

CHAPTER IX.

THE EDUCATION OF THE COLOURED PEOPLE
IN THE TRANSVAAL FROM 1900 TO 1945.

1. THE EDUCATIONAL SYSTEM UNDER BRITISH ADMINISTRATION?

On 31st May 1902 the Anglo-Boer War was concluded with the peace treaty of Vereeniging¹⁾, and the South African Republic lost its identity as a free republic and became the Transvaal Colony to be controlled thenceforth as an integral part of the British Colonial Administration.

With this commenced a new era in the history of education in the Transvaal.

One of the first matters to which the British Administration gave attention in the newly conquered territory was to re-organise the existing educational system. The first and main object of all education was to "inculcate into the rising and future generation that single minded loyalty which characterises our other colonies"²⁾, and to make it English in spirit and outlook.³⁾

In order to carry out the new educational policy, Lord Milner sought the services of a good educationalist, a man of the world with tact and genial manners.⁴⁾

After having considered the claims of several men,⁵⁾ E.B. Sargant, who had made a study of education in different British territories was sent to South Africa.⁶⁾ He arrived

1) (a) Kestell, Es.J.D. and van Velden, D.S.: "De Vredesonderhandelingen tusschen Boer en Brit", p.199-200 (1909);

(b) also Walker, E.A.: "A History of South Africa" p.505.

2) "The Star" 23.1.'02 - Leading article.

3) The Milner Papers II, p.43: Milner to Sir W. Hely-Buttinson.

4) Col. Sec. 1027/1900: Miscellaneous Educ. Matters: 3156/00: High Commissioner to Sec.of State, 4.8.1900.

5) Col. Sec.1027/1900: Miscellaneous Educ. Matters: 3156/00.

(a) T.Muir to A. Milner, 17.8.1900; (b) Po. Sec. to High Commissioner, 21.7.1900; (c) High Commissioner to Pol. Sec., 23.7.1900.

6) Col. Sec. 1027 : High Commissioner to Sec. of State, 27.9.1900

in the Transvaal in December 1900 and by the middle of 1901 he had already brought out a report as acting Director of Education.¹⁾ His main task was, however, to act as educational adviser to the military administration and to report upon the educational system in the Transvaal. He was also required to make recommendations for a future policy of education.²⁾ Sargant initiated a policy which met with a measure of criticism,^{3) 4)} but as a result of his endeavours, a new educational law was enacted by the Lieutenant-Governor⁵⁾ and consented to by the Legislative Council in February 1903. The existing educational laws of the South African Republic were repealed and replaced by a new Public Education Ordinance of the Transvaal, Ordinance No.7 of 1903.⁶⁾

The ordinance gave rise to the establishment of a Department of Public Education under the control of a Director of Education, whose duties would be defined by regulation. The Ordinance also provided for free elementary education at government schools, classes and institutions for children both of whose parents were of European birth or descent. It made provision also for the establishment of facilities for secondary, university and technical education for Europeans as well as for normal schools for the training of teachers; furthermore, for reformatories and schools for the mentally and physically defective.

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- 1) Report of Acting Dir. of Ed., Tvl. and O.R.C. 1901.
 - 2) Report of D. of Ed., Tvl and O.R.C. 1900 - 1904, p.1, 2, 85.
 - 3) Russell, W.A. "An Answer to the Report of the Director of Education for the Transvaal and Orange River Colony" p.2, 15-25, 65-77.
 - 4) H. Warre Cornish : "Progress of Education in the Transvaal since the War", p.10- 26.
 - 5) The Transvaal Government Gazette, Vol.VI, 27.2.03, p.426.
 - 6) Transvaal Colony Proclamations 1900-1902: No.9 of 8 Feb. 1902, Repeal of S.A.R. Wet 8, 1893.

Provision for the education of non-Europeans was made for the first time in any government legislation in the Transvaal through this ordinance. By virtue of this ordinance the Lieutenant-Governor was empowered to use revenue to provide for "the establishment, maintenance, inspection and control of government schools for children not provided for in clause (b) hereof", i.e. for non-European children. It further provided for the making of grants to enable approved missionary societies to maintain their schools and to establish others, while the need for promoting industrial training among the non-Europeans was stressed.¹⁾

This ordinance was thus a milestone in the history of Coloured Education in the Transvaal. For the first time the government would provide, as a matter of public policy, the finances necessary for the establishment and maintenance of a system of education for non-Europeans.

2. THE EDUCATION OF THE COLOURED PEOPLE IN THE TRANSVAAL DURING THE CROWN COLONY PERIOD.

One of the matters to which Sargent gave early attention was the provision of educational facilities by the State for Coloured and native children, as he regarded it as a matter of great importance.²⁾

The need was felt that the government should provide free educational facilities for the Coloured People and a memorandum on their educational needs was prepared.³⁾ The war years had caused the few private and church schools for

1) Public Educ. Ordinance of the Transvaal : No.7 of 1903, Art. 1(a),(b),(c). Reproduced in D.of Ed. Report, Tvl. and O.R.C. 1900-1904, App.I.

2) Report of the Acting D.of Ed., Tvl. and O.R.C. 30.0.1901.

3) Lt.Gov.129, 114/7: Memorandum on Education for Coloured People (Appendix to letter: Col.Sec.to Lieutenant-Governor, June 1904).

Coloured children to close, and by 1902 there was only one school for Coloured children in Johannesburg. This school was situated at Ophirton.¹⁾

Representations were made to Lord Milner to extend the facilities for the education of the Eurafrian children on the Rand. The prime mover in this was the Rev. Charles Phillips.²⁾ The Coloureds had good grounds for their demands. They were British subjects, who had at all times during the regime of the Z.A.R. received the protection of the British Resident in Pretoria and had supported the British during the Anglo-Boer War.

The request was complied with and a number of church schools for Coloured children was re-opened and converted into government schools for Coloured children. The government would thenceforth appoint and pay the teachers, hire church buildings for use as classrooms, and provide the necessary school material and equipment. The ordinance of 1903, therefore, ratified a procedure that had already been carried out in practice.³⁾

When Rev. W.E.C. Clarke was appointed Inspector of Native Education in 1903, the first definite step was taken to organise the education of non-Europeans, especially of natives. He made a survey of existing conditions and found that in the year 1903 there were already "in Johannesburg and on the Rand 6 government schools with an average atten-

1) Lt. Gov. 129, 114/7: Memorandum on Education for Coloured People (appendix to letter: Col. Sec. to Lieutenant-Governor, June 1904) ; (b) This school was closed for a while and re-opened in Jan. 1903, T.S.D. Report 1903, App. A, p. 74.

2) (a) Information obtained by writer from Mr C.S. Koopman, one of the first Coloured teachers to be employed at Johannesburg; today he is a member of the Coloured People's Advisory Council. ; (b) See also "The Star" 7.6.1938, p. 24.

3) Lt. Gov. 129, 114/17: J. Robinson to W. Macinnnes, 23.7.1902.

dance of about 800 most of whom are children of Cape Coloured or Malay parents".¹⁾ Of these six schools, one was a school for Indians, but this school was closed in March 1904.²⁾

The teachers employed at these schools were mostly Europeans, but in 1903 five Coloured teachers were imported from the Cape Colony to work in the schools for Coloured children.³⁾ This precedent of employing in the Coloured schools European teachers and also Coloured teachers, who had been trained in the Cape, remained in force until 1919 when the Transvaal Education Department established an institution in Johannesburg for the training of Coloured students who would become teachers in the Coloured schools of the Transvaal.⁴⁾

The largest Coloured school in 1903 was at Polly Street, Johannesburg,⁵⁾ with an average enrolment of 244 pupils and a staff of six teachers. The Presbyterian Church Hall and the St. Mary's Benefit Society's Hall were used as classrooms.⁶⁾ At Burgheersdorp there was a school with an enrolment of 178 pupils. This school was held in rooms of the Congregational Church, which were rented by the Education Department.⁷⁾ The Congregational Church also provided buildings for housing the Roodepoort Coloured School and the Ophirton Coloured School. The enrolment at Roodepoort was 51 and at Ophirton 65. At Vrededorp location a school with an enrolment of 193 children was in existence in 1903 and it was held in

1) T.E.D. Report 1903, p. 61.

2) T.E.D. Report 1904, Appendix H III, p. 80-81.

3) T.E.D. Report 1903, p. 17.

4) Journal of the Eurafrikan Normal College, 6.8.1919 (in Archives of the Middelburg School Board).

5) The writer was principal of this school from 1946 to 1948.

6) T.E.D. Report 1903, App. A, p. 74.

