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9(1) (b) Chief defects of secondary schools

From "Report of the Interdepartmental Committee on Native Education" 1935-1936

(Chap. I Para 36)

"The Secondary (High) Schools for Natives --- have always followed the courses laid down for the Secondary School Junior & Senior Certificates (or Matriculation) - departmental or University - & this is still their practice."

(b) Secondary

Interdepartmental Committee on Native Ed.

"183. In all Provinces Native secondary schools prepare pupils for the JC Examinations. (Some schools) also prepare candidates for the Senior Certificate or Matriculation examination.

The usual course followed is the academic course comprising English (Higher Grade), a Native language, a science, history, Latin & mathematics. As alternates to one or more of the last 3 subjects some centres offer courses in Afrikaans, geography, arithmetic, commercial subjects, domestic/agricultural science, & needlework."

Dr Nkomo

(b) Secondary Schools

Mathematics must be made compulsory for all senior certificate or matriculation students. Domestic science is to be developed and offered girls as an examination subject. Afrikaans to be taught in the place of Latin. Languages to be offered on the same level or grading. Native languages to be written through the vernacular

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medium. Provision of better laboratory facilities for all sciences including a practical approach to mathematics. 194



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Industrial relations studies for employers  
Ten-year Plan for Native Education adopted by British Government  
Helped to secure training in South Africa for Non-Europeans as doctors  
First National Nutrition Conference, 1937, leading to State Nutrition Council  
First National Penal Reform Conference, 1942  
400,000 word Handbook on Race Relations in South Africa  
Regular memoranda & pamphlets dealing on race problems

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9 (1) (c) Chief defects of Industrial Schools.

Interdep. Committee on Native Ed.

9a(3) (d) Industrial Training

186. "Specialist industrial or trade training for boys extending over from 3 to 5 years, generally post-Std VI, is provided at - - - -"

Trades taught are Blacksmithing, Book-binding, Carpentry, Masonry, Printing, Shoemaking & Leather work, Wagon-making, Tailoring.

187. "Specialised industrial training for girls, mainly in household work, but at some centres including spinning & weaving or basketry, is provided at - - - - The courses ~~are~~ generally extend over 3 years post-Std 6. - - -"

(1) Industriëlskole.

The entrance standard should be raised. Ultimate aim should be to admit students at standard VIII stage. Provision of better facilities at industrial schools - basis to be that of the Vlakfontein industrial school in Pretoria. Teaching to aim at producing artisans and not just better "kitchen girls" or

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handy-men. Prepare boys & girls to take responsible positions in industry etc.

2<sup>nd</sup> Report of Social & Economic Planning Council

119 --- "Some 750 Native youths and 875 Native girls are enrolled at the non-European Trade schools of the Provincial Administrations. In addition, in the Transvaal a Std VI course with a vocational bias can be taken in some Native schools. In the Transkei & Ciskei there are specialised Native agricultural schools & in a small number of Native primary & secondary schools study & farming are associated.

122

The experiences of experts in Native education also is very definite that, if Std 6 at least has not been passed, pupils do not derive full benefit from training. c/f the statement by the 1935-36 Inter-Departmental Committee on Native Education that 'improvement in the education of Natives for effective occupational adjustment is largely dependent on improved general education'.

124.

While the training of skilled artisans is important, the Council considers that in the Union too much attention has been given to this aspect of training, compared with the training of the labour force generally. Not only is apprenticeship declining, in the old craft industries; it is quite unsuited to most new industries. To show the differences in labour usage, industry may be divided into 3 broad groups: -

- a) machine-building industries. (cars, agricultural implements, machines, aeroplanes) in which large-scale production prevails since standardized construction prevents hand-manufacture. Here a large number of highly-trained engineers & artisans are required, but most of the workmen acquire the necessary skill by day-to-day association with the work.
- b) machine-using industries (textile, clothing, footwear, wood-working, food, tobacco, etc), which are semi-automatic & in which specialisation is practised so that great skill is not a ~~prerequisite~~ requisite. The workers need only a short period of training, during which they learn a single operation or a limited range of operations.

c) machine-repairing & other industries (engineering, allied industries, ship-building & repairing, building, printing, scientific instrument-working, etc.) where a large proportion of the workers must possess all-round manual skill.

125.

Industrial development, on mass production lines, has been such that smaller proportions of the industrial labour force require great skill in manual operations. On this account Mr A Harriman declared (1938 Proceedings p. 410) at the 24<sup>th</sup> session of the ILO that 'increasingly large numbers of workers in the United States can receive all the specific training they need in one week on the job; or at most in one month. For that reason more & more of ~~our~~ our workers either get in the schools the general education which they need as preparation for complete living, or they do not get it at all. They cannot get it on the job. The trend should be towards longer periods of general education.' This view has been elaborated as follows by the United States President's Advisory Committee on Education: 'Less specialised training for specific occupations & more generalised training in broader vocational skills should characterize vocational curriculums. The demands of modern industrial & commercial life are so varied & are changing with such rapidity that there should be greater flexibility in courses & curriculums that prepared for service in commerce & industry. (Report No 1 p 57). The schools should carry the training of the prospective worker up to the point where certain generalised skills & information, of value in a variety of actual working conditions, are acquired (Report No 8, p. 179) In any case, whenever training for a specific ~~educational~~ vocational purpose is provided it should be given to the individual just as near as is possible to the time at which he enters an occupation. (Report No 8, p 12).

126.

It is apparent, therefore, that general vocational education should be linked up with the ordinary school system. --- The secondary education of academically- & technically-minded children must be differentiated so that every pupil will have the opportunity of pursuing his particular bent. The Union's Secretary for Education has emphasised in his Annual Reports that the traditional classical

curriculum of the secondary school, which was possibly appropriate for a day or age when only a small percentage of the population was expected to attain this educational level, is entirely unsuitable as the sole type of formal schooling in a society in which the majority of young people attend the secondary school. General vocational training must then come in in order to provide an intelligent understanding, rather than manipulative skills, for which special industry arrangements can continue, in the place of some of the academic content which has no functional value.

127 --- at the same time the trade training given under the apprenticeship or learnership systems, or possibly new developments in these fields, must be reviewed. - - "

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