

CHAPTER XI.

PRESENT TRENDS AND SOME CONCLUSIONS.

1. Schools and Scholars.

After three centuries of development, Coloured Education is deeply rooted in South Africa. Though at the end of this period Coloured education still lags behind European education,¹⁾ it has in recent years shown a remarkable vitality. The last decade in particular has been noteworthy for a tremendous increase in the number of schools and scholars. The war and its aftermath have in no way adversely affected the increase in enrolment of Coloured pupils. The increase, in fact, "we have come to look upon as a regular annual feature."²⁾

The increase in enrolment, both in the Cape and the Transvaal, has been so marked that the heads of the Education Departments of these two provinces have made special mention of it in their annual reports for the years 1940 to 1948.

At the end of 1936 there were as many as 40,000 Coloured children of school-going age in the Cape Province who were not in school.³⁾ Since then there has been a remarkable improvement. In a report presented by D. van der Ross, the General Secretary of the Coloured Teachers' League to the Annual Conference of Coloured Teachers in the Cape at Wynberg in 1940, he referred to the enormous strides that Coloured education has made during the past few years, "mainly as the result of the rapid awakening of the Coloured People to a higher sense of duty towards their children."⁴⁾

1) Report of S.G.E. 1940, p.14.

2) Report of S.G.E. 1940, p.12 op. cit.

3) Ibid, p.12.

4) "Sunday Times", 7.6.1940: "30,000 Coloured Children Have No Education."

The advance in recent years is best reflected in figures. In September 1940 there were 127,093 Coloured pupils enrolled in Coloured schools in the Cape Province, as against 122,029 a year previously - an increase of no less than 5,064.¹⁾ By 1945 the enrolment at Coloured schools rose to 154,197. The increase over the five-year period, 1940 to 1945, thus amounted to 27,104 pupils, which represents an increase of 21.3 percent.²⁾ The expansion in Coloured Education was maintained during 1946. During that year the enrolment in the schools for Coloured children in the Cape Province increased to 160,550.³⁾ In 1947 the total enrolment rose to 165,050.⁴⁾

With the increased enrolment went pari passu an increase in the number of schools, teachers and student teachers. In 1939 there were 3,121 teachers employed in Coloured schools in the Cape Province; in 1940 the number rose to 3,311.⁵⁾ By 1946 there were 4,335 teachers employed in Coloured schools in the Cape.⁶⁾ Not only was there an increase in the number of schools, but there was also an extension in the type of school and the nature of the education offered.

The growth in the number of schools and particulars of the types of schools are given in the table below:-

	1940	1941	1942	1943	1944	1945	1946	1947
Training Colleges	-	-	1	1	1	1	1	1
Training Schools	8	9	8	8	8	8	8	8
High Schools	4	4	4	4	4	5	5	9
SECONDARY Schools	6	6	7	8	8	9	9	8

1) Report of S.G.E. 1940, p.12.

2) Report of S.G.E. 1941-1945, p.35 - 36.

3) Report of S.G.E. 1946, p.25.

4) Report of S.G.E. 1947, p.21.

5) Report of S.G.E. 1940, p.14.

6) Report of S.G.E. 1946, p.25.

	1940	1941	1942	1943	1944	1945	1946	1947
<u>PRIMARY SCHOOLS</u>								
Undenominational	42	44	46	49	50	54	59	62
Farm	7	5	5	6	4	7	13	15
Mission	874	877	895	899	918	931	936	947
Part-time	32	34	33	34	36	38	36	40
Special Schools	2	2	2	2	2	2	2	3
Total	975	981	1001	1011	1031	1055	1070	1093.

The vast majority of Coloured Schools in the Cape continues to be of the mission-aided type, though provision has been made for an increase in the number of undenominational schools. The mission schools are not under the direct control of the School Boards.²⁾ With the increased demand for education, it has become necessary for the Cape Education Department to continue to open schools to serve comparatively small groups of Coloured children residing at remote centres. The work of opening these schools and, as the Superintendent-General of Education put it in 1940, of "going out into the highways and hedges is eminently work which we shall have to rely on the missionary bodies to do; and we have good reason to be grateful to these bodies for what they have done in this direction in the past."³⁾

The State-aided mission schools have been the subject of much comment and criticism. Most of the defects from which Coloured education suffers has been attributed to the mission school system. In the mission-aided schools the control is shared by the Churches and the State. The

1) S.G.E. Report 1941-1945 p.37; Ibid, 1946, p.25; Ibid, 1947, p.21.

2) (a) S.G.E. Report 1941-1945, p.35;
(b) Bulletin of Educ. Statistics for the Union of S.A. (1947), p.20.