7) Ibid.

two church buildings, which were rented by the Education Department.¹⁾ An Indian school with an enrolment of 99 pupils was held in a rented shop.²⁾ Two of the six schools for Coloureds were one-teacher institutions.³⁾

In the following year, 1904, a Coloured school was opened at Marabastad, Pretoria.⁴⁾ Twenty teachers were employed in the Coloured schools in 1904. Of these, seven were Coloured teachers and the remainder Europeans.⁵⁾ The total enrolment in all Coloured schools in that year was 855.⁶⁾

In his report, dated 14th June 1904, from the Education Adviser's Office, Johannesburg to Lord A. Milner, Governor of the Transvaal and the Orange River Colony, Sargent said:- Although in each of the Colonies under your control, certain sums have been set aside annually by the Legislatures for the purposes of educating the natives and the Coloured population, no progress has been made in their instruction comparable with the educational advance in regard to the white races.⁷⁾

In 1904 native education became a separate branch of the Transvaal Education Department and the Inspector of Native Education became the Superintendent of Native Education,⁸⁾ but native education continued to remain a missionary venture, with the state providing a measure of financial assistance. Rev. W.E.C. Clarke, the Superintendent of Native Education put it thus:- " It seems to be generally recognised.....that

1) T.E.D. Report 1903, App.A. p.74.

2) Ibid.

3) Ibid.

4) TED Report 1904, Appendix H III, p.80-81.

5) T.E.D. Report 1904, p.6; also App. MIII, p.80-81.

6) T.E.D. Report 1904, App. H, III, p.80-81.

7) Report of D. of Ed., Tvl. and O.R.C. 1900 - 1904, p.24.

8) T.E.D. Report 1904, p.25.

the secular education of the native races must depend upon the initiative of the different religious agencies, whose main purpose is to christianise them and to elevate their moral condition..... The attitude that meanwhile appears best for the Government to adopt..... is to accept the existing organisation, to prescribe a certain course of elementary and industrial instruction, and to subsidise and thereby to control, their instruction by means of a system of inspection and quarterly grants."¹⁾

Coloured schools were separated completely from native schools; they became government institutions and were considered in all respects on the same basis as were schools for European children. The Coloured schools received the same annual grants as European schools and were treated on an equal footing with regard to equipment. These schools were subjected also to the same supervision and inspection as were the schools for European children.²⁾

In 1905 a manual training centre for Coloured children was established at Johannesburg with Mr G.S. Koopman as instructor.³⁾ The building, a wood-and-iron structure, was first erected at Vrededorp but later moved and re-erected at Braamfontein, where it was known as the Spes Bona Coloured Manual Training School. An inspection of this school was carried out on 15th November 1906 by W.A. Milton, Organising teacher of Manual Training and F. Handel Thompson, Inspector of Education. In this report it was stated that this school

1) (a) T.E.D. Report 1903, p.62 *op.cit.*

(b) See also : T.E.D. Report 1907, p.40.

2) T.E.D. Report 1906, p.127, 221, 265.

3) T.E.D. Report 1906, p.142.

would be used as a centre for all the Coloured schools in Johannesburg. The report further went on to state:- "The importance of this work in coloured education cannot be over-estimated. The scholars are keen and under the careful supervision of the instructor capital work has been done."¹⁾

During the same year a woodwork centre was also opened at Merabastad in Pretoria for the Coloured scholars there, while provision was also made in Johannesburg for 15 Coloured girls to receive instruction in cookery.²⁾

By June 1906 there were 9 government schools for Coloured children. Four of these schools were situated in Johannesburg. There was a school at Merabastad in Pretoria and also schools at Boksburg, Germiston, Roddepoort and Kleinfontein on the Reef.³⁾ Of these 9 schools, four were one-teacher institutions, while at two of the schools, namely the Polly Street school and the Vrededorp Location School,⁴⁾ the members of the teaching staffs were exclusively European. It was customary to employ a mixed staff of European and Coloured teachers in the larger schools. As a rule the principal was a European and the majority of assistants Coloureds.⁵⁾ This practice is still in force today in a number of the larger Coloured schools in the Transvaal.

There was no definite salary scale laid down for Coloured teachers.⁶⁾ Each Coloured teacher received such salary as the Director of Education determined. The general

1) Spes Bona Coloured Manual Training School: Report of Inspection, 15.11.1906, signed by F. Hendel Thompson and W.A.Milton, 22.2.1907 (W.C.S.B. Archives).

2) T.E.D. Report 1906, p.142.

3) Ibid, p.221.

4) Ibid, p.265.

5) Ibid p. 265.

6) T.E.D.Report 1906, p.35 : Salary scales for European teachers were laid down.

practice was to pay teachers in possession of a licence or a provisional licence, £10 per month, while those who were not qualified received salaries varying from £1.10.0 per month to £7.10.0 per month. Coloured teachers were not placed on contract, nor graded for salary purposes. They were regarded as temporary employees and were appointed from term to term.¹⁾ European teachers employed in Coloured schools were treated on the same basis as their colleagues in European schools.²⁾ Teachers for all schools were difficult to come by and by 1905 it was necessary "to supply vacancies in the teaching staff by appointing teachers from overseas."³⁾

Non-Europeans were not permitted to attend the government schools for European children and in July 1902 the educational authorities were compelled to take action in this connection. For eight years, Dr M.A. Pereira, an Asiatic, was permitted to send his two children to a school for Europeans, but in July 1902, John Robinson, the Acting Superintendent of Schools, arranged for these two children to be transferred to a Coloured school.⁴⁾ In April 1903, Pereira petitioned the Lieutenant-Governor, Alfred Milner, with the request that his children be again permitted to attend a European school, but the request was refused.⁵⁾ In this way a precedent was established, which was subsequently consolidated in article 29 of Act No.25 of 1907. No Coloured person

1) T.E.D. Report 1906, p.265, 268.

2) Ibid, p. 265.

3) Debates of the Transvaal Legislative Council 1905, Vol.IV part 9, page 5.

4) Lt. Gov. 129, 114/17: J. Robinson to M. MacInnes, 23.7.1902.

5) Lt. Gov. 129, 114/17: M.A. Pereira - Sir A. Milner, 3.4.1903.

would from then forward have access to the schools for Europeans.¹⁾

There were some Coloured children, however, who by force of circumstances were compelled to attend native schools, and in these latter schools the behaviour, attendance and attainments were unsatisfactory. In fact, in a number of instances the name of "school" was a misnomer, particularly in some of the locations in the urban areas.²⁾

Thus from 1902 onwards the responsibility for Coloured Education in the Transvaal was largely taken away from the missionary societies and the churches and the onus placed on the State. Coloured schools became undenominational, secular, state-maintained and state-controlled institutions. This policy facilitated the development of Coloured Education in the Transvaal to the extent that Coloured Education developed more rapidly in this province during the past fifty years of this century than it has in the Cape Province over a period of three centuries.

Sir John E. Adamson commented: "The Government of the Colony (Transvaal) has always dealt liberally with Coloured children in respect of education."³⁾

This was without a doubt so.

3. THE GROWTH OF COLOURED EDUCATION UNDER RESPONSIBLE GOVERNMENT.

The Treaty of Vereeniging envisaged responsible government for the Transvaal and Orange River Colony. Article 7 of the Treaty stated:- "Military Administration in the

1) Act No. 25 of 1907, Ch. V, articles 28, 29.
2) T.E.D. Report 1904, Appendix B, p.25.
3) T.E.D. Report 1908, p.29.

Transvaal and Orange River Colony will at the earliest possible date be succeeded by civil government, and, as soon as circumstances permit, representative institutions, leading up to self-government will be introduced.¹⁾

The overwhelming majority accorded to Sir Henry Campbell-Bannerman and his Liberty Party by the British public at the election of 1906 resulted in the granting of responsible government to the Transvaal Colony on 6th December 1906.²⁾ The first election for the Transvaal Legislature was held early in 1907 and resulted in General Louis Botha being appointed as Prime Minister with General J.C. Smuts as Colonial Secretary and Minister of Education.³⁾

Smuts gave immediate attention to a new educational policy,⁴⁾ a policy which would ensure a uniform system of government schools.⁵⁾ He drafted a new education law, which was debated in the Legislative Assembly in June 1907,⁶⁾ and unanimously approved of by the Assembly as Act No. 25 of 1907. This act took effect as from 1st October 1907.⁷⁾ On 30th September 1907 the Attorney-General reported: "The Bill received popular approval on its introduction and was subjected to little criticism from any section of the Legislature and such criticism was confined to points of detail."⁸⁾ This law, with subsequent amendments, is still in force in the Transvaal at the present time.

