

Question 11Manual TrainingAction Committee, 12/9/49.

To be answered.

Mr Rheinallt Jones suggests we refer to the Conference on Manual Training held by the Institute in (about) 1936 (was '39) (See ~~the file~~ below). Also AVTS memo. (appended to first report)

He also asked us to emphasise the limited amount which can be done in the way of manual training in primary schools. All that can be attempted is to provide the child with manipulative skill, & awaken his interest. Occupational training is out of the question.

1st draft of Evidence.

Question II. What, in your opinion, should be the place and nature of manual training in Native schools, especially with regard to:-

(i) the use the Native, after leaving school, makes of his manual training; and

(ii) the transfer of skills acquired in school to the Native community?

43. The Institute believes that the underlying aim of manual work in the schools is character training, not direct training for each occupation, for example, in the industrial field. The primary object should be to give the child an opportunity to do more creative work with his hands. It has a deeper value than the work itself; it widens his knowledge, trains and deepens his appreciations, and teaches him to understand the part which manual work plays in the life of the community; it links theory and practice.

In many cases manual work has lapsed into triviality and mere mechanical drudgery and the result has been that it has met with opposition from Africans. Its value to the child depends on how it is taught and how related to the daily life and needs of the people.

The Inter-Departmental Commission of 1935-6 rejected the idea that manual training could be used to resuscitate the traditional handicrafts of the African people. Whatever dexterity is acquired will be canalized and developed by later training for some particular occupation or will be taken by the pupils into their everyday life e.g., in cookery, dress-making, household, carpentry, basket weaving, etc.

Executive, July 1949

~~to~~ members of Executive were to be invited to send their views. This was done.

Mr Hartshorne (Page 17).

manual training as at present carried out in primary schools is not welcomed by Africans. Few signs have been observed of transfer of skills thus inculcated to the community.

Instead of this manual training, we should embark on a full-scale industrial & technical training programme subsequent to the primary school course.

missions doing this have been criticised for endangering the position of the European artisan.

The utilitarian value of the manual training must be made clear, so that Africans will see that manual skills lead to economic development.

They will then come to appreciate the value of the training of the hand in the primary school course.

Pretoria Joint Council (Page 75)

Gardening & carpentry should be taught.

The carpentry should be up-to-date - not just making wooden spoons, etc.

Bloemfontein Joint Council (Page 80).

Agrees manual training necessary in primary schools, & after primary education, manual training to fit Africans for trades should be taught in trade or technical schools.

IRR conference on Vocational Education 1939. (See Page 300) attached.

Resolution 2. --- The Conference feels most strongly that since Africans are excluded from skilled work elsewhere, it should be the definite policy of the Government, especially Native Affairs Dept. to employ Africans for technical & practical work in Native areas as such persons become available & the work expands. Not only should the number of agricultural demonstrators be increased, as already intended, but also works overseers, assistant works overseers, afforestation officers, rangers, & similar posts should eventually be filled mainly by trained Africans.

3 - -- Conferences -- urges the Native Affairs Dept. to collaborate with the training institutions in regard to the training of Africans in these directions, & to the employment of those so trained.

7. (Page 301) The Conference urges that the Government & municipalities be asked to assist in the establishment & maintenance of day & evening training classes (in association with technical colleges or otherwise) for the vocational training of Africans.

8 (c) (ii) The Conference also recommends that sub-economic housing schemes for Africans be carried out, so far as possible, with African labour, & that African labour be used for maintenance work on houses built under these schemes.

9. The Conference recommends to educational authorities the establishment of school farms in rural areas as distinct from agricultural colleges for the training of agricultural demonstrators.

10 (Page 302) --- The Conference suggests that further investigations be made into the trades & occupations taught in vocational institutions & into the absorption of the students into industrial life, so that parents may have guidance in selecting training for their children & the institutions may know which courses are of practical value.

11 — Employment Bureau should keep in touch with training institutions.

memo. from Tiger Kloof. Vocational Training in Industries.

Page 306. Trades are best learned by serving apprenticeships in factories or workshops — but under present conditions institutions such as Tiger Kloof are doing their best to fill the gap.

(Page 306 (ctd.))

Effective trade teaching in such institutions depends on the existence of a local market for the product within the institution.

Native crafts are not as a rule based on modern economy, & there is a limited market. The Africans do not encourage the teaching of these. Trades, to be successful, arise out of human needs. Attempts to introduce crafts amongst adults or children are not supported unless they have economic value.

(Page 307) The human need is met by the local store, & there is no urge in the African heart to cut himself off from European products & go back to African products.

One of the greatest needs, in any consideration of vocational occupations, is the encouragement of the African as a shop-keeper.

(Page 310) The Spinning & Weaving course provided does not offer a future as a means of livelihood.

more & more girls are turning to Domestic Service.

Dressmaking is a very popular course & is providing a very good means of earning a living.

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