3) S.G.E. Report 1940, p.12.

result is that Coloured education must serve two masters. The churches place the emphasis on religious instruction, while the State is more concerned with secular learning.¹⁾ In 1933 Inspector A.L. Charles²⁾ pointed out that there was an "undesirable and even unseemly competition" between the churches for pupils and schools, especially since it was possible for any church to open a school if it could guarantee the minimum number of pupils and the minimum accommodation required by law.³⁾ These state-aided schools, which are partly supported and controlled by mission enterprise, are in many cases housed in poor buildings and not provided with adequate equipment and amenities. In 1933 the then Superintendent-General of Education for the Cape, M.C.Botha, expressed the desirability that the Cape Provincial Administration in future provide all the buildings, and that all new schools for Coloured pupils be undenominational schools under the control of the School Boards. He pointed out, however, that the church schools were doing satisfactory work and were making sacrifices on behalf of Coloured education for which he had the highest appreciation.⁴⁾ He continued to say : "Their spiritual and moral leadership was necessary for a long time to come. The Coloured community has not yet reached the stage of education and development where it can manage its own affairs. A State system of Coloured schools for the future would not only financially ensure the sound development of education, but would at the same time enable the churches, when they have

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- 1) "The Cape Coloured People Today", p.42 - 44. (From "Race Relations" Vol. 9, No.1).
2) Report of S.G.E. 1932 - 1933, p.97.
3) "Race Relations", Vol.9, No.1, p.44.
4) S.G.E. Report, 1932 - 1933, p.46.

been relieved of the financial burdens of the schools, to devote all their energies to the spiritual and social uplift of the Coloured people.¹⁾

The need for more undenominational schools has been felt and it has become the policy of the Cape Education Department to have more and more Coloured schools placed under the control and administration of the established School Boards.²⁾ In the 1947 report of the Superintendent-General of Education, Dr W. de Vos Malsn, stated that "in many areas building sites have been procured for the purpose of establishing undenominational schools."³⁾

All secondary education for Coloureds in the Cape is provided at Secondary schools and High schools, which are all under the control of School Boards and are undenominational in character. Secondary education up to and including the Junior Certificate is also provided at seven of the eight Training Schools for teachers under the Department.⁴⁾ The secondary schools provide education to Standard VIII or Junior Certificate, while the high schools provide education up to and including Standard X.⁵⁾

Despite the large increase in the total Coloured school enrolment in recent years, the number of Coloured pupils in secondary schools and high schools still remains comparatively small. In 1941 there were 2,441 scholars receiving secondary education, and in 1945 the number rose

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- 1) S.G.E. Report, 1932-1933, p. 48 op.cit.
 - 2) S.G.E. Report 1947, p.22.
 - 3) S.G.E. Report 1947, p. 23 op.cit.
 - 4) S.G.E. Report 1947, p.23.
 - 5) S.G.E. Report 1940, p.12.

to 3,085.¹⁾ By 1946 the number increased to 3,228,²⁾ but it is insignificant when compared with the total school enrolment.

Though the increase in the total enrolment in Coloured schools is very gratifying, a regrettable feature is that the bulk of the children leaves school before they have passed the sixth standard. In 1946 the Superintendent-General of Education reported that approximately 75% of the children "who enter Standard I leave school before they enter the sixth standard and considerable numbers of these drop out long before they reach that stage."³⁾ Only 26 % of the pupils enrolled in Standard I reach the final stage of the primary school course; of these 9 per cent proceed to secondary education and of this number again only one per cent reaches the final standard of the high school course.⁴⁾ This then is the great weakness in Coloured Education in the Cape, and it is in this respect that there is a great disparity between European and Coloured education. The disparity between the two may be most simply and effectively represented by saying that "for every five European pupils in Standard III or below there are five European pupils in Standard IV or above, whereas for every five Coloured pupils in Standard III or below there is only one Coloured pupil in Standard IV or above."⁵⁾

In the Cape Province, Coloured, Indian and Malay children are grouped together for all purposes and it must be understood that what is said with reference to Coloured

1) S.G.E. Report 1941 to 1945 p. 37.

2) S.G.E. Report 1946, p.35.

3) S.G.E. Report 1946, p.26.

4) S.G.E. Report 1941 to 1945 p. 38.

5) S.G.E. Report 1940, p.14.

children, applies equally to Indians and Malays. In the Transvaal there are schools for Coloureds only, for Indians only, and also mixed schools where Indians and Coloureds sit side by side on the same desks.¹⁾

A feature of Coloured education in the Transvaal in the past decade has also been the increase in the enrolment. The increase has far exceeded expectations and this prompted the Director of Education of the Transvaal to write in 1941 that "it is clear that Indian and Coloured children are keenly making use of school education without legal compulsion."²⁾

The expansion of Coloured and Indian education in recent years in the Transvaal can best be seen from the following table:-

Year	schools	Cold, Pupils	schools	Cold & Ind. mixed pupils.	Schools	Indian pupils
1940	36	8,350	19	1,860	14	2,707
1941	35	8,508	18	1,282	17	3,355
1942	38	8,672	17	1,315	20	3,649
1943	36	8,549	21	1,850	20	3,800
1944	40	9,342	19	1,517	22	4,542
1945	41	9,930	18	1,563	25	5,196. ³⁾

In 1948 there were 1,221 more pupils than in 1947, and the total enrolment in Coloured and Indian schools in the Transvaal grew to 20,656. Of this number 13,513 were

1) (a) Bulletin of Educ. Statistics for the Union of S.A. (1947), p.30. ; (b) There is also a school for Chinese in Johannesburg.