In this Act provision was made for the education of

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- 1) The Milner Papers II, p.350-351. Art.7 was previously Art.8. See also: Kestell and van Veldien, "De Vrelesonderhandeligen.....p.117 - 134.
 - 2) (a) The Transvaal Government Gazette Extraordinary, Vol. XIX, No.427 - 14.12.'06; (b) See also Cd 3250/1906.
 - 3) The Times History of the War in S.A. VI p.190-191.
 - 4) (a) De Volkstem, 3.4.'07; (b) The Transvaal Leader 27.3.07.
 - 5) Ibid; Also The Transvaal Leader, 23.3.'07: "An Enlightened Policy".
 - 6) Debates of the Legislative Assembly of the Transvaal 1907, p.99, 577.
 - 7) Statutes of the Transvaal, 1907, p.157 - 195.
 - 8) Prime Minister's Office : Correspondence re Education Bill, No.18/10 - 1907.

the Coloured People. Chapter V of this act deals with "Schools, classes and institutions for Coloured children or persons."¹⁾

According to article 28, the Minister of Education was empowered from time to time to establish or maintain such classes and institutions as may be deemed necessary or expedient for the instruction of coloured children or persons. The Minister was also empowered to establish classes for the training of Coloured persons desirous of becoming teachers and to make grants-in-aid to any such schools or institutions which were under the supervision of a European missionary and were approved of by the Director of Education.

Article 29 of the Act provided for the exclusion of Coloured children from schools for white children.

While this Act did not make any special mention of native education, the system of separate state-aided schools²⁾ for natives that had been in force at the time, was continued.

For Coloureds the same provision was made as for Europeans, but in separate schools. They received free education and followed the same curriculum and standards as Europeans.³⁾

After the Education Act had been in force for one year, John E. Adamson, the Director of Education, reported as follows concerning Coloured Education, viz:- "Though the Act of 1907 recognises no differences among non-white children, it has been the practice in the past to distinguish between

1) Act No.25 of 1907, Ch.V, Articles 28, 29.

2) T.E.D. Report 1908, p.29.

3) T.E.D. Report 1908, p.28.

native and Coloured pupils, and to deal with them on two completely different systems. The Coloured pupils, in the narrower sense of the term, are treated in the same way as white children, though they are, of course, educated in separate schools. Their education is free and they are taught mainly by white teachers. The only practical difference lies in the grading of these schools. There are not enough of them to make a definite scheme of grading necessary; I prefer at present to take each case individually. The working principle which I adopt, unless there are reasons to the contrary, is to grade them one step lower than the schools for white children which have about the same enrolment.¹⁾

On 30th June 1908 there were ten schools for Coloured children providing instruction to 1,347 pupils.²⁾ These schools were confined exclusively to the Witwatersrand and were all housed in hired buildings that were on the whole unsatisfactory. The equipment, too, was inferior to that in European schools.³⁾ The number of pupils to each teacher was greater than in the schools for Europeans.⁴⁾

Coloured pupils were also attending the schools for natives. This was particularly so at Pretoria. The district inspector of schools, Mr C. Mansfield, was very perturbed about the position and commented in his report for 1908 as follows:- "It appears to me very undesirable that the government should provide a free school for Coloured People in

1) T.E.D. Report 1908, p.28 - 29 op cit.

2) Ibid, p.29.

3) Ibid, p. 29, 291-2.

4) T.E.D. Report 1908, p.29.

Marabastad and should subsidise the schools of three different denominations. The pupils at each of these schools are mixed. One good native school would be far more efficient and would, I believe, satisfy all parties concerned."¹⁾

The authorities were, however, determined to continue with their policy of separate schools for Coloureds and natives.

A more serious problem was one concerning the number of Coloured children that had managed to enrol as pupils of European schools. In 1909 the Rev. Charles Phillips in an address to the Native Affairs Society in Johannesburg made the following interesting observation: "Our Education Act provided that Coloured children shall not attend white schools. That fact ought surely to be sufficient to induce the Department to make separate provision for them. Otherwise, the lighter-complexioned among them will continually endeavour to insinuate themselves into white schools, with much consequent friction, loss of time, and unpleasantness in getting them turned out. The matter has already given a great deal of trouble to our School Boards."²⁾

The Witwatersrand Central School Board, which came into being in January 1908³⁾, gave almost immediate attention to the education of the Coloured People under its control. A few weeks after its inaugural meeting, the Finance and Building Committee recommended that a plot of ground be obtained in Vrededorp for the purpose of erecting a Coloured school there.⁴⁾

1) T.E.D. Report 1908, p.70.

2) Phillips, Rev. Chas: "The Coloured Problem of South Africa" A lecture delivered before the Native Affairs Society, Johannesburg, 1909. p.12 on.cit. (Africana Library, Strangé Collection, Johannesburg).

3) (a) Government Notice No.1100 of 1907 in Govt.Gazette of 4.10.1907 ; (b) See also: Minutes of the Wit.Central School Board, 7.1.1908, p.1.

4) Minutes of the Finance and Building Committee, Wit. Central School Board, 28.1.1908.

Negotiations were initiated with the Johannesburg Municipality for the latter to make available some ground in the "Coolie, Kaffir and Coloured races location".¹⁾ The ground desired, could only be obtained subject to the approval of the Railway Administration and the Langlaagte Exploration Company,²⁾ but more than a year elapsed before the ground was made available.³⁾

In the year 1908 the Witwatersrand Central School Board also placed on its estimates the erection of a new building for the Coloured School at Polly Street to house 400 children at a cost of £4,000 as well as the building of a Coloured school in Vrededorp to provide accommodation for 600 children at a cost of £5,000.⁴⁾ The school at Vrededorp could, however, not be built because the ground on which it was to be erected could not be obtained.⁵⁾ The Education Department was not in favour of spending the money on the erection of the Polly Street School.

The Witwatersrand Central School Board was not to be deterred and reiterated its request to the Education Department in the following year,⁶⁾ but without success.⁷⁾

Again in March 1910 the School Board recommended that the erection of a new building for the Polly Street Coloured School was a matter of extreme urgency.⁸⁾

The first School Board elected for Johannesburg area

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- 1) Minutes of the Witwatersrand Central School Board, 24.4.1908.
 - 2)(a) Minutes of the Witwatersrand Central School Board, 16.6.1908
(b) Minutes of the Finance, Building and General Purposes Committee, 17.10.1908.
 - 3) Minutes of the Witwatersrand Central School Board, 1.10.1909.
 - 4) Minutes of the Wit. Central School Board, 6.3.1908.
 - 5) T.F.C. Report 1908, p.29.
 - 6) Minutes of the Finance, Building and General Purposes Committee, 2.2.1909.
 - 7) Minutes of the Wit. Central School Board, 4.6.1909; 2.8.1909; 1.10.1909.
 - 8) Minutes of the Wit. Central School Board, 4.3.1910.

thus gave its serious attention to the education of the Coloured People under its supervision, and it was responsible for suggesting to the Education Department that the State itself erect school buildings for Coloured children instead of relying upon rented buildings, which were in most cases unsatisfactory.¹⁾

In March 1908 the Witwatersrand Central School Board felt the desirability of creating an advisory body to assist it in matters affecting the education of Coloured children.²⁾ It was particularly concerned about the admission of Coloured children to European schools.³⁾ This was to become an acute problem on the Witwatersrand and made itself felt in 1909 when the School Board was requested to erect a school for "high class Coloured children excluded from white schools".⁴⁾ One of the School Board attendance officers pointed out that it was a privation for some Coloured children to be debarred from attending the schools for white children "as many of the parents lead a decent life and some of them are in Government and Municipal employ; are voters in Government and Municipal elections and all pay taxes in the same way as whites"⁵⁾ Though Article 29 of the Education Act No.25 of 1907 implicitly aimed at preventing Coloured children from attending the schools for Europeans, there were private schools, and particularly the Roman Catholic schools, that permitted Europeans and Coloureds to attend without discrimination.⁶⁾

1) T.E.D. Report 1908, p.39.

2) Minutes of the Witwatersrand Central School Board, 27.3.1908.

3) Ibid.

4) Minutes of the Witwatersrand Central School Board, 6.3.1909.

5) Ibid.

6) Ibid, 6.3.1908.

