

education, involving state control of schools. Amongst the disadvantages of the present situation <sup>are</sup> is:-

- a) the fact that the churches can not cope with the financial burden;
- b) school buildings are inadequate and overcrowded;
- c) there is rarely any provision for gymnastics or physical education, sports fields, etc.;
- d) classroom equipment such as chairs, desks, blackboards, is often inadequate;
- e) there is a scarcity of text books, lack of libraries.

The sheer physical handicap of such surroundings is great.

15. Other difficulties are common to every Coloured school - including board schools. Due to overcrowding, children often have to wait a year or two before being enrolled in a school; they are handicapped by being in over-large classes and frequently by being taught by inadequately trained teachers. Handicapped children retard the progress of the class, since there are not enough special schools to accommodate them. In addition, housing conditions amongst the Coloured people are, in general, inferior to those amongst Europeans. This means that opportunities for study are frequently absent. The economic circumstances of the parents are generally inferior, and the home environment less advantageous. There is a higher incidence of under-nourishment and possibly a lower standard of health. Being handicapped both at home and at school in comparison with European children, it is hardly surprising that the Coloured children should show signs of retardation.

16. It is noteworthy that although a high percentage of Coloured people live on farms, there are according to Educational Statistics only 18 farm schools for Coloured children, not one of which falls under a school board. (On the other hand there are 22 farm schools for Europeans, 21 of which fall under school boards). The need for schooling for Coloured children on farms is great, particularly since their parents are unlikely to be able to afford to send them to towns for schooling. It is recommended that the question of Coloured farm schools be investigated and that the transport for pupils at this type of school be subsidised.

17. The nine special schools for Coloured children are situated mainly in the Peninsula, and it is suggested that others are required in different parts of the Province.

18. There are according to Education Statistics, no specifically agricultural or industrial schools for Coloured youths; the need for this type of training is increasing steadily, and the establishment of schools is recommended.

19. Secondary and High Schools:

The following table gives the total enrolment, ~~and~~ <sup>the</sup> enrolment in secondary and high schools, and the number of such schools for European and Coloured children in the Cape Province.

	Total Enrolment	High schools	Enrolment	Secondary schools	Enrolment
Eur.	171.326	181	59.305	57	10.194
Col.	184.589	13	3.881	14	1.336

The population figures for the Cape Province (1951) are -

Europeans:	935.674
Coloured (including Malays and Asiatics)	998.004

20. The Commission is asked to study "the retardation of pupils as evidenced by age distribution tables and examination results." The percentages of retarded children according to Educational Statistics (1951) figures are "based on the assumption that pupils normally enter school at 7 and all are retarded for two years above normal age." In the case of Coloured children this assumption is manifestly incorrect because many do not enter school at the age of 7; in Sub. A there are 6,196 children who are ten years of age and over, and according to definition would be "retarded" and will be classified as "retarded" throughout their school lives. But there is no indication as to what number of these children have been kept back, and what number are in Sub. A for the first time. It must be borne in mind that due to the shortage of schools and to the lack of compulsory education, Coloured children generally start their schooling much later than do European. The introduction of compulsory education would help by ensuring that children start school at a reasonable age and attend regularly. The median age for Coloured pupils is higher than is the European not only because of this factor, but also because it is raised by the inclusion, for purposes of calculation, of the ages of pupils attending part-time schools. These schools do not exist for Europeans and the pupils attending them are generally youths, not children.

*This paragraph to be reworded by Prof. Robertson - sense remains same*

21. As regards examination results, one must point out that achievement by scholars is to a large extent a reflection of their home circumstances, the training they have received in the preceding years, and of their extra-mural activities as well as of the preparation for the actual examination. The Institute submits that in the case of (by far) the majority of Coloured pupils, the home has been able to contribute little to the child's development. Though this is essentially a social and economic, rather than <sup>an</sup> educational consideration, educationalists can not afford to ignore it. Where parents are illiterate or semi-literate and are taken up with the struggle to keep the family housed and fed, they will have/

will have neither the leisure nor knowledge to teach their children even the elementary things (such as counting) which it is taken for granted that children from better-off homes know before even starting school. The atmosphere of the home, habits of living, nutrition, etc., will inevitably affect the child's achievement, though not of necessity his capabilities. At school, the Coloured child is handicapped by overcrowding. Frequently, there is more than one class in a room, and in addition, rooms are overcrowded. The shortage of teachers (this is particularly bad in the sub-standard), the inferior training the teachers have had, the lack of equipment, text books, etc., all mean that the Coloured school child is handicapped relative to the European.

