



Inspectors  
Group,  
1921

**Inspection** official inspectors were C. J. de Jonge and J. Nieuwenhuizen; they began  
*Contd.* their work in 1889. Before this, the Superintendent had sometimes requested local clergymen to inspect schools and submit reports.

DURING THE MANSVELT régime the number of inspectors was raised to six. The work of the whole country was divided among these men, who travelled from end to end of the Transvaal on horseback or by mule-cart.

MESSRS. CORBETT and Ligertwood were the first organizing inspectors in the service of the Education Department during the Anglo-Boer War. They were principally concerned with the schools in the concentration camps. After the declaration of peace, when conditions were again normal, the number of inspectors was increased to 12. This would nowadays seem a large number for a school attendance of 27,000 pupils. But it must be remembered that inspectors' duties were far more comprehensive than they are to-day. They were, so to speak, the travelling salesmen of education and as such had to popularize a new school system in a newly-conquered community—a task which they approached with infinite tolerance, tact and patience.



## EDUCATION IN THE TRANSVAAL, 1836-1936.



Inspectors  
Group,  
1931

THE INSPECTORATE increased with the growth of schools. Mr. W. E. C. Clarke, at first Superintendent of Native Education, was for ten years the only inspector of secondary education, but when the number of high schools increased and when a knowledge of both official languages became essential, Messrs. T. G. Ligertwood and A. J. de Vos took over this work.

**Inspection**  
*Contd.*

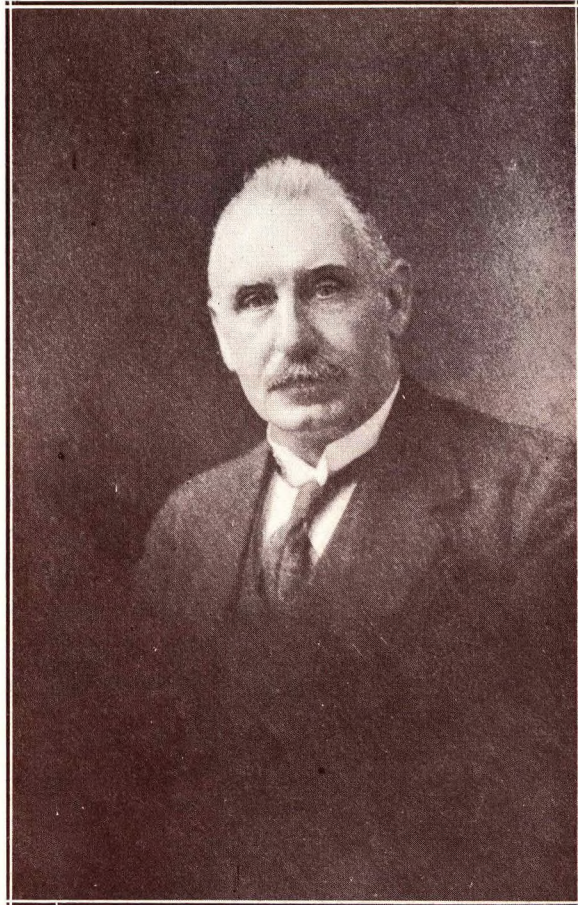
AT A LATER date district inspectors were given a share in the inspection of secondary education, and at the present day this type of work is done entirely by a committee of these officials.

FORMERLY THERE were separate inspectors for technical education, continuation classes and needlework; but as they retired their posts were abolished and their duties transferred to the district inspectors. For domestic science and needlework, there are at present three supervisors who assist the local inspectors. The total number of inspectors, exclusive of the medical service, is now 24.



**Inspection** SPACE DOES NOT permit the mention of the names of all inspectors who  
*Contd.* have served the Department. One name, however, which will always be associated with the Rand schools, is that of Mr. Handel Thompson, now M.P.C. For nearly twenty years he was an inspector in Johannesburg, and a source of energy—a man who could inspire others with something of his own zest for work.