In 1908 the School Board had to make its first decision in the case of a child who was of Syrian descent. The child was regarded as a Coloured person and was not permitted to attend a European school.¹⁾ In the same year the School Board had to consider a request from the Principal of the Booyens School as to whether "all children whose parents are not prepared to state that there is absolutely no trace of colour" should be excluded from the school.²⁾ In 1909 the School Board decreed that no child should be admitted to a European school unless both parents were of European descent,³⁾ and where principals found difficulty in deciding, the parents of such children would have to attend a meeting of the School Board for the latter body to decide.⁴⁾ As there were many children of Coloured descent who had enrolled as pupils of European schools, the School Board resolved in 1909 to recommend to the Education Department to establish a special school for such Coloured children, who were of such light complexion, that they did not desire to attend the ordinary schools for Coloured children.⁵⁾ Owing to lack of funds the Education Department was unable to accede to the request.⁶⁾

In 1910 the Director of Education pointed out that it was an onerous duty imposed on School Boards to ensure that white pupils and Coloured pupils are educated apart, but it was a sound principle. He continued that "in emphasizing

1) Minutes of the Wit. Central Sch. Board, 28.2.1908.

2) Minutes of the Wit. Central Sch. Board, 11.12.1908.

3) Ibid, 16.4.1909.

4) Ibid, 16.4.1909.

5) Ibid, 2.7.1909.

6) Phillips, Rev. Chas: "The Coloured Problem of S.A. a lecture delivered in 1909, p.13 (Strange Collection, Johannesburg, Library).

the need for educating White children and Coloured children in separate schools, the principle of social segregation is carried out and it is a principle that no one has challenged.¹⁾

Whereas the Education Act of 1907 provided that all European children between the ages of 7 and 14 years had to attend school regularly, failing which their parents would be liable to prosecution, there was no similar provision for the compulsory attendance of Coloured children of school-going age.²⁾ The result was that many children did not go to school at all,³⁾ and in the case of those who did go, the attendance of many was so irregular that they did not benefit much from the instruction given. It is only in the last decade that Coloured parents have come to realise the importance of educating their children.

During the period 1907-1910 the practice of employing European teachers and such Coloured teachers who had been trained in the Cape Colony and were willing to teach in the Transvaal, was continued.⁴⁾ On 30th June 1910 the number of Coloured schools had risen to eleven and the enrolment to 1,408.⁵⁾

The three-year period of self-government was thus one in which Coloured Education in the Transvaal was slowly but surely gaining a foothold and consolidating itself.

1) T.E.D. Report 1910, p.44, op.cit.

2) Educ. Act No.25 of 1907, para.19.

3)(a) Minutes of the Wit.Central School Board, 9.10.1908.

(b) See also: Minutes of the Finance and Building Committee, 11.9.1908; 6.10.1908; 9.10.1908.

4) T.E.D. Report 1909, p.36.

5) T.E.D. Report, p.352 - 353.

4. COLOURED EDUCATION IN THE TRANSVAAL AFTER UNION TO 1925.

When the Union of South Africa came into being in 1910, the Transvaal became one of the four provinces of the Union. The Transvaal, in common with the other provinces, retained its control over primary and secondary education through the Administrator and the Provincial Council. The Province was also to receive an annual subsidy from the Union Government for maintaining its educational institutions.¹⁾

The change of status of the Transvaal from colony to province did not affect the established policy with regard to Coloured Education. The only noticeable change in the years immediately after Union was a gradual increase in the number of schools and in the enrolment. Until 1916 the number of schools increased very slowly. In that year there were 13 Coloured schools with an enrolment of 3,164.²⁾ Of this number, 1525 were enrolled at Coloured schools under the jurisdiction of the Witwatersrand Central School Board.³⁾ Accommodation was at a premium and 250 Coloured children were refused admission to schools in Johannesburg in 1916 because of lack of accommodation.⁴⁾ The Witwatersrand Central School Board expressed this view in April 1916: "That the provision made for primary education in the Transvaal being seriously inadequate, it is imperative that the Provincial Council take immediate steps to meet this deficiency. That as the funds now at the disposal of the Provincial Administration are insufficient, this meeting is of opinion that recourse should

1) South Africa Act, 1909: (20.9.1909), Art.70,78,85(111),89,94.

2) T.E.D. Report, 1917 (Afr. Ed.) p.77.

3) Minutes of the Wit. Central School Board, 14.11.1916.

4) Minutes of the Finance, Building and General Purposes Committee, 25.4.1916.

be had to some form of local taxation.*¹⁾

In 1917 six new schools were established, bringing the total number up to 19 and the enrolment to 2,681.²⁾ The steady growth continued so that by 1920 there were 22 schools and 3,661 pupils,³⁾ while expenditure at these schools amounted to £34,275 for the year. The increased expenditure was almost 50% up on that of the previous year, due to improved salaries and service conditions for Coloured teachers.⁴⁾

In his report for 1917, John E. Adamson, the Director of Education, pointed out that he preferred the employment of European headmasters in the larger Coloured schools, and desired European teachers to work side by side with Coloured teachers in these schools. He felt that the European teachers were doing self-sacrificing work, and were also acting as missionaries.⁵⁾ The grading of the principal was, however, one notch lower than that of his colleague in a European school.⁶⁾ It was decided in 1917 to improve the salary scale of Coloured teachers. In addition, Coloured teachers would from then forward not be appointed from term to term, but would be admitted to the permanent staff of the Education Department.⁷⁾

In 1911 the Witwatersrand Central School Board was petitioned to establish a school in Vrededorp that would enable "Afrikaner" Coloureds to receive education beyond the primary school level, but the request was not considered favourably at the time.⁸⁾ Eight years elapsed before a start

1)(a) Minutes of the Wit.Central Sch.Board, 6.4.1916; (b) See also, Ibid 16.4.1916.

2) T.E.D.Report 1917 (Af.Ed.) p.77.

3) T.E.D.Report 1920, p.61, clxii - clxv. The actual figures given are 25 schools of which 2 were Indian Schools and one was a special government school for natives at Klipspruit.

4) T.E.D.Report 1920, p.29, 61-62.

5) T.E.D. Report 1917 (Af.Ed.) p.78.

6) T.E.D.Report 1917 (Af.Ed.) p.77.

7)(a) T.E.D.Report 1916, p.53; (b) T.E.D.Report 1917 (Af.Ed.) p.77

8) Minutes of the Wit.Central Sch. Board 3.3.1911.

was made with secondary education for Coloured pupils.

In 1919 a beginning was made with secondary education and a school was established at Johannesburg. This was known as the Burafrican Normal School and was opened on 6th August 1919 under Mr W. Wells, B.A. as acting principal. Eight girls and one boy, all of whom had passed the Std.VI examination, were enrolled.¹⁾ It was intended ultimately to provide teacher-training at this institution as the problem of recruitment of Coloured teachers was becoming difficult.²⁾ At this school the foundations of Secondary education for Coloureds were laid and by 1942 there were four Coloured schools providing courses leading up to the Junior Certificate or matriculation.³⁾

By 1920 there was already in existence "The Transvaal Burafrican Teachers' Association" and it was due to representations made by this association that the Executive Committee of the Transvaal Provincial Council agreed to revise the salaries of Coloured and Indian teachers and to improve their conditions of service.⁴⁾ This association was only recognised on 9th April 1925 by the Education Department as the official professional body representing the Coloured teachers of the Transvaal. As a result of disputes and domestic differences among its members, the association could not always function effectively and its recognition by the Department of Education was discontinued in 1937. Eventually the differences were composed by the members themselves, and the association, having

1)(a) Logbook of the Burafrican Normal School from 6th Aug. 1919 to 10th December 1926, entry 6.8.1919.(Wit.Central Sch. Board Archives) : (b) Minutes of the Wit.Central Sch.Board, 12.3.1918; 8.3.1920.

2) T.E.D. Report 1920, p.62.

3) T.E.D.Report 1942, p.104.