2) T.E.D. Report 1941 (T.E.No.1-1946) p. 24.

3) T.E.D. Report 1945 (T.E. No.3 - 1950) p. 22.

Coloured children and the rest Asiatics, there being a ratio of 13 Coloureds to 7 Asiatics.¹⁾

Like in the Cape, the number of Coloured children in the secondary classes of Coloured schools in the Transvaal continues to remain small. In 1948 there were 453 Coloureds receiving secondary education, and of this number only 22 were in Standard X.²⁾

It has been the policy of the Transvaal Education Department in the last decade to provide separate schools for Coloureds and Indians, and by 1948 the Director of Education reported that this policy was "coming more and more into its rights."³⁾ The mixed schools were, as a rule, to be found in the small villages where the total enrolment was less than 100.⁴⁾ The Coloured People themselves want Indian pupils removed from purely Coloured schools, and made such a request to the Administrator through the Transvaal Coloured People's Association on 19th August 1950.⁵⁾

The policy to provide separate schools for Indians and Coloureds is a good one, because these two races differ widely as regards tradition, religion, customs, language and background.

2. Administration and Control.

In both the Cape and the Transvaal the Provincial Council is the legislative authority in regard to Coloured education. The administration is in the hands of the provincial education departments. In the Transvaal all the

1) T.E.D. Report 1948 (TP 7-1950) p.17.

2) Ibid, p.17.

3) T.E.D. Report 1948 (TP No.3 - 1946) p.16.

4) T.E.D. Report 1945, p.22.

5) Rand Daily Mail, 21.8.1950, p.9.

Coloured schools are state schools and are treated in the same way as are European schools. In the Cape Education Department special provision for Coloured Education is made by providing a separate branch of Head Office to deal with Coloured Education only.¹⁾ In the Transvaal all the Coloured schools are under the control of the same School Boards as conduct schools for Europeans, but in the Cape Province, with its large number of mission schools, the problem of local control is a vexed one.

In order to regularise and make more effective the task of administration an Education Ordinance was passed by the Cape Provincial Council in 1945.²⁾ This measure provided, inter alia, for the establishment of Coloured public schools, for the establishment of Coloured Education Committees in districts where the School Boards are not prepared to administer Coloured Education, for the spending of not less than £100,000 every year for ten years on school buildings for Coloured children, and for the bringing into force of compulsory education for Coloured children between the ages of seven and fourteen. As a result of this Ordinance, eighty-six of the 108 School Boards in the Cape Province indicated their willingness to control and administer Coloured education. In the twenty-two districts where the School Boards were unable or unwilling to undertake the administration of Coloured Education, special committees were set up for this purpose.³⁾

1) Bulletin of Educ. Statistics for the Union of S.A. (1947), p. 20.

2) Coloured Education Ordinance No.11 of 1945.

3) S.G.E. Report 1947, p.23.

3. SUPERVISION AND INSPECTION.

In the Transvaal and in the Cape the supervision and inspection of Coloured schools are carried out by the Inspectors of European education. In the Orange Free State these duties are carried out by the Inspectors for native schools and in Natal there are special inspectors for Indian education.¹⁾ The writer is of the opinion that the interests of Coloured education in the Transvaal would best be served by the appointment of a special inspector to undertake the supervision and inspection of Coloured and Indian schools. This inspector could work in conjunction with the Chief Inspector for European education.

4. TYPES OF EDUCATION.

(1) Primary Education.

In the Transvaal and in the Cape the elementary school course stretches over a period of eight years and consists of two sub-standards or grades and six standards.

Mention has already been made that a special curriculum for Coloured schools has been in existence since 1923 in the Cape. In the Transvaal the Coloured schools follow the same curriculum as European schools.

From the theoretical point of view, the education offered to Coloured children ought not to differ materially from that offered to Europeans. Actually, however, it ought to be modified somewhat in order to enable Coloured children to make the best use of the limited opportunities open to them on leaving school. It must be remembered that the average school-life of the Coloured child is much shorter than that of the average European child. A greater emphasis ought to be placed on the vocational side of primary education.

1) (a) Bulletin of Educational Statistics.....(1937), p.20.
(b) Province of Natal : Report of Educ. Commission 1937,
p. 29.

and more attention ought to be given to handicrafts in the case of boys and to domestic science in the case of girls.

(11) Secondary Education.

The High school courses are the same as for European schools. In the Cape Province the Coloured scholars write the examinations conducted by the Cape Education Department for the Junior Certificate and the Senior Certificate. In the Transvaal the Coloured pupils are prepared for the Transvaal Junior Certificate examination and the Transvaal Secondary School Certificate examination.