22. Another factor which certainly contributes to poor examination results in the primary standards at any rate, is poor attendance, which is particularly marked in Non-European (i.e. non-compulsory) schools. This again is a problem which could most effectively be solved by the introduction of compulsory education (together with the provision of adequate schools.)
23. As regards examination results in the ~~High~~ schools, the Institute submits that given the inferior economic and social status of the Non-European, coupled with the inferior facilities available to the Non-European pupil in the primary school, it is misleading to compare directly European and Non-European examination results. The results of Coloured children must inevitably be inferior, and the fact that they are so is not to be regarded as surprising. The Institute regards these results as disquieting, not in that they suggest an inability on the part of the pupils to cope with the examinations, but in that they show that the schools are providing inadequate training, or at least are unable to compensate for environmental handicaps; the reasons why this is so have already been suggested.
24. Consequently, the Institute considers that with the introduction of compulsory education and improved schooling facilities (which must include improved teacher-training), retardation of pupils will diminish considerably and examination results gradually improve; this improvement must, however, remain limited whilst the social and economic position of the group remains inferior.

25. Terms of Reference (e): The Coloured teacher and his training, his professional conduct and the use he makes of facilities provided by the State:

In order to improve the standard of teaching it is necessary that the training of Coloured teachers be improved. Generally, Coloured training colleges are handicapped by shortages of accommodation and equipment. It is significant that whereas there are 4 European training schools run by the Department, there is only ~~one~~ for Coloured students. The provision of proper workrooms and equipment, libraries, boarding and other facilities is essential if the standard of Coloured teacher training is to be improved.

26. The ~~known~~ shortage of Coloured women teachers must be combatted by making the profession more attractive, rather than by accepting low standards of training. The Institute considers that it is desirable that the entrance examination to teaching courses should be the senior certificate and that steps should be taken to make this compulsory. It would be necessary to do this gradually, and in the first stages, before the entrance qualification was raised to senior certificate, only first-class J.C. pupils <sup>should</sup> be admitted; later, study grants could be made available for the two final years of schooling for pupils who undertook to train and work as teachers. It is clear that a child who has passed J.C. and then done two years' training (as required for the Lower Primary certificate) cannot be adequate to the task of teaching. Even where the additional year's specialist course is taken, the teacher's limited general education is a handicap in his work.

27. The Commission is to enquire into the Coloured teacher's professional conduct. The Institute submits that the duty of the Coloured, as of any other teacher, is to help each child under his care, to develop his or her personality to the fullest. The conduct of a teacher should be judged professionally only in reference to the above. We have no reason to believe that Coloured teachers are lacking in this respect.

28. Terms of Reference (f): Such other aspects of Coloured education as may be related to the foregoing and may appear necessary for a thorough and searching enquiry into all aspects of Coloured education:

An aspect of Coloured education to which the Institute wishes to draw the attention of the Commission is salaries. Far from reaching the desiderata of equal pay for equal work, the relationship between salary rates has deteriorated. Since European teachers have received their increase, Coloured teachers no longer receive four-fifths of the pay of European teachers of equal qualifications. The present salary situation is not only causing much dissatisfaction amongst teachers, but must also discourage others from entering the profession. Because of the size of classes, the shortage of classrooms, lack of equipment, etc., the

Colored teacher's work is more trying than is that of his European colleague.

If a desirable type of person is to be attracted to the profession, it is essential that salary scales should be improved rather than that they should deteriorate.

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