

EDUCATION.A: SCHOLASTIC EDUCATION.

1. Primary Education.
2. Secondary Education.
3. Post-Matric Academic Work.

B: PROFESSIONAL EDUCATION.

1. Teacher Training.
2. Clerical + Interpreter's Course.
3. Journalism
4. Medicine.
5. Ministry.
6. Nursing.

C: TECHNICAL EDUCATION.

1. Agriculture.
2. Industrial Training for Boys.
3. Industrial Training for Girls.

Education

Introduction: At present Native Education is not a state responsibility; it was formerly established as a result of missionary endeavour and, up to the present time, what education there is amongst Africans is ^{largely} in missionary hands and only State-aided. The various provinces control education in their areas, and it is financed, not from general Revenue, but from the Native Trust Fund.

A: SCHOLASTIC EDUCATION.

1. Primary Education. This type of education usually covers a period of 8 years. African children are only allowed to begin attending school at the age of 6, and as most parents cannot give their children any pre-school education, they usually pass their Standard VI at the age of 14. As already mentioned, schools offering primary education are largely under ^{missionary} government bodies which are aided by the State. True government schools are very few. These missionary schools have several drawbacks. There is a tendency on the part of the missionaries to employ teachers belonging to their churches, irrespective of qualifications or competence. Further, although children of other denominations are generally admitted, yet children belonging to the Church of the particular mission are more considerately treated & this always leads to lack of confidence and suspicion in the less favoured. But the worst feature of all is that the various schools under the different denominations are always hostile to each other, either openly or secretly, whereas cooperation amongst people doing the same work would ^{produce} a healthy atmosphere and produce better results. They are usually opposed to amalgamation, and so lack the strength which only unity can give. Many managers, also, are narrow-minded and usually they become stumbling blocks as they are not competent to guide. It is,

very necessary that more Government schools should be put up. Education should be made compulsory for children between 6 & 16 in urban areas, and in those rural areas where people desire it, the ultimate aim being to make it compulsory everywhere. It should also be made free up to Standard VI, but the schools should be adequately staffed. Content: In making up the primary school curriculum, the policy of adaptation should be followed. The medium of instruction from Sub-Std. A to Std. ~~II~~ III should be the Mother-Tongue, English and Afrikaans being taught as subjects. From Std. IV upwards the medium should be English, Afrikaans and the Mother-Tongue being taught as subjects. The African Std VI should be equal to the European Std VI and the syllabus complete as far as it goes, rather than pre-suppose something to follow. It should have a utilitarian bias.

Equipment & Buildings: As most schools were under missionary bodies they had to provide the buildings. As a result most school buildings leave much to be desired and the school equipment usually consists only of sitting accommodation in the form of benches. It ~~was~~ ^{is} only in the Cape ^{that} where the Administration provides the furniture & school requisites, & ~~pay~~ ^{pay} half the cost of children's books. The Government should assume responsibility in erecting buildings & providing equipment, the final aim ^{being} to take over all primary schools under Government control. In the Transvaal a scheme whereby the Department will bear half the cost of books is being worked out.

2. Secondary Education: This type of education should extend over a period of 4 years, 2 years for the Junior Certificate, & two years Matric.

Control: Secondary schools are at present mainly at institutions under Missionary control. But many day-schools have recently sprung up, some still under Missionary control, and a few directly under the Government, which controls them through School Boards. The Managers are always Europeans, and even ⁱⁿ the Primary Schools, except in the Cape, the Managers cannot be an African.

Financing: Secondary schools are always subsidised by the Government, but the students have to pay about £2 Tuition fee, & at Boarding schools have also to pay Boarding fees. The teachers' salaries are paid

the State. In missionary schools the missions provide & maintain the buildings. In a number of municipal areas, the municipality receives a loan from the Government to put up the buildings. In Government schools the buildings are put up by the State. The State provides the furniture and school requisites, but in the Cape one-third of the cost is provided by the manager. More Government schools should be set up and the State should accept responsibility for furnishing and equipping all secondary schools.

Curriculum: The curriculum for secondary schools is purely academic, but professional preparation should start at the Junior certificate level. If, for instance, a child wishes to take up business, he should include subjects like Commercial Arithmetic and this will continue in the Senior certificate. The content will be the same as for Europeans.

Staffing: Africans who are competent and have had some years of experience in secondary school work should be appointed as head-teachers, and as far as possible the staff should consist entirely of Africans, and the quota per teacher should not exceed 25.