The secondary education offered at the Coloured secondary schools and high schools in the Cape is the same as that offered by European schools under the School Boards.¹⁾ However, the courses of instruction followed in the secondary classes attached to the Training Schools are planned so as to link up readily with the teacher training course.²⁾ In 1947 the Superintendent-General of Education reported that while the old-established undenominational secondary and high schools were able to offer courses of study which included woodwork, needlework and domestic science, the more recently established schools have been obliged to offer courses of study which were purely academic. This was due to the difficulty of procuring essential equipment and finding teachers qualified to teach needlework and domestic science in the secondary classes.³⁾

In 1943 a new secondary school was established at Kokstad; in 1943 another was established at Uppington while

1) S.G.E. Report 1941 to 1945, p. 27.

2) S.G.E. Report 1947, p. 27.

3) S.G.E. Report 1947, p. 23 - 24.

in 1945 two more secondary schools were established, one at Steinkopf and the other at Middelburg.¹⁾

In the Transvaal there were two high schools for Coloured and Indian children and one Junior High School in 1948.²⁾

(iii) Industrial Education.

The Cape Town Technical College conducts classes for the training of Coloured pupils and apprentices in commercial and vocational subjects. There are also eight state-aided schools for Coloured boys and girls in the Cape Province subsidised by the Union Department of Education, Art and Science. In Johannesburg the Witwatersrand Technical College conducts classes in the evening at Newtown in academic and commercial subjects.³⁾

(iv) Special Education.

There are two reformatories, one for boys and one for girls. A state school of industries for Coloured children committed under the Children's Act was opened in 1948. There is also an orthopaedic home which receives Coloured children.⁴⁾

(v) University Education.

There is no institution specifically set apart for the higher education of Coloured students, but they are admitted to the South African Native College at Fort Hare. Correspondence courses and vacation courses are provided by the External Division of the University of South Africa for those students who wish to write the examinations conducted by that

1) S.G.E. Report 1941 to 1945, p. 37.

2) T.E.D. Report 1948, p.29.

3) Bulletin of Educ. Statistics..... (1947), p.20.

4) Ibid.

University.¹⁾ Coloured persons are also permitted to attend classes at the Cape Town and the Witwatersrand Universities.²⁾

5. FREE EDUCATION.

Education for Coloured children is free up to Std. VI in the Cape and to Standard X in the Transvaal.³⁾

6. COMPULSORY PRIMARY EDUCATION.

In all civilised countries it is an accepted principle that primary education must be compulsory. For years the Coloured People have insistently requested that compulsory education be applied to their schools as well. Sound arguments for this introduction have been advanced from time to time but it was not until 1945 that the principle of compulsory education for Coloured children was accepted and embodied in legislation in the Cape Province. The Coloured Education Ordinance No.11 of 1945 provided for the gradual introduction of compulsory education, and since the promulgation of this Ordinance, the Cape Education Department has set up the necessary machinery to make compulsory education a reality as soon as possible.⁴⁾

The Ordinance states that when a Coloured Education Committee or a School Board considers that adequate and suitable school accommodation exists for all the children that will be required to be provided for, it may forward to the Cape Education Department a resolution that school attendance be made compulsory for Coloured children between the ages of 7 and 14 years, who are resident within three miles of an undenominational public schools for Coloured pupils. On sub-

1) Calendar, University of South Africa, 1949, p.418, 422.

2) Bulletin of Educ. Statistics,....(1947), p.21.

3) Ibid.

4) S.C.E. Report 1947, p. 23.

mission of such resolution by the Department to the Administrator, he may proclaim that from a fixed date attendance at such an undenominational school be compulsory. There are, however, certain grounds for exemption.¹⁾

In their efforts to introduce compulsion the authorities are anxious not to interfere with the existing church schools and provision has been made for undenominational schools to be erected at all centres so that compulsion will not result in children being sent to schools of denominations not approved by their parents.²⁾

Compulsory education cannot, however, be put into practice until adequate accommodation is available, so that by 1947 it was possible to introduce this measure in one centre only, namely, Graddock.³⁾

There is no provision for compulsory education for Coloureds in the Transvaal and the Director of Education proudly reported in 1941 that it was clear that Coloured children were "keenly making use of school education without legal compulsion."⁴⁾

The introduction of a measure of compulsory education at the Cape is a big step forward, if one bears in mind that education for European children in the Cape Province only became compulsory in 1921. The introduction of compulsory school attendance will certainly result in a considerable lengthening of the average school life of the Coloured child.⁵⁾

1) Ordinance No.11 of 1945, Cape Provincial Council, Section 2

2) "The Coloured People of the Cape" (Issued by the Public Relations Office, South Africa House, London, W.C.2, 1942) p.19.

3) S.G.E. Report 1947, p.23.

4) T.F.D. Report 1941, p.24.

5) S.G.E. Report 1941 to 1945, p. 38.