4) T.E.D. Report 1920, p.29, 33.

re-established its status as a body representative of the Coloured teaching profession, was again officially recognised by the Transvaal Education Department under the new title of the "Transvaal Coloured Teachers' Association."^{1) 2)}

The salary scales for Coloured teachers were revised in 1919 and again in 1920. As from 1st October, 1920, Coloured male teachers, in possession of a lower diploma, received an initial salary of £194 per year with annual increments of £5, until a maximum of £224 p.a. was reached. Coloured teachers in possession of a higher qualification received a commencing salary of £220 p.a. and annual increments of £5 until a maximum of £254 p.a. was reached. Coloured female teachers received in all cases £30 p.a. less than male teachers. Coloured teachers who were uncertificated received a fixed salary of £12 per month.³⁾

Interesting data relative to the position of Coloured Education in the Transvaal after a period of twenty years of state-controlled and state-maintained schools, are contained in the annual report of the Director of Education for the year ending 31st December 1920.⁴⁾ In that year the average attendance for Coloured schools was 85.5% as compared with 90% for European schools. The irregular attendance at Coloured schools was attributed to the fact that it was not obligatory for Coloured parents to send their children to school.⁵⁾

Commenting on the sixty European teachers employed at the Coloured schools, the Director of Education said that while

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- 1) Memorandum re Relationship between the Transvaal Education Department and Coloured and Indian Teachers' Associations: F.8/9, 30th June 1943. Referred to in Dept.Circ.Minute E.7/9, dated 30.6.1943 to Principals of Indian and Coloured Schools.
 - 2) From 1942 this association became known as "The Transvaal Coloured and Indian Teachers' Association."
 - 3) T.E.D. Report 1920, p.61.
 - 4) T.E.D. Report 1920, p.61-62.
 - 5) T.E.D. Report 1920, p.11.

some were well qualified, a large number was without any teaching certificate; of the Coloured teachers, 45 were certificated and 27 uncertificated. He stressed the desirability of having these schools staffed by Coloured teachers, except in the case of principals. There was great difficulty, however, in obtaining an adequate supply of Coloured teachers, and it was primarily with the object of training teachers locally that the secondary school for Coloureds was established.¹⁾

The syllabuses and curricula at Coloured Schools were the same as those at European schools. Few Coloured children went beyond Standard IV. In 1922 almost half the Coloured school-going population was in the sub-standards and less than 5% above Std. IV.²⁾

Of interest are the reports of the Inspectors of Education during that period. In his report for the year ending December 1920, C.H. Acheson, the Inspector for the Witwatersrand East circuit, stated that there were five Coloured schools in the district and at each of these Coloured teachers only were employed. These schools were situated in and around the native locations, in localities very unsuitable for schools, and since the pupils attended irregularly, the standard of attainment was unsatisfactory. He thought that more attention ought to be given to these schools in the future.³⁾ During 1921 these schools were inspected by C.H. Acheson and J.J. Stasheim, and they commented that though the teachers worked hard, the pupils showed little enthusiasm and left school at an early age. Much of the work done at the Coloured schools on the East Rand was

1) T.E.D. Report 1920, p. 62.

2)(a) T.E.D. Report 1923, p. 24; (b) T.E.D. Report 1917 (Af. Ed) p. 77.

3)(a) T.E.D. Report 1920, p. 133; (b) T.E.D. Report 1925, p. 101;

(c) T.E.D. Report 1917 (Af. Ed) p. 77-78.

frustrated by the unsatisfactory influences of the location life.¹⁾ Inspector J.L. Koerdyk also was perturbed by the poor environment in which the Coloured schools were placed. The environment often undid much of the good work done in the classrooms.²⁾

The position in Johannesburg and on the West Rand appeared to be more satisfactory according to the reports of inspectors A.M. Robb, F.J. Klopers, F.H. Thompson and J.B. Kerrick. They found the attendance pleasing and the standard of attainment in many cases quite fair.³⁾

No provision was made for the medical inspection of Coloured school children until 1921. Towards the end of that year arrangements were made to establish a clinic for Coloured children at the Market Street Coloured School. The clinic was a branch of the Central School Clinic of Johannesburg.⁴⁾ The activities of the clinic have been extended in recent years to provide dental treatment as well.⁵⁾

In 1923 the inspectors of education pointed out the inadvisability of Coloured children having to follow the same courses of instruction as white children. They suggested that a more practical type of education was required, with handwork predominating.⁶⁾

In the Cape Province modified syllabuses, differing from that for European schools, were introduced in 1923,

1) T.E.D. Report 1921, p.99 (Afr. Ed.).

2) Ibid.

3) T.E.D. Report 1921, (Af. Ed.) p. 99, 144.

4) T. E. D. Report 1922, p.175 : Report on School Medical Inspection, 1922.

5) Report of Coloured School Clinic at Johannesburg (Dept. of Health, Johannesburg), 31.12.'42.

6) (a) T. E. D. Report 1923, p.140.

(b) T.E.D. Report 1925, p.36, 101.

but in the Transvaal there is as yet no differentiation in the prescribed syllabuses for European and Coloured schools. In 1940 it was recommended by the Transvaal Education Department, that inspectors of education ought to encourage teachers at Coloured Schools to prepare revised schemes of work that would take into account the fact that for the great majority of pupils the time spent at school was a relatively short one.¹⁾

An important decision concerning the staffing of Coloured schools was taken by the Executive Committee of the Transvaal Provincial Council in 1923. It decided on a policy of employing Coloured teachers only in Coloured schools. In cases where teaching posts were held by Europeans, replacements would be made of Coloured teachers, when these posts became vacant. The measure was adopted mainly for reasons of economy, but also to some extent because the decision had the support of missionaries working among the Coloured People.²⁾ Notwithstanding this decision, there is still today a small number³⁾ of European teachers doing excellent work at Coloured Schools.

Buildings at Coloured schools remained in an unsatisfactory condition and by 1923 no improvement had occurred. The authorities made use of hired buildings which were in most cases in bad repair. The Inspectors of Education for the East Rand circuit said in 1923 that all the schools for Coloured children situated in their area were "housed in miserably unsuitable buildings."⁴⁾ The Inspectors recommended to the School

1) T.E.D. Circular Minute No.43 of 1940, dated 17.6.1940, to Inspectors of Education. P.31/50.

2) T. E. D. Report 1923, p.59.

3) Handbook, Fourth Arts Festival and Exhibition for Coloured and Indian Schools, 1951, p. 1, 25.

4) T. E. D. Report 1923, p. 140.

Board that attention should be given "to buildings for Coloured children since the white children of the circuit were now generally well provided for".¹⁾ On the West Rand conditions were slightly better. In the Inspectors' Report for 1925 it was stated that "the buildings, with the exception of that at the Randfontein location were fairly satisfactory, but the work done by the teachers during school hours was negatived by the back-wash of the location life".²⁾

In recent years several European schools have been converted into Coloured schools. This has occurred in urban areas where Europeans have moved out of certain districts and these districts have then been proclaimed areas to be occupied solely by Coloured People. In this way the City and Suburban European School became the City and Suburban Coloured School;³⁾ the Newtown European School, became the Newtown Coloured School; the Market Street European School became the Ferreira Indian School, while the Goedehoop School at Bramfontein now houses the Johannesburg Indian High School.^{4) 5)}

Coloured, Indian, Chinese and Malay children attended the same schools, but in areas where large numbers of Indians had congregated and circumstances warranted it, separate schools were established for the Asiatic children.⁶⁾ The regulations and policy applicable to Coloured schools were extended to Indian school as well.

Until 1911 the Indian children in Johannesburg, as elsewhere, attended the schools for Coloured children, but in that year the "British Indian Association" requested the School Board that a school solely for Indian children be

1) T.E.D. Report 1923, p.140.

2) T.E.D. Report 1925, p.101.

3) Journal City and Suburban Central School, 14.12.'41.

4) Letter, Sect. Wit. Central School Board to writer, 17.6.1948.

5) TP No.5 - 1939, para.830-832.

6) TP No.5- 1939, para.838.

established.¹⁾ In February 1912, the Witwatersrand Central School Board approved in principle that such a school be established. The building was to be provided by the Indian community and had to be kept in repair and in accordance with the requirements of the Health Inspector.²⁾ The school was to be housed in a building in Colhutor and Main Streets, Newtown, and had to provide accommodation for 135 pupils.³⁾ It was not until February 1913 that this school was opened.⁴⁾ In December of that year the Transvaal Education Department took full responsibility for Indian Education in Johannesburg and took over the Building.⁵⁾

An interesting picture of the conditions prevailing in Coloured and Indian schools during the first quarter of this century is obtained by perusing the school journals of the period.

