

9(i)d. Chief defects of Teacher Training Colleges

11.2.12.13

(Para 42) Interdepartmental Committee on Native Ed.

"Following upon the adoption of a differentiated primary course for Native schools in 1922, the Native teacher-training course was also necessarily altered. (in the Cape). Two different courses were from that year provided: a three-year Lower Primary Teachers' course post-Std VI, & a two-year Higher Primary Teachers' course post-Junior Certificate (Std VIII), the latter being intended to supply teachers competent to teach Stds V & VI of the primary school. A further modification of these courses took place in 1933, whereby it became possible for student-teachers to study both official languages of the Union in addition to a Native language; and further the external examination of much of the academic work included in the courses was abolished."

NB - Some Missions require Std VII (1936)

(NB) Teacher training, in 1936, was similar in all Provinces to the above (para 42). Some training centres provided specialist training for housecraft teachers)

9/9/44

(Chap. I para 83 (B))

Interdepartmental Committee on Native Ed.

Natal

"1918 - 1920. Dr Loxam had charge as Chief Inspector of Native Education. In this short time he introduced

- (i) a revised course of training for teachers, which emphasised professional & manual training, and included the study of physiology & hygiene & nature study
- (v) the appointment of organisers for the handwork instruction of both boys & girls

9/9/44

(C) Teacher Training

Interdep. Committee on Native Ed.

Para 184. "Provision is made for teacher-training in each of the Provinces

all courses of training consist of two parts: academic & professional, academic & professional, the aim of the former being to consolidate & extend the student teacher's knowledge & skills acquired in the primary school.

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"Training of Native teachers for secondary work is provided at the SA Native College, Fort Hare. The course for the Teacher's Diploma of the College usually extends over 2 years post-matriculation"

Dr Nkomo

(d) Teacher Training Colleges
Raise entrance standard to
Junior Certificate stage. So long
as standard is low more time
is spent in improving the
standard of pupil-teachers
than in practically preparing
them for their careers.

Comments from Report for 1946 - Union Advisory Board on
Native Ed.

Chapter 4 (III)

"The supply of trained Native Teachers is not increasing in proportion to the demand for Native Teachers, & this is a very serious state of affairs. - -"

----- "It is the custom in all provinces for school superintendents to hire teachers whom they pay out of provincial funds. These teachers, for the most part unqualified and poorly paid, do not appear on the statistics of the departments as they are not paid by the state - - -"

----- "Consideration of the above tables will it is hoped drive home the obvious fact that if Native education is to expand with the maximum efficiency it must be planned well ahead so that adequate provision may be made for training the number of teachers required to replace wastage through death, marriage, superannuation or dismissal as well as to replace unqualified teachers & to provide new posts".

The 10-year plan for Native Education. Nos R.J.

"more facilities should be provided

The 10-year plan for Native Education. Nos R.J.

Short special courses should be provided (as a purely interim measure) for teachers in the grades.

A pupil-teacher system should be introduced, where suitable, so that the practical teaching time of the students may be a real asset in the staffing of schools.

We shall not be satisfied until we get a minimum of 3 years post-matriculation training for all African teachers, but at the moment we need more teachers to set the pace of increasing numbers in schools.

Union Advisory Board 1947

In 1946 the ratio of pupils to teachers for the Union was 44.1%. "While the overall position for the Union has not changed significantly with the rapid expansion of secondary education which has taken place recently the tendency is probably for the lower classes to grow in size as post-primary classes must necessarily be kept smaller." This "shows unmistakably how important it is to increase the output of qualified Native teachers."

The posn. concerning the training of teachers remains a matter for concern. Of the Cape, which developed the resources for training more teachers than it could absorb until recent years, the Superintendent-General wrote in his report for 1946 -

"For the Dept's needs at the present rate of expansion, an adequate no. of primary teachers is being trained. In any attempt, however, to bring primary education within the reach of every child, the supply of teachers is likely to be one of the most serious limiting factors. Very few, if any, of the existing training schools could afford to increase their numbers. Additional training facilities would therefore have to be provided. The position in regard to secondary education has already become extremely difficult - - -"

The urgency of the posn. varies in the 4 provinces

Table XI

Ratio between student teachers & pupils enrolled in each province contrasted with the percentage of qualified teachers in 1946.

	Cape	Natal	Transvaal (3 rd yr teachers in training & upwards only)	OTS	Total
Ratio bet. student teachers & pupils enrolled.	1: 116	1: 145	1: 402	1: 73	1: 130
% of qualified teachers	96.8	62.0	75.4	59.7	78.9

Committee on Native Education 1935.

548 "The Committee - - - considers that in the courses of teacher-training emphasis should be laid on the ideal of community service, & that experience should be afforded student-teachers in carrying out specific schemes of such service in the neighbourhood of the training schools - - -"

634 "At the present stage of advancement it is doubtful whether any Union-wide raising of the standard of general education (Std 6) required of Native candidates for admission to the lower teacher-training course, can yet be contemplated."

Still a large proportion of untrained or partially trained teachers.

636 "The Committee is of opinion that there is need of co-ordination of the teacher-training courses for Natives in the 4 Provinces, & of a uniform policy in regard to the standard of general education required of candidates for admission to such courses. This task, it is felt, should be a function of the Union Dept of Native Education, & that dept. should in due course also take over the examination & certification of all Native Teachers throughout the Union".

NB - Different syllabuses in schools in these provinces.

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" In regard to the staffing of Native training schools, the Committee desires to endorse the finding of the Inter-Territorial Teachers Conference at Salisbury (1935) that the European staffs of such schools ought, as far as possible, to be selected with special reference to their knowledge of Native life & conditions, & of the vernaculars. The Committee is further of opinion that recognition, by way of an allowance, of a diploma in Bantu studies or a similar course, should be made in the salary scales for European teachers in Native training schools.

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a further phase of Native teacher-training which requires attention is the distribution of training centres, with particular reference to the needs of different Bantu language areas. A survey of the training centres from this angle, with a view to the prevention of inefficiency of training in class-teaching due to language difficulties, & of undue duplication of teacher-training services for merely denominational reasons should be undertaken by the Union Dept of Native education."

Collection Number: AD1715

SOUTH AFRICAN INSTITUTE OF RACE RELATIONS (SAIRR), 1892-1974

PUBLISHER:

Collection Funder:- Atlantic Philanthropies Foundation

Publisher:- Historical Papers Research Archive

Location:- Johannesburg

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