The Cape Province was, however, not the first to move in this matter. The education of Coloured children was made compulsory in Natal in 1942, a few years after a commission of inquiry under the chairmanship of Mr F.N. Broome, K.C. recommended it strongly.¹⁾ The Natal Ordinance provides the following:- "It shall be the duty of the parent of every European and Coloured child who has completed his seventh year but has not completed his fifteenth year to cause such child to attend regularly at a government or government-aided school, unless such child has successfully completed a course prescribed for the sixth standard or an equivalent course, or is a Coloured child who resides in a district where school facilities for Coloured children are not available."²⁾

7. FINANCE AND BUILDING PROGRAMME:

Prior to 1925 each province found the funds for Coloured education from its own revenue and from revenues assigned by the Union Government. From 1925 the Union Government paid an annual subsidy of £5.5.0 per Coloured child in average attendance. This subsidy was not an ad hoc grant but part of a general subsidy to the provinces. In practice the provinces tended to restrict their expenditure on Coloured education to the amount received from the Union Government in annual subsidy. This subsidy for Coloured education became a vexed question and the amount paid under it was found to be inadequate. In 1940, Dr W. de Vos Malan, the Superintendent-General of Education in the Cape, drew attention to this in his report for that year. He said: "I must

1) Province of Natal: Report of the Education Commission, 1937, p.73 (Published under Provincial Notice No.60 of 1938, dated 5.2.1938).

2) Natal Education Ordinance 1942, reproduced in Bulletin of Educ. Statistics.....(1947), p.21.

express my disappointment that the settlement of the vexed question of subsidy for Coloured education has once more been delayed..... Meanwhile the Coloured schools remain overcrowded and understaffed and many necessary reforms have to stand in abeyance until peace returns.-1)

In 1945 the Union Parliament passed legislation which abolished the old basis of subsidy and placed the financing of Coloured education on a better and sounder footing through the Financial Relations Consolidation and Amendment Act.²⁾

In the same year the Cape Provincial Council decided to spend a sum of £1,000,000 over a period of ten years on school buildings for Coloured children.³⁾ In the Capital Estimates for 1946 and 1947 provision was made for a building programme for Coloured schools to the extent of £248,422,⁴⁾ while the sum of £351,407 was voted in the Capital Estimates for the financial year 1947 - 1948 for this purpose.⁵⁾ In spite of scarcity of building materials and labour, and delays due to conditions arising out of the war, every effort was being made to "press forward the building of new schools for Coloured pupils" in the Cape.⁶⁾

In the meanwhile many Coloured schools were overcrowded and an experiment was begun in 1947 at the De Vos Malan Primary School at Port Elizabeth, of running double-shift classes. At this school there were 15 classes with 648 pupils in attendance in the morning session and 13 classes

1) S.G.E. Report 1940, p.15 op. cit.

2) Act No. 38 of 1945.

3) Ordinance No.11 of 1945.

4) S.G.E. Report 1946, p. 27.

5) S.G.E. Report 1947, p.22.

6) S.G.E. Report 1941 to 1945, p.38.

with 477 pupils in the afternoon session. In the morning session the pupils, all of whom were in Standard I and above, received five hours' tuition, while only pupils in the sub-standards attended in the afternoon and received instruction for three hours daily. This system of double-shift classes was established in 1948 and would continue until the accommodation problem could be eased.¹⁾

In the Transvaal, too, a building programme was initiated during the period 1945 to 1948 and new buildings were erected for the Lady Selborne Coloured School in Pretoria at a cost of £38,977 and the Noordgesig Coloured School at a cost of £36,140.²⁾ The problem of accommodation was one of concern to the authorities. In the Witwatersrand Central School Board Area double shifts were introduced at five Coloured and Indian schools.³⁾ The Inspectors on the Witwatersrand East reported in 1945 that the problem of accommodation for the Coloured schools was a serious one. "The condition of some of the buildings is so bad that the work of the teachers is adversely affected", contended the inspectors and they urged the authorities to give the matter earnest attention.⁴⁾

In 1950 the Administrator of the Transvaal, Dr W. Nicol, informed a delegation from the Transvaal Coloured People's Association that a start would be made in 1951 with the erection on the Witwatersrand of a big hostel for Coloured pupils.⁵⁾

1) S.G.F. Report 1967, p. 24.

2) T.E.D. Report 1948, App. XIII, p. 99, 101.

3) T.E.D. Report 1945, p. 53.

4) T.E.D. Report 1945, p.48.

5) Rand Daily Mail, 21.8.1950, p.9.

8. MEDIUM OF INSTRUCTION.

The authorities in the Cape and the Transvaal have in recent years given much attention to the medium of instruction in Coloured schools. In his report for 1947 the Superintendent General of Education in the Cape pointed out that the standard in both the official languages in Secondary, High and Training schools was low and decidedly below that found in the corresponding European schools. He went on to point out that many of the pupils in Coloured schools had no first language, but two second languages. The reason for this was that the principle of mother-tongue instruction was not adhered to in the mission schools. Even in the undenominational schools the medium employed was a matter of parental choice.¹⁾

The general practice today in the Cape was to apply mother-tongue instruction in the lower primary classes and then at about the Standard III stage to change over to English as medium of instruction in all subjects.²⁾ This is certainly educationally unsound and steps will have to be taken to ensure that the medium of instruction in each school is on a satisfactory basis so as to raise the standard of attainment in both English and Afrikaans. Language is, indeed, the tool of all learning and without a satisfactory standard in it, progress in education cannot be made.