In the journal of the Vrededorp Location School⁶⁾ one reads that the school, in 1906, consisted of three separate departments housed in three separate iron buildings. The grades were housed in a building in 14th Street, Vrededorp; Std.I in a building in 6th Street, while the higher classes, from Std.II to Std.IV occupied a building in 24th Street, Vrededorp. As the buildings were scattered some distance from one another, effective control by the principal was difficult.⁷⁾ The unsatisfactory state of the buildings was commented upon in various reports of the Inspector of Schools

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- 1) 3343, Chairman British Indian Association to Director of Public Instruction, 19.9.1911.
 - 2) Minutes of the Wit.Central School Board, 16.2.1912.
 - 3) Ibid.
 - 4) Ibid 7.3.1912.
 - 5) Ibid 5.12.1912.
 - 6) Today one of the largest Coloured Schools in the Transvaal, known as the Krause Furafrican School. Then one of the important schools.
 - 7) Journal of the Vrededorp Location School, 1.5.1905; 1.2.1906; 19.3.1906.

and in statements made by the principal. In July 1908 the Inspector stated: "This school continues to meet in three wood and iron buildings, each of which is most unsatisfactory, especially that used by the grade classes in 14th Street".¹⁾ In July 1909 the Inspector again complained about the inferior condition of the building and the need for having it renovated and the windows repaired.²⁾

On 2nd December 1909 the principal complained of continual thefts at the school and said:- "There is no remedy for pilfering here as neither windows nor doors offer any resistance to such attempts." He went on to state that the Malay community living in the vicinity of the school was not responsible for "the destruction which has been a permanent menace here for many months."³⁾

On 10th May 1910 the Principal, Mr H.C.Randall, wrote in the school journal as follows:- "As the continual dust is an abominable nuisance causing us to be almost choked, I have written to the Town Clerk to ask him to send a water cart daily. We breathe in sand and sand smothers us, affects our voices and causes all books and needlework to be soiled. It is most demoralising to white teachers to have to work under these conditions. It is also a grave danger to our health."⁴⁾

In the Inspector's Report dated 16th March 1911 mention was again made of the condition of the school buildings. "The school continues to be overcrowded and in most unsatisfactory hired premises. I find myself compelled to recommend to the

1) Journal of the Vrededorp Location School : Entry of Inspector's Report - July 1908 (no day given).

2) Ibid: Inspector's Report, dated 28.7.1909.

3) Ibid, entry 2.12.1909.

4) Journal, Vrededorp Location School, 10.5.1910.

School Board that the Medical Officer of Health be asked to visit the 14th Street Building with a view to its being condemned for school purposes.

"The building is badly lighted, ill-ventilated and unprovided with satisfactory sanitary arrangements. The condition of things at the back of the school is most unsatisfactory as the houses almost touch the school premises and a foul air is actually attached to the school building. The smell from this place is most offensive.

"Moreover the building is hampered with church furniture and the teachers complain that considerable damage is done to the school furniture each week after the Sunday services.¹⁾"

No improvement was effected for some time, On 16th May 1911 the principal again complained of the unsanitary and unhygienic conditions prevailing, and he had to close the school early on that day because of a bad smell arising from the sewage.²⁾

More than a year later, in June 1912, the Inspector of Education again made mention thereof that the buildings at 6th Street and 14th Street were "dark, badly ventilated and unwholesome."³⁾ On various occasions during November 1912, the Principal was forced to dismiss the school because of "horrible stench arising from under the floor" and "offensive smell from latrines outside classroom windows", while time and again he complained of the "infernal dust fiend" that hampered the school work.⁴⁾

1) Journal, Vrededorp Location School, 16.3.1911.

2) Ibid, 16.5.1911.

3) Ibid, 25.6.1912.

4) Ibid, entries 6.11.1912 ; 15.11.1912 ; 19.11.1912.

On 2nd February 1913 a fourth building, in 11th Street Vrededorp, had to be hired in order to provide additional accommodation for the large numbers of children who wanted to attend school, but there still remained some 150 children for whom no accommodation could be found.¹⁾

In the report of an inspection held at the school on 26th and 27th June 1913 the following comment appears, viz:- "of the four buildings, two are in Vrededorp township and two in the location. The difficulty of supervising these four buildings is very great and steps should be taken to provide the whole accommodation within the location. This could be done by the temporary provision of wood and iron buildings until permanent accommodation can be provided."²⁾

As a result of this recommendation, a wood and iron building was erected at Krause Street in Vrededorp, and this was occupied in September 1913.³⁾ Though this building brought some relief, the problem of accommodation still remained acute, and the old buildings at 14th and 24th Streets had to be retained though unsatisfactory as classrooms.⁴⁾ It was only twelve years later, in 1926, that a permanent brick building was erected by the Provincial Administration at Krause Street and the school became known from 1927 as the Krause Street Eurafrikan School.⁵⁾

Numerous were the other problems that confronted the Principal of the Vrededorp Location School. Burglaries were

1) Journal, Vrededorp Location School - Inspector's Report, 26th and 27th June, 1913.

2) Ibid.

3) Journal, Vrededorp Location School, 24.9.1913.

4) Ibid, Report of Inspection, 23,26,27 January 1914.

5) Ibid, 10,12.1926.

of frequent occurrence. On 23rd January 1906 the principal reported that three drawers from the teachers' tables, pictures from the walls and two chairs had been stolen.¹⁾ On 1st May 1912 he complained of a burglary that had occurred the previous night and as a result of which "a good deal of the school stock was missing".²⁾ Very often the pupils and teachers were molested and abused by Europeans living near the school. On 22nd April 1910 the principal wrote in the school journal that "scholars at 6th Street are always being molested by white boys, while teachers are continually being insulted."³⁾ On various occasions he also complained that European youths were throwing stones into the classrooms and were stealing books and pocket money from the pupils.⁴⁾

Pupils often came late and on wet and rainy days the attendance was often so low that the principal was compelled to close the school on those days as the numbers present did not warrant any teaching being done. On one occasion the principal reported that it was "such a cold and wet day (that) no infants attended and only eighteen older children out of an enrolment of 450".⁵⁾

The staffing of the school caused the Principal much anxiety. The staff was inadequate and changes in the personnel were frequent. In 1908 one teacher was in charge of a class of 64 pupils, and often a teacher had to instruct three standards simultaneously.⁶⁾ On 26th April 1911 the Principal stated that he protested "most strongly against the way we are treated in this school re staff."⁷⁾

1) Journal Vrededorp Location School, 23.1.1906.

2) Ibid, 1.5.1912.

3) Ibid, 22.4.1910.

4) Ibid, entries 22.4.1910; 4.5.1911; 15.11.1912.

5) Ibid, 8.5.1911.

6) Ibid, 5.3.1908; 23.1.1914.

7) Ibid, 26.4.1911.

Of interest is the Inspector's Report of an inspection held on 19th and 20th June 1911 concerning the standard of work that was being done at the school. The report stated: "Even in a white school three classes are too many for one teacher, but in a Coloured school, where individual attention counts for so much, it may be doubted whether a teacher can hope for anything above fair results. The pupils are weak in mental arithmetic, and in the appreciation of subject matter in English. These weaknesses are, it is feared, constitutional and may never be entirely removed."¹⁾

The discipline at the school was on the whole very good. When Mr Acheson, the Inspector of Schools, visited the school in 1907 he found some of the pupils to be "a set of hooligans",²⁾ but in 1908 he referred to the discipline as having "materially improved,"³⁾ and a year later he found "the tone of the school good, the attendance on the whole satisfactory, and the discipline considering all the conditions (is) highly commendable."⁴⁾ In subsequent reports mention is made of the satisfactory behaviour of the pupils and also of the fact that parents have interested themselves in the school and have effected repairs to the building during the vacations at their own expense.⁵⁾

We have just traced the prevailing conditions during the first quarter of this century at one of the largest Coloured schools in the Transvaal. It is of interest to review the position at the Johannesburg Indian Government School,⁶⁾ the largest school for Indians in the Transvaal. This school was

1) Journal of Vrededorp Location School, Inspector's Report 19-20th June, 1911.

2) Ibid, Inspectors Report, 12-13th Febr., 1908 under entry of 5.3.1908.

3) Ibid, July 1908.

4) Ibid, Inspector's Report, 29.7.1909.

5) Ibid, entry 16.12.1909, 2.12.1909, Inspector's Report 17-20.5.'10 Inspector's Report 23, 26, 27.1.1914.

6) Now known as the Bree Street Indian School. It has an enrolment of over 1000 pupils.

opened on 14th February 1913 with Mr A.H. Nye as its first headmaster.¹⁾

Mention has already been made of the first school for Indians that was established in Johannesburg in 1903, but was closed in March 1904,²⁾ and of attempts that were made to establish an Indian school at Johannesburg in 1911.³⁾

During the nineteenth century there was a large exodus of Indians from their mother country to other lands. These Indians went as labourers to British Guiana, Trinidad, Jamaica and South Africa. The first batch to come to South Africa arrived from Madras at Port Natal in November 1860. They came under a system of indentured labour, a system whereby they agreed to work for a fixed period of five years for an employer and to remain on his estate for the period of indenture. After the period of indenture was over, those Indians who so wished, could remain in the country as free-men, to earn their livelihood by means they deemed fit. Other Indians came to Natal as traders. Soon the Indian community in Natal began to grow and prosper.