IN REPUBLICAN days and for a long time after, all pupils were individually inspected with a view to making promotions from standard to standard. But as the professional and academic qualifications of teachers improved and as the instruction of scholars was standardized through the publication of various popular series of school text-books, individual inspection



Mr. F. Handel Thompson, M.P.C.



gradually fell into disuse. In its place came class inspection ; and with the change, the promotion of scholars passed as a general rule into the control of the school principal. **Inspection**  
*Contd.*

A UNIFORM METHOD of inspection, however, does not exist because there is no uniform method of teaching in schools. The individual teacher enjoys reasonable freedom, and the inspectors, taking this into account, judge each school on its merits. They are naturally in a position to make comparisons, and to assess not only the minimum knowledge which may be expected of each standard, but also the quality of a teacher's work and his suitability for his particular task.

IN ORDER TO discuss the various aspects of their work, the inspectors hold a conference once or twice a year under the chairmanship of the Director.

AN IMPORTANT change in the system of inspection was introduced in 1935, when principals of schools were instructed to report to local inspectors on the work of their assistants. These reports must be verified by the inspector if necessary. This step effectively emphasized the responsibility of principals, whose professional status was in consequence substantially raised.

Inspectors Group, 1936





**Inspection** MEDICAL INSPECTION of schools was introduced in the Transvaal in 1914 ;  
*Contd.* in that year Dr. C. L. Leipoldt was appointed as the first school medical officer and Miss F. A. Hassall as the first school nurse.

A SURVEY OF conditions in the Transvaal was at once undertaken, but the task was interrupted by the outbreak of the Great War. On account of the war, medical inspection work in the Transvaal was virtually suspended, to be resumed, however, on the return of Dr. Leipoldt from the front at the close of the German South-West campaign. The medical and nursing staffs were increased ; arrangements were made for the establishment of school clinics ; and part-time dentists were appointed for the larger towns.

THE JOHANNESBURG School Clinic was established in 1921 with a staff of specialists and was able to provide various medical services for indigent school children. Early in 1923 a school clinic was established at Potchefstroom.

DR. LEIPOLDT resigned from the service at the end of 1922. At that time the school medical service staff in the Transvaal consisted of three full-time medical officers and eleven school nurses. There was a central school clinic in Johannesburg, capable of rendering medical, ophthalmic, aural, psychiatric and dental service, and a minor school clinic at Potchefstroom where medical and dental advice and treatment could be obtained.

DR. LEIPOLDT was succeeded by Dr. J. A. Kieser. The school medical service has been gradually extended. In 1928 a beginning was made with rural dental service by the appointment of part-time dentists in certain country towns. With the co-operation of the Transvaal Dental Association, this service has developed to such an extent that all the country towns which have resident dentists, and many with visiting dentists, are now provided with dental treatment centres. Johannesburg and Pretoria have free dental clinics where full-time dentists are employed. In these towns, too, regular dental inspection is carried out in the schools. The number of part-time dentists is at present 53.

THE JOHANNESBURG School Clinic is still the main institution of its kind in the Transvaal, though it is now too small to meet all the needs for which it exists.

THE CLINIC at Potchefstroom is now housed in a separate building erected in 1932 by the Provincial Administration.



## EDUCATION IN THE TRANSVAAL, 1836-1936.

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PROVISION HAS been made for the erection of a modern school clinic in Pretoria in the near future. **Inspection**  
*Contd.*

THE FULL-TIME medical staff has been increased and now consists of one Chief Medical Inspector and three assistants; the nursing staff numbers 21.



School Clinic, Johannesburg



## EDUCATION IN THE TRANSVAAL, 1836-1936.

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**Inspection** THE TOTAL COST to the Province of the medical service during the year  
*Contd.* 1935 was £18,068. This included an amount of nearly £4,500 spent on  
dental treatment. In addition, various municipalities contributed £2,000  
for dental services.