In the Transvaal the principle of mother-tongue instruction is applied in all Coloured schools. In 1945 forty-seven percent of the pupils in the schools were being taught through the medium of English, forty-three percent through the medium of Afrikaans, and ten percent through both media.³⁾ Both media are employed for the purposes of

1) S.G.E. Report 1947, p.22.

2) Ibid, p.22 - 23.

3) T.E.O. Report 1945, p.22.

instruction in the case of Coloured pupils who speak both English and Afrikaans at home.

9. TEACHERS.

Much has been written on the meaning of education; it has been formulated by different thinkers in different ways and it has not meant the same to all.

Whatever differences of opinion are held concerning the bases of education, all are agreed, however, that the teacher has a most decisive role to play in the upbringing of children. He is, indeed "the hub of the educational wheel".¹⁾ In any system of practical education, the key position is occupied by the teacher. The whole of the history of education bears witness to this. There can be no denying the fact that the quality of teachers will more often than not be the most important determinant of the height and rate of rise which each generation attains.²⁾

In our present-day paedocentric education there has been a tendency to shift the emphasis from the teacher to the child, but even in the most modern school, in which each child is allowed to seek and ensure its own individuality, there is still place for the teacher. Though in the background, he discreetly suggests and guides, and imposes his will upon the children. Commenting on the role of the teacher in the New Education, Sir Percy T. Nunn says that though the teacher's functions may change in character, they "will be no whit less important, and will make an even greater demands upon (his) learning, intelligence and professional cunning."³⁾

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- 1) Overn, A.V.: "The Teacher in Modern Education". (D.Appleton-Century Co., New York, 1935) p.7 *op.cit.*
 - 2) Brubacher, J.S.: "A History of the Problems of Education" (McGraw-Hill Book Co., New York and London, 1947), p.493.
 - 3) Nunn, P.T.: "Education: Its Data and First Principles" (Edward Arnold & Co., London, 1937) p.109, *op.cit.*

Though modern educational thought and theory have tended to dethrone the teacher from the focal point of the periphery of the educational compass, he still continues to remain the most influential factor in our schools. It is the teacher who leads, guides, directs and inspires. His influence is not confined to the classroom and the children under his care alone, but it penetrates further afield and affects, indeed, the whole of the nation. The seeds which the teacher sows sometimes develop a vital power beyond his wildest dreams. Hence it is that great men in all walks of life speak with affection and admiration of the schoolmasters who taught and inspired them. The incalculable influence exercised by a teacher through his work and his intercourse with children cannot be measured, even as that of a minister or other spiritual leader cannot be measured.

It is quite clear that the future and wellbeing of society is dependent in large measure upon its teachers. What the teachers are, the schools are in the process of becoming, while the quality, training and social standing of the teachers in one generation are a suggestive index of the cultural attainments of the next.¹⁾ E.L. Thorndike once said that a nation which allowed incapable men and women to teach it was committing suicide.²⁾ That accounts for the fact that in all civilised countries today Teacher Training is receiving attention and its demands are being considered with increasing urgency and frequency.³⁾ The whole question of

1) Smith, W.R.: "Introduction to Educational Sociology", p.264.

2) Ibid.

3) Davies, Sarah J: "On the Education of Teachers", (Carnegie Corporation Visitors Grant Committee, 1940) p.3.

recruitment, selection and curricula for students in training have been , and are being subjected to close scrutiny for "society cannot afford to entrust the welfare of its children to the hand of novices, ignorant of the material with which they work and the intricate laws that govern human life and social progress."¹⁾

In the U.S.A. the professional education of teachers has been the subject of thorough and persistent investigation ever since the first World War. This investigation has concerned itself with teacher training in colleges and universities, with the certification of teachers, as well as with the in-service training of teachers.²⁾ A very elaborate critical examination of the curriculum appropriate for teacher education in the U.S.A. was made in "The Commonwealth Teacher-training Study." by Charters and Waples supported by a corps of assistants and a generous subsidy. The report of these investigations was published in 1929.³⁾ Not only were new courses of training suggested, but a complete list of what desirable traits a teacher should possess, was also given.

In 1921 a national survey of the education of teachers in the U.S.A. was undertaken, while the most radical endeavour to blaze a new trail in teacher training was undertaken by the Teachers' College at Columbia University. "In setting up New College, it (Columbia University) had in mind applying

1) Davies, S.J.: "On the Education of Teachers", p.3.

2) Brubacher, John S: " A History of the Problems of Education", p. 493 - 534.