While a strong Indian community was growing up in Natal, a number of Indians crossed the Vaal River and entered the territory of the South African Republic. These Indians came as merchants, hawkers, traders and manual labourers, to earn a livelihood on the goldfields of the Witwatersrand.⁴⁾

During the regime of the Z.A.R. and thereafter a number

1) Logbook of Indian Government School, 14.2.1913.

2) (a) T.S.D. Report 1904, p.80-81;

(b) T.S.D. Report 1907, p.74.

3) 3342, Chairman British Indian Association - Director of Public Instruction 19.9.1911.

4) Joshi, P.S.: "The Tyranny of Colour, p.42 - 109.

of legislative enactments was made affecting the Indian community of the Transvaal.¹⁾

It is outside the scope of this treatise to discuss the implications of these laws, but it is important to note that with the provision of government schools for Coloureds, similar provision was likewise made for Indians. The Transvaal Colonial (and later Provincial) Government at all times grouped the Coloured and Asiatic communities together for the purpose of regulating their education. Separate schools were established for Coloured and Indian children, but there were also mixed schools, which were attended by both Coloured and Indian children.²⁾

On perusing the journal of the Johannesburg Indian Government School one finds that the principal had to contend with problems similar to that which confronted his colleague at the Vrededorp Location School. The principal constantly complained of the scarcity of teachers, the frequent changes of staff and the long delay in paying the salaries of teachers. Thus he wrote in the school journal on 15th April 1913 that one of his teachers, P.K. Desai, did not want to teach any longer because his salary had not been paid. On 21st April 1913 Desai walked out of the classroom never to return, as a protest against the tardiness of the Education Department in paying the salaries of teachers employed in non-European schools.³⁾

Burglaries at this school were regular occurrences and the pupils were also molested and abused by Europeans. On one occasion matters had reached such an impasse, that the principal was forced to call the police.⁴⁾ An attempt to set fire to the

1) Transvaal Law 15 of 1898; No.8 of 1896; Regulations for Towns in the S.A.B., 1889; Immorality Ordinance, Law 46 of 1903; Transvaal Immigration Act No.15 of 1907; The Vrededorp Stands Ordinance No.27 of 1907.

2) T.E.D. Report 1928, p.10; T.E.D. Report 1925, p.36; T.E.D. Report 1923, p.59.

3) Logbook of the Indian School, Johannesburg: 15.4.1913, 21.4.1913, also 30.1.1920.

4) Ibid, 26.2.1913.

school building was made in 1916.¹⁾ The buildings, too, were unsatisfactory, for in the Inspector's Report of 17th April 1915 appeared the following comment: "This school has changed its quarters and is now temporarily housed in Park Lane, Newtown."²⁾ Two years later the Inspector of Education commented that "the premises are still of a temporary nature and the teachers are working remarkably well under very difficult circumstances."³⁾

The unsatisfactory state of the building was a source of continual complaint, but a permanent building for this school was erected by the Indian community of Johannesburg and was occupied on 7th October 1919.⁴⁾ The opening ceremony was performed by Sir John Adenson, Director of Education at the time. In 1920 the principal of the school was thus able to comment on the new classrooms that "teachers and pupils found them a welcome change from the unhealthy dark rooms of the old building."⁵⁾

The teachers at the school were mostly Indians⁶⁾ and the principal complained that the teachers were leaving the school to undertake work of a more lucrative nature.⁷⁾

Notwithstanding all the difficulties, the standard of work was found to be satisfactory and the pupils pursued their studies diligently,⁸⁾ though the attendance and punctuality were irregular.⁹⁾

1) Logbook of the Indian School, Johannesburg: 20.7.1916.

2) Ibid; Inspector's Report 17.4.1915.

3) Ibid; Inspector's Report 13.6.1917.

4) (a) Ibid, entry 7.10.1919; (b) T.E.D. Report 1919 (Afr. Ed.) p. 150.

5) Logbook, Indian School, Johannesburg, 27.2.1920.

6) T.E.D. Report 1920, p. 24.

7) Logbook of the Indian School, Johannesburg, entry 30.1.1920.

8) Ibid, Inspector's Report 13.6.1917.

9) Logbook of the Indian School, Johannesburg: 16.4.1915, 30.1.1920.

The description given above of conditions as they were at two of the largest schools for Coloureds and Indians during the first quarter of the present century, gives a good picture of what must have been the general position in all the Coloured and Indian schools of the Transvaal during that period.

Outside the schools, the various churches continued to interest themselves in the religious education of the Coloured People. Churches and Sunday schools were established all over the Witwatersrand and at Pretoria¹⁾

5. THE PERIOD 1926 TO 1945.

The period 1926 to 1945 shows a rapid increase in the number of schools and pupils. Coloured schools are now to be found not only on the Witwatersrand and at Pretoria but at a number of the rural towns and villages as well.²⁾ This was essentially a period of consolidation in the sphere of Coloured Education in the Transvaal.

Whereas the number of Coloured schools in 1925 were 27 and the number of pupils 3,978, by 1940 the number of schools rose to 55 and the pupils to 10,210.³⁾

The accommodation at Coloured schools had gradually improved as a result of a decision of the Provincial Administration to erect its own permanent buildings wherever possible.⁴⁾ These buildings were in no way inferior to the school buildings erected for European children.⁵⁾

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- 1) (a) Journal of Vrededorp Location Coloured School: 16.12.1909 - "Windows have been wired, the cost being met by the Rev. Ch. Phillips' Church; (b) Ibid, Inspector's Report 25, 26 Jan., 1912; (c) "The Star" 9.8.1927, p.5; 7.8.1935, p.24.
2) T.E.O. Report 1925, p.36; T.E.O. Report 1926, p. 167.
3) (a) T.E.O. Report 1925, p.292-294; (b) Bulletin van Onderwys-statistiek, Wile van S.A., 1947, p.64.
4) TP. No.5 - 1939 para. 831.
5) Ibid.

The qualifications and training of Coloured teachers were gradually improved, as were their conditions of service, so that they enjoyed almost the same service privileges as European teachers.¹⁾

Towards the end of 1928 the Executive Committee of the Transvaal Provincial Council appointed a Departmental Committee to investigate and report upon the whole question of Coloured education in the Transvaal. The Committee consisted of F.S.Malan, J.P.Botha, F.W. Mills and P.J.Boogenhout. The committee had to report upon the grading of schools, the courses of instruction, the accommodation, on the question as to whether Coloureds and Indians should be permitted to attend the same schools, on the control of these schools, on the training and certification of teachers, on salary scales and service conditions and on the need for compulsory education.²⁾

The committee presented its report to the Director of Education in 1929, but its findings and recommendations were never published, and the recommendations were never carried out.³⁾

The Director of Education informed the Transvaal Eurafrikan Teachers' Association in 1932 that the recommendations of the Committee were rendered impracticable on account of the adverse financial conditions prevailing at the time.⁴⁾ He did, however, feel that the recommendations of the Committee would "affect the education of

1)(a) TP No.5 -1939 para.842; (b) Memorandum re Relationship between the Transvaal Education Department and Coloured and Indian Teachers' Associations, P.8/9:30.6.1943.

2) T.E.D. Report 1928, p.10.

3) T.E.D. Report 1929, p.10 - 11.

4) "The Sun", 15.6.1932.

European children advantageously and sooner or later will have to be put into force, the sooner the better, as a revision of the existing system is highly desirable.¹⁾

There was a steep rise in the number of Coloured schools in 1936. Whereas there were 42 such schools in 1934, the number rose to 51 in 1936. The number of pupils in 1936 was 8,032. In addition there were some 500 Coloured children attending native schools in areas where no Coloured Schools were provided. As the province was entitled to a subsidy of £5.5.0 per annum for each of these pupils from the Union Government, a claim was submitted and the money obtained devoted to furthering non-European education.²⁾

In 1937 the Director of Education, Mr H.B.G.Kreft, stated that of all the Coloured school-going population, more than 25% was in Grade I and almost 60% in the Grades and Standard I. The average age of pupils in Std.I was more than 10 years. The position was unsatisfactory and needed attention.³⁾

A feature of Coloured education in the period after 1926 has been the rapid increase in facilities for secondary education. Junior High Schools and High Schools have been established at Johannesburg, Pretoria and Benoni. In 1927 there were 61 Coloured children receiving instruction beyond the Std.VI level. By 1940 the number had grown to 288.⁴⁾

Coloured children in the larger centres have enjoyed also many of the other privileges extended to European children. Coloured schools have been provided with school

1) T.F.S. Report 1929, p.10 - 11.

2) T.F.S. Report 1936, p.35.

3) T.F.S. Report 1937, p.16.