Staff: Medical Service







**I**N A PROVINCE LIKE THE TRANSVAAL, WHERE EDUCATION HAS REACHED A HIGH STANDARD OF DEVELOPMENT, IT IS NATURAL THAT THERE should be educational associations quite distinct from Government bodies. The most important of these organizations have been formed by the teachers themselves and developed by them to occupy an influential position in the educational world.

Voluntary  
Educational  
Organizations

THERE ARE IN existence three associations of teachers. The oldest is the *Transvaalse Onderwysersvereniging* (T.O.). Founded in 1893 under the chairmanship of Mr. R. D. Collins, this body, in the days of the South African Republic, increased its membership from an initial 80 to 300, or roughly 30 per cent. of the teachers then in active employment. The Superintendent of Education, Dr. Mansvelt, never failed to mention the praiseworthy activities of this organization in his annual reports.

1. T.O.  
founded 1893

THE ANGLO-BOER War temporarily checked the work of the Association. Twenty members gave their lives in the war. In 1903, however, a small



Voluntary  
Educational  
Organizations  
Contd



Head Committee, T.O.

but steadfast group of 17 teachers picked up the threads and in the following year the sixth annual congress was held. The membership was then 124. The "Christelike Skoolblad"—the organ of the Association—which had ceased publication in October, 1899, appeared regularly every month from 1904 onwards.

IN THE CONFLICT of that time between the principles of the state school, maintained by the British Administration, and those of the old Republican state-aided school, which underlay the C.N.O. movement, the Association remained faithful to the latter. When the application of the Smuts Act led to the absorption of the C.N.O. schools and their staffs by the Transvaal Education Department, the "Vereniging" had to amend its constitution, but its ideals remained unaltered. The activities of the Association have always been for the main part directed to promoting education, whether primary or secondary, in a Christian, national spirit as well as in accordance with the history and traditions of the Boer population.

THE TWENTY-FIFTH anniversary was celebrated in 1918, when the membership was 600. To mark the occasion a very interesting brochure was





Head Committee, T.T.A.

Voluntary  
Educational  
Organizations  
Contd.

published. Soon afterwards there was a considerable increase in the number of members and branches all over the Transvaal.

SINCE 1923, WHEN an organizing general secretary was appointed, the T.O. has made great progress. The membership has risen to over 3,000, and the number of branches to 85. The head office of the T.O. is in Johannesburg (P.O. Box 3512).

THE *Transvaal Teachers' Association* (T.T.A.) is the second of the large teachers' associations. It came into existence in 1904 through the federation of local teachers' associations which had been established in various centres since 1902. At the start the membership was about 500; control was in the hands of teachers who, during the Anglo-Boer War, had come to South Africa from England and the Colonies. They naturally supported the current educational policy of the Department.

AT FIRST THE officials of the Education Department were ordinary members of the Association, but this did not prove the success that Mr. Fabian Ware, the Director of Education, had predicted. The officials were then made honorary members, but very soon the Association consisted of teachers only.

2). T.T.A.  
1904.



## EDUCATION IN THE TRANSVAAL, 1836-1936.

### Voluntary Educational Organizations Contd.

AMONG THE founders of the T.T.A. were Messrs. Fabian Ware, Ligertwood, Scott and Paterson on the official side, and Messrs. Johnson, Biss, Jack, Duncan, King, Linney and others, who represented the teachers.

THE ASSOCIATION grew rapidly. The district Associations in all the greater centres of the Transvaal showed a good deal of educational activity. Annual congresses were held in various towns and were very well attended. When a full-time organizing secretary was appointed in 1924, the number of members increased and it now stands at 1,250.

THE ORGAN OF the Association, "The Transvaal and Orange River Colony Educational News," which later became "The Transvaal Educational News," has appeared every month since January, 1904.

THE HEAD OFFICE of the T.T.A. is in Johannesburg (P.O. Box 1763).