3) Charters, W.W. and Waples, D : "The Commonwealth Teacher-training Study" (University of Chicago Press), 1929.

principles of progressive education to the training of teachers¹⁾

In Great Britain, the Board of Education appointed, in March 1943, a committee under the chairmanship of Sir Arnold McNair, vice-Chancellor of the University of Liverpool, to "consider the supply, recruitment and training of teachers and youth leaders". The committee brought out its report in 1944. In the report consideration is given to all aspects of the training of teachers, to the status of Training Colleges and to the relationship between Teachers' Colleges and Universities, while the whole organisation of teacher-training in England and Scotland was reviewed.²⁾

In South Africa, in the most recent report on education, namely the Report of the Commission on Technical and Vocational Education,³⁾ commonly known as the De Villiers Report, Chapter XV deals with "Teachers for a reconstructed System of Education". This commission is convinced that the efficiency of the teaching staff is a basic condition for the success of any system of education. It makes the following comment: "No amount of reform and reconstruction can produce an effective scheme of education, if those who teach cannot live up to the principles and ideals which inspired such reform and reconstruction."⁴⁾ The most revolutionary recommendation made in this report is that all teacher training should be undertaken by the universities, and that "the present training colleges, university faculties of education and teacher-training departments of the technical colleges should wherever

1) Brubacher, John S: "A History of the Problems of Education", p.517, op.cit.

2) Board of Education: "Teachers and Youth Leaders: Report of the Committee appointed by the President of the Board of Education to consider the Supply, Recruitment and Training of Teachers and Youth Leaders". (His Majesty's Stationery Office, London, 1944.

3) U.G. 65 - 1948.

4) U.G. 65 - 1948, p.188 op.cit.

practicable be converted into training institutions which will be constituent colleges of the universities."¹⁾

Prof. T. Williams pleads for the supply and the training of teachers, both European and non-European, to be considered on a national basis, in order to ensure "the maximum and optimum effort to provide the right people to handle in our schools the nation's most valuable asset".²⁾

Considerable attention has been given in recent years also to the supply, recruitment, training and service conditions of teachers employed in Coloured schools.

In 1943 the Administrator of the Cape Province appointed a committee to consider and report upon salaries and service conditions of teachers in Coloured schools. The committee recommended increases in the salaries as well as increases in increments and the institution of senior assistant posts at schools to provide new avenues of promotion. These recommendations were subsequently implemented with effect from 1st April 1944.³⁾

During 1946 the salary scales and conditions of service of Coloured Teachers were once again reviewed and the salaries were placed on a basis of four-fifths of those for European teachers. The teacher representatives on the committee that investigated the salaries and service conditions urged that Coloured teachers should receive salary equality with Europeans. The Committee, while agreeing that Coloured teachers' salaries should have a close relationship to European teachers' salaries took the view that absolute equality was not possible

1) U.G. 65 - 1948, p. 195, para. 1521.

2) The Transvaal Educational News, March 1945, p.7, op.cit.

3) (a) Ordinance No.18 of 1944;

(b) S.G.E. Report 1941 to 1945, p. 36.

at present.¹⁾ Other changes were brought about by which the Coloured teachers were given the same furlough and pension privileges as were enjoyed by European teachers.²⁾

Changes in connection with the training of Coloured teachers were also made. An important step forward was taken in 1941 when the training institution for post-Senior Certificate students was established in the Hope Lodge Building, Roeland Street, Cape Town. The institution was given training college status in July 1942 and became known as the Howat Training College. This college conducts a two-years' course for the Coloured Primary Teachers' Advanced Certificate.³⁾ Mention has already been made of this institution in a previous chapter. The entrance standard for teacher-training at all the other Coloured training institutions continues to be the Junior Certificate. In 1945 the Superintendent-General of Education in the Cape wrote: "The Department looks forward to the time when it will be possible to raise to Senior Certificate the entrance standard for all teacher-training, but at present such a step is not practicable owing to insufficiency of numbers passing the Senior Certificate Examination."⁴⁾

There were 760 Coloured student teachers in training in the Cape in 1946⁵⁾ and 768 were enrolled in 1947.⁶⁾

A matter of concern is the small number of Coloured women teachers. The number of Coloured girls coming forward

1) S.G.E. Report 1946, p.19,20,27.

2) Ibid, p.27.

3) S.G.E. Report 1941 to 1945, p.36.

4) S.G.E. Report 1941 to 1945, p.36.

5) S.G.E. Report 1946, p.26.

6) S.G.E. Report 1947, p.21.