4) Bulletin van Onderwys-statistieke, Unie van S.A. 1947, p.64.

libraries. School broadcasting and the educational film as teaching aids have been introduced into Coloured schools. There has been an improvement in the medical services at Coloured schools. When the school feeding scheme was introduced into Transvaal schools, it was extended to Coloured schools as well. An extensive system of instruction in handicrafts and domestic science has been made available for Coloured children above Std.III.¹⁾ Instruction in physical education has been made available as well.²⁾ Coloured schools have at all times been inspected by the same Inspectors of Education, who visit European schools. Coloured schools have received the same allocations for books and equipment as have European schools.³⁾

Child welfare work for Coloureds was established in the Transvaal and by 1937 there were creches and clinics at Johannesburg, and welfare workers and nurses at nineteen other centres on the Reef and in the villages of the Transvaal.⁴⁾

In 1939 a commission of Enquiry under the chairmanship of Dr W. Nicol recommended that provision be made for training in agriculture and for industrial and technical training for Coloured youths in the Transvaal.⁵⁾

In his report for 1941 the Director of Education wrote:- "It is clear that Indian and Coloured children are keenly making use of the school education, without any legal compulsion."⁶⁾

1) (a) T.P.5 -1939, para.850-853; (b) See also Carnegie Non-European Library, Tvl.; 4th Report, 1940, p.3.

2) TP 5-1939, para.852.

3) (a) TP 5-1939, para.857; (b) UG 54-1937, app.47.

4) UG 54-1937, App.29 (a),(b).

5) TP 5-1939, para.849.

6) T.P.D. Report 1941, p.24-25.

A very interesting observation is made by the Director in his report regarding the difficulty of excluding certain children from European schools. He commented as follows:- "As it is a national policy not to admit Coloured children to schools for Europeans and it is difficult in some cases to determine whether children are of European or non-European extraction, the Department in consultation with the Union Department of Interior gave further advice to School Boards, who are to decide in doubtful cases. It boiled down to this that School Boards, in their decision should mainly be guided by the following considerations:

- (i) whether the child has the external appearance of a European;
- (ii) whether the standard of living of his parents is that of Europeans;
- (iii) whether he associates with Europeans only."¹⁾

In recent years certain Coloured and Indian teachers have been agitating against the employment of European teachers in Coloured and Indian schools. They have contended that European teachers do not understand the problems of the Coloured child as well as their own people; that they are, therefore, not sufficiently sympathetic towards the Coloured children. They have further contended that "the Coloured teacher finds his only avenue of advancement and improvement blocked, to a large extent, by unfair European competition."^{2) 3)}

A number of these Coloured teachers combined in

1) T.E.D. Report 1941, p.25.

2) Transvaal Educational News, Vol.XXXVI, No.12, Dec. 1940, p.13

3) The Star, 30.7.1940 : Readers Views: "Coloured Schools-
Letter by M. Koornan, Secretary Newclare Retenpayers Assoc.

1941 to form a "Progressive Group of Transvaal Coloured Teachers", and issued an official organ in the form of a news letter called "The News Bulletin".¹⁾ A number of accusations was made against European principals and teachers employed in Coloured schools, while "mischievous and improper statements were published" by this group, leading to disciplinary action being taken by the Transvaal Education Department against certain members of the group.³⁾

The agitation of this "Progressive Group" did, however, lead to practical results for new salary scales for Coloured and Indian teachers were introduced with effect from 1st April 1942, in accordance with Administrator's Notice No. 470 of 1942.³⁾ The Transvaal Education Department decided also that as from July 1942 a new procedure would be adopted with regard to the advertisement of posts at Coloured and Indian schools. The post would in the first instance be advertised for Coloured or Indian teachers only, according to the requirements, and then, if no suitable applications were received the post would be re-advertised for European, Coloured or Indian teachers.⁴⁾ This would to some extent eliminate the competition of the better qualified European teacher.

In a Draft Ordinance "to consolidate and amend the Law relating to Education in the Province of the Transvaal and to provide for matters incidental thereto", which was

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- 1) "The News Bulletin", Johannesburg, Official organ of the Progressive Group of Coloured Teachers. Issues No.1,2,3, 4,5,6 from October 1941 to April 1942.
 - 2) Memorandum re Relationships between the Transvaal Education Department and Coloured and Indian Teachers' Associations E.8/9; 30.6.1943, referred to in Dept.Circular Minute E.7/9 dated 30.6.1943.
 - 3) This notice is contained in Departmental Circular, Vol.IX, No.2, Febr.1943, p.20: Amendments to the Conditions of Service for Teachers, Salary Scales for Non-European teachers, excluding native teachers.
 - 4) T.E.D.School Board Circular No.8 of 1942, dated 28th July 1942: "Advertisement of Posts at Non-European Schools"

published on 6th January 1943, but was not debated by the Provincial Council, reference is made to the education of Coloured children or persons in Chapter VI thereof.

This draft ordinance made provision not only for the establishment and maintenance of schools and teachers' training institutions for Coloured persons, but also for bursaries "to assist in the education of Coloured children or persons at such schools or institutions as the Director may determine or in their transport to and from such schools or institutions or in their maintenance at or near such schools or institutions". The Draft Ordinance makes mention that bursaries may be awarded to Coloured children to assist them to attend institutions providing higher, technical and industrial education, situated outside the Province of the Transvaal.¹⁾

This draft ordinance, though not law, is nevertheless indicative of the consideration which the educational authorities of the Province have given and intend to give to the education of the Coloured People of the Transvaal.

Outside the classroom the churches and other organisations have played their part in the education and religious upbringing of the Coloured People through youth clubs and Sunday schools. On 2nd March 1932 the Dutch Reformed Church established the "Vrededorp Gemeente van die Kaapse Kleurlinge" under the praesidium of Dr G.B.A. Gerdener.²⁾

The Presbyterian, Anglican, Congregational and Roman Catholic Churches have established congregations and organised

1) Province of Transvaal, Official Gazette, Vol. CIV, No. 1778, 6.1.1943, Administrator's Notice No. 2: A Draft Ordinance, Chapter VI.

2) "Die Transvaaler", 19.3. 1942, p. 16.

Sunday Schools and Youth Clubs, and these have been growing and increasing in recent years.¹⁾

The Anglican Church, in particular, has been expanding its activities among the Coloured People who have moved to the new townships around and on the outskirts of Johannesburg. In 1941 the Rev. Maurice Clack, Senior Curate at St. Mary's Cathedral, became head of the Anglican mission for the Coloured People in Johannesburg and immediately set himself the task of expanding the mission.²⁾ In 1945 he was succeeded by Father Michael Scott.³⁾

The Coloured Mission of the Anglican Church established seven daughter churches in the outlying districts of Johannesburg.⁴⁾ Its biggest undertaking is the St. Philip's Church at Kliptown. Kliptown is a peri-urban area thirteen miles from Johannesburg on the Potchefstroom Road. "This place could have been a garden suburb, but instead it is practically one vast slum, with no sewerage, lights or water supply".⁵⁾ Of its population of ten thousand souls about seven thousand are Coloureds and Asiatics. The Anglican Church has been responsible for the well-being of about one thousand families.⁶⁾

At Noordgesig, a municipal housing scheme for the low-income group of Coloured People, situated some six miles to the north of Kliptown, the St. Margaret Church was established, but this has become "quite inadequate for the Anglican population there".⁷⁾

1) (a) The Star, 7.6.1938, p.24. ; (b) The Forum, 4.7.1942, Vol.5, No.14 : "Education, Coloured People's Problems."

2) "The Catchman", Vol.XX, No.344, April 1950, p.6-7.

3) Ibid, p. 6 - 7.

4) Ibid, p. 6 - 7.

5) Ibid, p. 6 - 7.

6) Ibid, p.7.

7) Ibid, p.7.

The Anglican Church has during the period 1926 to 1945 established missions also in the suburbs of Sophiatown, Newclare, Coronationville and Albertsville on the western outskirts of Johannesburg. In a recent report of the diocese it is stated that "the Anglican Church at Coronationville is packed beyond capacity each Sunday morning."¹⁾ The St. Nicholas Church at Albertsville is responsible for some two hundred Coloured families, while at Newclare and Sophiatown, the slum areas of Johannesburg, the Anglican parishes of St. Martha's and St. Athanasius have been labouring "to bring back the lapsed and despairing."²⁾

The period 1926 to 1945 thus saw not only the extension and consolidation of government schools for Coloured children in the Transvaal, but it saw also the extension of missionary effort, with the Anglican Church taking the lead.

1) The Watchman, Vol.XX, No.344, April 1950, p.7.

2) Ibid., p.8.