3. T.H.S.T.A.

THE THIRD TEACHERS' organization is the *Transvaal High School Teachers' Association* (T.H.S.T.A.), which was founded in 1918. As is apparent from the name, the Association is concerned more particularly with the interests of the high schools and their staffs. Its meetings and its quarterly "Journal of Secondary Education," are conducted on a basis of equality



Head Committee, T.H.S.T.A.



for the two official languages. The membership is at present 370. The T.H.S.T.A. subject committees keep an ever watchful eye on the syllabuses and curricula of the high schools. The present headquarters of the Association are at the Afrikaans High School for Boys, Pretoria.

Voluntary  
Educational  
Organizations  
Contd.

IN ALL MATTERS of common interest, the three Associations work in cordial unison through a joint committee which is in constant touch with the Department. The principle of consultation is recognized by the Provincial Administration and is a guarantee of good relationship between it and the teaching profession.

4. N. E. F.

DURING THE LAST few years branches of the *New Education Fellowship* have been established in the larger Transvaal centres. The sixth World Congress of this organization was held at Johannesburg and Capetown in 1934. Hundreds of teachers attended the meetings. Overseas visitors expressed their appreciation of the enthusiasm and high professional aims displayed by those who took part. Almost a hundred organizations of various kinds—educational, political, social and religious—gave their active support to the Congress, which was in every respect an outstanding success. Dr. E. G. Malherbe, Director of the National Bureau of Education at the Union Buildings, Pretoria, and chairman of the South African branch of the *New Education Fellowship*, was responsible for the efficient organization of the World Congress.

THERE ARE OTHER organizations and movements which play an important part in school life. In certain large centres there are *Parents' Associations*, whose aim is to create closer contact between home and school. These, however, are not organized on provincial lines.

THE *Thrift movement* in schools began in 1918 with the Penny Bank, to be supplemented later by the introduction of the Savings' Club system. The yearly deposits have increased from about £6,000 to £20,000, a sum that represents, on current figures, about 3s. per pupil per year.

Dr. E. G. Malherbe, Director of the National Bureau of Educational and Social Research



5  
Parents  
Associations

6  
Thrift  
Movement







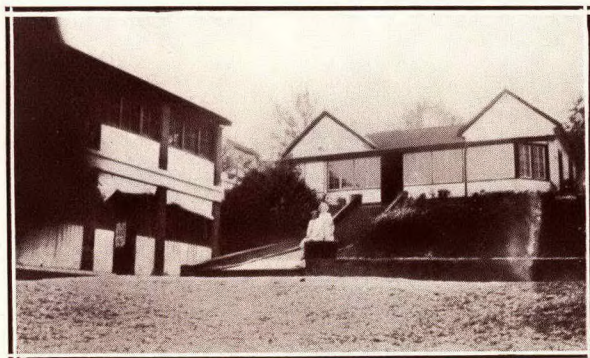
## EDUCATION IN THE TRANSVAAL, 1836-1936.

A NUMBER OF schools publish *annual magazines*, written and edited by the pupils themselves. Class-rooms are usually decorated with pictures or original drawings, and few are without their interesting collections of natural specimens of various kinds.

**Voluntary  
Educational  
Organizations**  
*Contd.*

HUNDREDS OF children enter enthusiastically into correspondence with overseas pen-friends in countries where English or Dutch is spoken; there are others who prefer to collect foreign photographs, stamps or coins.

THESE ACTIVITIES, in which teachers voluntarily take an important part do not fall under the direct control of the Education Department, but the Department attaches the utmost value to them all. They make school life attractive for our children and give them a measure of preparation for their future life in the community, quite different from that derived from the mere accumulation of book-knowledge. Thus the Transvaal school is not a detached unit in our provincial life, but an integral part of a civilised society.