1)
for teacher-training is only about half of the number required.
The number of girls admitted to the training institutions
in the Cape in 1945 was 165 while no fewer than 340 were
required.²⁾ In 1940 the Superintendent-General of Education
pointed out that "we are training too many men and too few
women." He went on to state: "Though the Department has con-
siderably relaxed its rules, and has agreed to the employment
of men in posts where on educational and administrative grounds
women are to be preferred, cases repeatedly arise where the
services of a woman are indispensable, and where if a Coloured
woman teacher is not available a European woman must be em-
ployed - even though a Coloured man teacher may be available."³⁾

The root cause for the scarcity is to be found in the
fact that comparatively few Coloured girls proceed beyond
the primary school stage in education. There were only 341
Coloured girls in the Cape who passed the Junior Certificate
Examination at the end of 1944 and of this number two-thirds
entered upon teacher-training - a high proportion.⁴⁾ The Cape
Education Department hoped that by increasing the salary
scales so as to make them more competitive with other occu-
pations, and by opening up additional secondary schools in the
rural areas, more Coloured girls might be attracted to the
teaching profession.⁵⁾ In the meantime, there was not a
satisfactory proportion of women to men in the Coloured schools
of the Cape.⁶⁾

1) S.G.E. Report 1941 to 1945, p.36.

2) Ibid.

3) S.G.E. Report 1940, p.15 *op.cit.*

4) S.G.E. Report 1941 to 1945, p.36.

5) Ibid, p.37.

6) Ibid p. 36.

In 1942 the Director of Education in the Transvaal reported that increased salary scales had been introduced which aimed not only at a better remuneration for Coloured teachers, but would serve also as a stimulus to them to better their qualifications generally.¹⁾

In October 1944 new salary scales were introduced for European as well as for Coloured teachers. The new scales brought considerable benefits to Coloured teachers and at the same time the posts at Coloured schools in the Transvaal were classified and distributed on the same basis as at European schools.²⁾

In 1948 there were 468 Coloured and Indian teachers and 133 European teachers employed in the Coloured and Indian schools of the Transvaal and this gave a proportion of one teacher for almost 32 pupils.³⁾

In the Transvaal today Coloured, Indian and European teachers teach side by side in Coloured schools, though the Department of Education is endeavouring to promote a policy by which the teaching in Coloured and Indian schools will be undertaken by teachers of their own race.⁴⁾ Coloured teachers are on the whole opposed to European teachers teaching in their schools. In 1950 a deputation told the Administrator of the Transvaal that more Coloured teachers should be appointed as principals and assistants at Coloured schools in preference to Europeans. There were at least 16 large Coloured schools

1) T.E.D. Report 1942, p.16.

2) T.E.D. Report 1945, p.21.

3) T.E.D. Report 1948, p.17.

4) Ibid, p.17.

where principal posts were filled by Europeans. The deputation said : "A good number of suitably qualified Coloureds can take over these posts and we think that this should be done, not only to absorb qualified men in higher posts but to encourage other Coloured teachers to improve their academic qualifications."¹⁾ One feels inclined to agree with this assertion, though the complete withdrawal of European teachers from Coloured schools ought not to be supported. There will always be a number of Europeans desirous of playing its part in the upliftment of retarded races, and these people should not be deprived of the opportunity to render such service which the dictates of their conscience command. These European teachers at Coloured schools form a valuable link between Europeans and Coloureds.

10. PHILOCHRE.

The fear is sometimes expressed that we are "over-educating the Coloured People."²⁾ Are we to agree with the dictum that "it is not much good enabling more non-Europeans to matriculate if thereafter their choice of work is limited, as it now virtually is, to teaching and preaching?"³⁾ To this dictum we cannot subscribe. We know the past, but what of the future?

We hold the conviction that the salvation for the Coloured People lies in education. Today they are on the whole a depressed and an impoverished people and much on the down grade, but they have a contribution to make to the welfare of South Africa. Through the right education they can be brought to a realisation of new values, while new opportunities are being created by the government, which is not

1) Rand Daily Mail, 21.8.1950, p.9.

2) S.C.E. Report 1940, p.14.

3) "The Forum", Vol.5, No.14, 4.7.1942: "Education - Coloured People's Problems" p.17 - 18.

indifferent to their interests. Already Dr I.D. du Plessis, the recently appointed Commissioner for Coloured Affairs, has indicated that the main function of the new Sub-Department of Coloured Affairs is to find employment and opportunities for Coloured People through all channels. Senior posts in the Public Service are to be created which will open up a new era for Coloured People in the Public Service. They will be given a chance to assume positions of trust and to serve their people.¹⁾

While the bulk of the Coloured People is in the Cape, there are the Coloureds of the Transvaal with their own special problems. They are a minority group, far removed from the Cape tradition, struggling to maintain themselves against severe odds. Social amenities are needed in the Transvaal and elsewhere and funds will have to be found for community centres and playing fields as well as for welfare work.²⁾

The key to the future of the Coloured People lies without a doubt in the hands of their teachers. The role of the teacher in the upliftment of backward races and declining communities is inestimable. The Coloured People need good teachers, who will at all times identify themselves with the life and problems of their people. These teachers must be subjected to careful scrutiny. The work of the Coloured teachers can be a blessing or a curse not only for the Coloured people but for the whole of South Africa.

1) (a) The Star, 22.8.1951 : Public Service offers good posts for Coloureds.
(b) Rand Daily Mail, 11.8.51, p.10.
2) Ibid.