. The total value of these buildings comes to about \$50,000, according to your estimate?

Yes.

1466. Is it a fact that in these private institutions boys as well as girls read together?

Yes.

1467. Does that indicate a desire on the part of Indian parents not only to send their girls to schools but also to allow them to read along with boys in the early stages of education?

Absolutely.

1468. According to your opinion there will be no objection on the part of the Indian community to send their girls to school in the early stages of their education to read along with boys? Not up to the age of 12.

Mr. Christophers: In my opinion a greater number attending the schools if there were instruction in domestic sciences. Parents are very much dissatisfied with the present state of things, because the teachers are not qualified. If qualified teachers were in these schools there would be a higher degree of efficiency, and more Indian parents would send their children to school, especially the girls.

1469. Would you favour the idea of the Indian community being definitely taxed specifically for educational purposes?

No.

1470. What are your grounds for not agreeing to it?

Mr. Christophers: Because I don't think in any country sections are separated and specially taxed and the other sections left alone.

By Mr. Pretorius:

1471. You have a case here, the natives?

Mr. Sojies: The natives don't contribute generally as we do.

Mr. Christophers: Here you are going to found the thing on racial lines. You would not sub-divide the European community and tax one section and not the other. We in this country pay taxes, perhaps not to the same extent as Europeans in all ways, but we pay to the best of our ability.

By the Chairman:

1472. But we do sectionalise the European community, and tax the rich and very much more than the poor, do we not?

Give us the opportunity of getting your money and we will pay you more.

1473. In the meantime you are asking for the facilities in education that we make the rich European pay for for the benefit of the poor European?

If you give us the same opportunities in every regard, in regard to education, training for trades and in other ways, if we make money we shall pay more according to our ability. If we need more money it will be subject to taxation.

By Mr. Kichlu:

1474. The question was raised in the course of the enquiry as to the position of Indians of backward classes in India so far as educational facilities are concerned. I wish to know whether any of you can give any information on the subject?

Mr. Christophers: We have no personal knowledge, but from information that we have gleaned from different sources, from literature and talking to people who have come from India, and some of us have visited India, we suspect that the question of education is now engaging the most earnest attention of the Government and of the people of India. Public and private money is pouring into the work of uplifting them. Nobody asks

what their race and religion are, or how much taxation they bear. In all measures of education, sanitation or economic welfare their needs demand almost the first place, and receive the most generous treatment. The voice of opposition is seldom heard in responsible quarters. Special officers are employed in finding suitable land for them, building houses and opening schools and slowly extending the benefits of co-operative credit among them. In the legislative Council a certain proportion, sometime to the number of from six to ten, are appointed by the Government of India by careful selection from the educated and influential community itself. The idea that some or philanthropic agencies employed among them would be their best representatives was early discarded. This policy has vindicated itself. Speaking on the educational advancement of the depressed classes, Mr. C. V. Rajaji said in the House of Assembly at Delhi: - "The point at issue was that facilities should be provided for the education of the depressed classes. Figures had been collected showing that during the decade 1917 to 1926 the number of depressed class scholars had increased all over India from 125,000 in 1917 to 617,000 in 1926, which represented an increase of over 100 per cent. Provincial figures were: Andhra 114,000 scholars increased to 230,000 during the decade; Bombay 29,000 to 55,000; Bengal 36,000 to 251,000; B.P. 16,000 to 75,000; Punjab 5,000 to 19,000; C.P. 26,000 to 34,000. He was told that there were no depressed classes in Burchah and Assam. Mr. Rajaji said that while within this decade there had been an increase of 100 per cent in the number of scholars among the depressed classes, the scholars in the superior classes had increased in number only by 53 per cent, and most of this improvement had taken place since the inception of the reforms. A larger percentage of depressed class students were reading in the general schools, while in special schools for them members from the superior classes were also gaining admission. Remarkable results in this matter

had been obtained through the special schools, special scholarships, remission of fees, liberal grants-in-aid and special capitation grants to teachers employed in schools which admit members of the depressed classes; and in the Central Provinces they had gone even further, for they were granting a bonus to the proprietor of every primary school for each member of the depressed classes for whom he had obtained the primary certificate. Besides these measures which were common to all the Provinces, 36 out of 43 districts in the United Provinces had appointed special supervisors to foster education amongst these classes. In Bombay there was a special officer, and in Madras the Commissioner for Labour looked after their position. Mr. Jajaji claimed that this record showed that the local Governments were keenly alive to their responsibility in the matter, and it would in the circumstances be supererogatory on their part to send directions to the local Governments. The spirit of reference upon the committee was quickening and broadening, and he was looking forward to the day when resort to any special measure for further education among the depressed classes would be unnecessary. He offered to communicate the discussion to the local Governments." If we looked at the position as it existed in India we find that it was the same position that existed earlier in Britain and on the Continent. The Labour Party has been the means of infusing knowledge among the people. It is also in India the people who were formerly in the position of dictating now have to give way to the Labour forces. It is only a question of time. The "zamindaris" (landlords) and their nobility will step down from dominance in India when the zamindar goes into his own. By Mr. Jajaji-----

1475. Apart from the question as to the conditions prevalent in India, is it your suggestion that the organization of the education of Indians in this country should be based on the

(493)

conditions of this country?

Yes, our outlook is now South African. It is only a question of time. You will find that people here will become more and more Anglicised, and our position in this country will become more or less like that of the Jews. They to all intents and purposes are true to their traditions, but to all intents and purposes they are Anglicised, and they are as great Britishers as any Britishers in the country.

(492)

S.R. [unclear], recalled, puts in the following statement from Mr. W.A. Levitt, Superintendent of the York Road school, and in charge of the Metropolitan Junior Teachers' Training Class:-

This appeal is on behalf of the students now in training who will not receive the benefit of the course at the new College. Certain students have to come from Depot Road and Sutherland. They must finish the day's work at school and then travel to York Road, where it is necessary to start work by 7.45 in order to finish by 7.15, after which the classrooms in winter are too dark for further work. Some of these students are in receipt of about 30s. a month, and are unable to afford a bicycle. Several are not attending class for this reason. On two occasions attempts have been made to start a reference and circulating library for the use of student teachers attending these classes, but they were turned down for lack of funds. If books be provided now they could be transferred to the new College when it opens. The academic qualification for the Senior British Teachers' Certificate is a little beyond Standard VI, whilst the Senior Assistant must be able to teach up to Standard VII. A grade certificate at the higher standard would be an encouragement to the more-ambitious teachers to improve themselves with a view to receiving this higher appointment.

(The Committee adjourns)