Isipingo Home





**T**HE NON-EUROPEAN SCHOOL-POPULATION OF THE TRANSVAAL IS USUALLY DIVIDED INTO THREE GROUPS :—

- (a) Eurafrican or coloured children.
- (b) Indian children.
- (c) Native children.

THE SCHOOLS in the first group are built and maintained by the Provincial Administration in the same way as those for white children. They also fall under the jurisdiction of the school boards, but have no school committees. The syllabus followed tallies with that used in other schools, but it is difficult to attain the same standard of proficiency in all subjects. The staffs include both white and Eurafrican teachers. In making appointments, preference is given to Eurafricans, provided that they are properly qualified ; but as the number of qualified teachers is small the post of principal is usually entrusted to a white person. In December, 1934, there were 48 white and 179 coloured teachers in these schools. Since 1919 there have been facilities for the training of Eurafrican teachers at the Training Centre in Vrededorp, Johannesburg.

**The  
Develop-  
ment of  
Non-  
European  
Education  
in the  
Transvaal**



# EDUCATION IN THE TRANSVAAL, 1836-1936.

**Non-European Education in the Transvaal**  
Contd.

ALTHOUGH THE home language of the coloured population is strongly influenced by their environment, they speak mainly Afrikaans. The earlier policy was to use English as a medium, but this is gradually giving way to Afrikaans.

AS COLOURED people are nearly always to be found in urban areas, most of their schools are on the Rand or in Pretoria.

THE *Indians*, who in language, religion and national customs differ widely from the coloured people, prefer to have their own schools wherever possible. The first Indian school was opened in Johannesburg in 1913. There are at present 12 Indian schools in the Transvaal ; these are staffed by whites and Indians.

IN THE VILLAGES the Indian population is usually too small to warrant a separate school, and so the Education Department has made provision for mixed schools, which are attended by both coloured and Indian children. At present there are 42 such schools.

TABLE SHOWING THE GROWTH OF SCHOOLS FOR COLOURED CHILDREN AND INDIANS.

Year.	Coloured and Indian.		Indians only.	
	Number of Schools.	Number of Children.	Number of Schools.	Number of Children.
1905.....	9	1,153	—	—
1910.....	12	1,644	—	—
1915.....	13	2,133	1	108
1920.....	21	3,082	2	349
1925.....	27	3,978	6	609
1930.....	30	4,976	15	1,589
1934.....	42	6,469	12	1,668

IN REPUBLICAN days the education of *native children* was entirely in the hands of missionary societies, to which the state gave no financial aid.

IMMEDIATELY AFTER the Anglo-Boer War, however, the British Government in the Transvaal paid special attention to native education. As early as 1903 Mr. W. E. C. Clarke was appointed as organizing inspector, and in the following year he was given the title of Superintendent of Native Education. There were at the time 201 missionary schools with approximately 12,000 pupils and a staff of 289 teachers, including 41 white men.



## EDUCATION IN THE TRANSVAAL, 1836-1936.

IN ORDER TO gain control over the work of mission schools, the Government in 1904 introduced a subsidy scheme, by means of which about half of these schools received an allowance. The total expenditure amounted to £4,342. English was the compulsory medium of instruction. Requests from the German and Nederduits Gereformeerde Missionary Societies to be allowed to teach through the medium of the native language were refused by the Education Department, partly because uniformity was considered desirable and partly because the natives themselves preferred English to be used. The above-mentioned Missionary Societies therefore decided to lengthen the school day in order to find time for the teaching of the mother-tongue.

**Non-European Education in the Transvaal**  
*Contd.*

FROM 1906 ONWARDS training schools were established for native pupils, who had passed Standard III and wished to become teachers.

A THREE-YEAR course was provided; industrial work and English were compulsory examination subjects.

UNDER THE SMUTS Act of 1907, 241 native schools with approximately 12,000 pupils were taken over by the Education Department. The inspection of these was entrusted to the district inspectors of European



Indian School, Johannesburg



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