3. Post-Matric Academic Work: Only the South African Native College caters for Africans as internal students of the University of South Africa. This College should admit Africans only, and more Africans should be on the staff. Several students, however, complete their degrees privately as external students of the University of South Africa. At the Universities of the Witwatersrand and Cape Town African students are generally allowed as part-time students residing outside the University.

B. PROFESSIONAL EDUCATION

1. Teacher-Training: At present students who pass Standard V can go straight to the Normal Training Course which takes three years to get the Third Year Certificate, issued after one year's successful teaching. This road should be closed and all children intending to be teachers should go through the Junior Certificate, and then ^{take} two years in the Primary Higher. A more informed teacher for the Primary school will then be produced.

Content: Academic and professional subjects are provided but the former are only superficial. The standard of academic subjects should be raised. The medium of instruction is English, except at one or two schools, like Stoffberg, in the Northern provinces, where Afrikaans is the medium. But such schools are not prosperous nor are they popular.

Teachers: At present the Cape is flooded with Third Year teachers and many are ^{now} employed. The reason is that the teaching profession is unfortunately, at present, the only profession which absorbs educated Africans to a large extent; the other fields offer very limited scope or are definitely closed to non-Europeans. In the northern provinces there is a shortage of teachers, especially female, and consequently married women and unqualified teachers have to be employed. On the other hand many qualified teachers take up jobs, such as being organisers, mine clerks, which open up in the bigger towns. The chief reasons for their readiness to do so are that the lot of the African teacher is by no means a happy one, and the remuneration is far from inviting.

Post-Matric and Post-graduate Courses: Futile attempts were made to establish a post-matric teacher's course at Kilnerton, but it died at birth. Fort Hare, ^{+ Adams College} is therefore the only place which offers genuine post-matric training for Africans. The professional subjects are

the same as those for the Primary Higher Course but on a higher standard. At least three degree subjects have also to be taken. The University Education Diploma is a post-graduate course. This requires a fourth year at college and consequently not many people have taken it since it is easier to take a lower course, the College Education Diploma, concurrently with the degree. There is at present no difference in the scale of pay whether the diploma is a lower or higher one.

Inspection & Supervision: The Education Department undertakes to inspect and supervise all schools State and State-aided schools. Europeans are inspectors and recently one African has in the Cape has been appointed as an Inspector. More African Inspectors should be appointed. There are, however, several African Supervisors under White Inspectors. This is to be deplored as it is evidently in keeping with the South African policy of creating inferior posts or courses specially for Africans. In the April issue of the Transvaal Education Gazette, an official organ, it was definitely stated that the travelling allowance payable to the Native supervisors would be for mules, despite the fact that most of these supervisors supervise schools in busy industrial centres. In the Cape several posts have been created for women as visiting teachers and handwork instructresses.

2. Clerical and Interpreters' Course: The field for Africans here is limited. Posts are obtainable at Magistrate's Offices as clerks and interpreters. The educational system should provide specialised training for this type of work. An attempt was made to establish an interpreter's course at Fort Hare, but this also died at its inception. Africans should be given more scope to rise to being magistrates. Africans are

only article on sufferance. Pressure should be brought to bear on lawyers ^{who are} unwilling to article Africans because of their colour.

3. Journalism: No definite provision is made for this course; but school magazines, which should be an important feature of every school, give some training. Language teachers should give more guidance and inspiration to children inclined towards journalism. As Africans grow more prosperous and independent, more African-controlled papers will be established and these will require more efficient editors.

4. Medicine: The Medical Aid course was established at Fort Hare; but it is now almost dead. Instead the Bachelor of Science in Hygiene ^{course} has been substituted. The full Medical course was formerly obtainable overseas, the colour bar of the country having closed the South African medical schools to Africans. But to-day several Africans, with the help of Africa scholarships, are taking this course at the Witwatersrand Medical school. But there is a fear that in the future this field may become flooded as the profession is the best one open to Africans from the financial point of view. One or two Africans are specialising in dentistry or pharmacy, but generally speaking not many Africans specialise in

5. Ministry: This profession is open to all who feel the call. Many churches insist on Matric as the entrance qualification; but the standard achieved by the Ministers of several churches, especially the unrecognised ones, is low both intellectually and spiritually. In many churches the profession is not paying. Several institutions like St Peter's

5. Nursing and Welfare ^{train} ministers, the former for the Anglican Church, & the latter for any church. ^{Two St} The three missionary hostels at Fort Hare have students who are being trained to be ministers in the churches concerned. There are also several Bible schools at the Cape and Natal and these give instruction to evangelists & those preparing for the ministry, they help to give their students the proper background to the scriptures.

6. Nursing: This course has been opened at several hospitals. Most of them insist on the Junior Certificate or Third Year as the entrance qualification. They generally produce properly trained and efficient nurses holding two certificates, one in general nursing and the other in midwifery. The general course takes ^{from} 3 years to 4 years, and midwifery an additional 6 months. But several hospitals, unfortunately, do not insist on a proper entrance qualification, even allowing children who have only passed Standard VI to enter the course. The entrance qualification should at least be Junior Certificate at all hospitals. More African staff nurses should be employed at hospitals and it should be possible for them to become sisters and matrons.

C. TECHNICAL EDUCATION.

This type of education comprises all those courses in which skilled workmen are being trained. The passing of Standard II is generally the minimum pre-requisite.

1. Agriculture: There are in the Cape three schools of agriculture and these are under the Native Affairs Department. Students trained at these schools

become demonstrators in native areas. These schools are doing good work in their districts; they organise "short - courses" for the neighbouring schools' people, they supply the farmers with proper seeds and other commodities at reasonable prices, and some even undertake the feeding of school-children. The work they are doing is highly commendable, but there is urgent need for more of these schools both in the Cape and also in the other provinces. But the entrance qualification for demonstratorship should be raised so that the people should realise that farming is not only a noble profession but also the most important one in an agricultural country like South Africa. Then the quality of the demonstrators, which is at present very low both mentally and morally, will then be raised to a higher level. There is also a post-matric course, a diploma taken at Fort Hare on the theoretical side and at Fort Cox on the practical side. This prepares the students to teach agriculture at agricultural schools, and agricultural science at secondary schools. But even here there should be more scope for Africans as Directors of Agriculture, Senior Lecturers or Principals at ^{Agricultural} Secondary Schools. There should also be a Bachelor of Science in Agriculture for Africans.

2. Industrial Training for Boys: This includes Masonry, Blacksmithing, Book-binding, Printing, Shoe-making and Leather-work, Carpentry, and Tailoring. Some attempts, chiefly at institutions providing academic and professional work training, have been made to establish these. But there has not been much development in this field. This is chiefly due to the fact that there is no attraction for the would-be craftsmen because the contractors, who are

White, do not employ them as skilled workers but only as ordinary labourers, if at all. When they wish to be independent, they find it difficult for an unknown boy, straight from school, without capital, to set up his own trade. The Government policy should be to give them priority of employment in erecting buildings or some other skilled work in Native areas for Native use. Another reason for lack of development in these industrial training courses is that the Missions could not run them because training in these trades is expensive. The missions provided the tools and equipment, the materials and the workshops. But in spite of that the cost to the Government still amounted to £16 per annum, boarding excluded, whereas the cost per European pupil is £56 per annum boarding included. It is, therefore, an urgent ^{matter} necessity that the Government take up these schools and finance them on a more equitable basis. To be a highly skilled craftsman, a student has to take a 5-year course, but there is also a 3-year course which produces a semi-skilled craftsman. Such a craftsman is only able to serve Native needs in general without specialising. Although the latter course is a good thing, yet the former is the one to be insisted on, so that skilled workers, having the proper status of ~~workers~~ ^{craftsmen}, should be produced.

3. Industrial Training for Girls: This includes dress-making, Spinning and Weaving, Knitting, Upholstery, Laundry Work, Cookery, Rug-making, Gardening and House-wifery. Most of the courses can only be entered after Standard VI, and students who complete them are usually employed in European

homes. The entrance qualification required for other courses on a higher standard is Third year and the students who complete these teach in the lower courses though they are not recognised as qualified to do so. Only the Cape and Natal have schools offering Industrial Training for girls. Such schools should also ^{be} set up in the other provinces. The standard should be raised to the level of the Industrial courses in European Technical Colleges. Separate Technical schools should be established and the qualification for entering these courses should be Junior certificate or matric. The students trained at such colleges will then be able to teach at Secondary and Training schools. The syllabus for the courses at these Technical Schools should be the same as that of the Diploma in Domestic Science taken at Huguenot University College. There should also be a B.Sc. in Domestic Science.

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