

CHAPTER I.

BACKGROUND TO THE PROBLEM OF COLOURED EDUCATION.

1. THE NEED FOR A PROPER ADJUSTMENT OF RELATIONSHIPS BETWEEN EUROPEAN AND NON-EUROPEAN.

The adjustment of proper relationships between Europeans and non-Europeans has been the most pertinent problem confronting politicians, legislators and administrators in South Africa, ever since the European set foot in this country to colonize it some three hundred years ago.

A study of South African history shows that the nature of the contacts between European and non-European has tended to be, from the beginning, of a violent and aggressive kind,¹⁾ with the result that "it must be confessed that in South Africa racial prejudices of all kinds find a happy hunting-ground"²⁾

The problem of inter-racial adjustment between European and non-European remains as yet unsolved. That South Africa is conscious of the urgent need to find a solution to this pressing and ever present problem is shown by the reactions of the South African people to it, through the press, at public meetings, in the legislature and at the election polls. The defeat of the Smuts-government at the polls in May 1948 and the handing over of the control of government to the Nationalist party under the leadership of Mr. D.F. Malan, who has made the problem of racial adjustment of European and non-European through a system of territorial and political separation or "apartheid"³⁾ the most important plank in the political policy of his party, shows how acute this issue has become in the minds of the people.

1) MacCrone, I.D.: "Race Attitudes in South Africa". p.5.

2) Ibid, preface vi.

3) cf (a) Enactments such as Act No.41 of 1950, which empowers the government to proclaim areas for the exclusive ownership or occupation, or both, of either white, black or coloured people, or other special groups, such as Cape Malays.
(b) Act No.20 of 1950 - Population Registration Act.
(c) "The Star", 12.4.1950, p.2.

Not only in South Africa, but also in the United States of America is this problem of adjustment between whites and "the man of colour" as acute as ever. In the United States of America, with the rapid advancement of the negro in education and world affairs, there is arising an increasing demand on his part for what he feels to be his natural rights and for fuller recognition of his status as a man and a citizen.¹⁾

Anti-colour legislation is not common to South Africa alone. In fact, some of the laws in the United States of America have been much more virulent in anti-colour prejudice than in South Africa. In 1831, for instance, negroes were denied by statute the rights of trial by jury, except for offences punishable by death; while the law of evidence provided that coloured persons could only testify for or against coloured persons, but not in a case in which a white man was concerned.²⁾

At about the same time, Ordinance 50 of 1828 was promulgated at the Cape, placing "Hottentots and other free people of colour" equal before the law with Europeans.³⁾ The system of law adopted in the Cape Colony through the Charters of Justice of 1827 and 1832 made no distinction between its inhabitants on the grounds of race or colour, and directed that all serious criminal cases should be tried before one or more judges and a jury.⁴⁾

When in 1841, Ordinance 50 was repealed and replaced by The Master and Servants Ordinance⁵⁾, the Secretary for Colonies would only approve of the ordinance when the assurance was given him that in this law every one of the necessary provisions safeguarding the rights of the Coloured People, was incorporated.⁶⁾

1) Welsh, G.B. "The Black Man's Schools", p.4.

2) The Negro Year Book : 1931-1932, Part 1, p. 315.

3) Cape Government Gazette, 25 July 1828.

4) (a) Eybers, G.B. (Ed): "Select Constitutional Documents illustrating S.A. History", p.116.

(b) See also R.C.C. XXXIII p. 112-3.

5) Ordinance 1 of 1841 in Cape Government Gazette, 5 March 1841.

6) CO 1326, Glenelg to Napier 31.12.1838. See also

CO 1328, Russell to Napier 26.10.1840

CO 1448, Napier to Russell 30.1.1840.

It was only after 1860 that certain discriminative laws were framed and placed on the statute-book, reflecting in this way the presence in South Africa of large masses of backward people¹⁾, and as one of the causes of the Great Trek, in the words of the Trek leader Karel Trichardt was "de aanstaande nieuwe gang van zaken..... de gelijkstelling van kleurlingen met de blanken"²⁾, it was to be expected that in the constitutions of the Boer republics anti-colour laws were incorporated.³⁾

G.H. Welsh, who investigated the education of American Negroes under a Carnegie Grant has made this pertinent observation: "Legislative discrimination on grounds of colour was, generally speaking, the rule rather than the exception throughout the United States".⁴⁾

In South Africa, the non-European elements of the population consist of about 7½ million natives, 900,000 Coloureds and ¼ million Asiatics.⁵⁾

The Coloured People, though only 900,000, constitute a very important element of the non-European population of South Africa by virtue of their long contact with the European, which has resulted that they have "become completely assimilated to European civilisation"⁶⁾

2. THE PROBLEM OF PROVIDING EDUCATIONAL FACILITIES FOR DIVERGENT RACIAL GROUPS.

The educationist in South Africa is confronted with the problem of providing educational facilities for the divergent

1) Such discriminative acts were, i.a. 16 of 1864, 9 of 1867, 43 of 1868, 14 of 1870, 23 of 1879.

2) Preller, G: Voortrekkeremense II p. 4.

3) Notulen v.d. Eersten Volksraad, 11 Aug. 1897.
also: Transvaalse Grondwet 9 April 1844, Art. 6 in Eybers, Sak. Con. Rec. p. 340.

4) Welsh, The Black Man's Schools, p. 2 op. cit.

5) According to the preliminary figures of 1946 Census of the Union of S.A. there were 905,000 Coloureds of whom 55,270 resided in the Transvaal (Yearbook 23 -1946 Ch. XXV p. 3 - 5)

6) Narais, J.S.: "The Cape Coloured People: 1652-1937" preface, vii, op. cit.

and disparate racial groups that constitute the South African society. It is obvious that there must be a different type of education for the native than for the European, and again, a special type of education for the Coloured People.

The system of education that is to be established for the Coloured People will determine the whole future of these people and will be dependent upon the attitude of white South Africa towards the Coloured People, for as Prof. I.B. MacCrone rightly remarks: "social attitudes are the underlying reality of social life"¹⁾

That there is a need for defining the policy of Coloured Education is shown by the various commissions of enquiry that have investigated this matter from time to time in recent years.²⁾

In 1948 the "Federasie van Afrikaanse Kultuurvereniginge", a very powerful and prominent body in South Africa, outlined its policy in regard to the future of education in this country in a pamphlet entitled "Christelike-Nasionale Onderwysbeloid"³⁾ a document that has created much comment in newspapers and educational journals in South Africa.⁴⁾ In this document great stress is placed on the need for providing adequate educational facilities for Coloured children.

In Article 14 of this document remarks are made with regard to Coloured Education. "The education of Coloureds should be seen as a subordinate part of the Afrikaner's task of christianising the non-white races of our fatherland. We accept the

1) MacCrone, "Race Attitudes....." p. 1.

2) TP No. 5 - 1939, Ch. XIV; VC 54 - 1937, Ch. IX; VC 65 - 1948 para. 1939 - 1936; MP 60 - 1938, para. 375-402.

3) "Christelike-Nasionale Onderwysbeloid", ongestel en uitgegee deur die Instituut vir C.S.O., Postbus 871, Johannesburg.

4) (a) "The Transvaal Educational News", Vol. XLV Nos 2 and 3, Feb. and March 1949.

(b) "Onderwysblad", Deel LII No. 589, April 1949.

(c) "Blueprint for Blackout: A Commentary on the Educational Policy of the Instituut vir Christelike-Nasionale Onderwys" (The Education League, P.O. Box 1176, Johannesburg; Printers, Iven Joffe & Co. (Pty) Ltd., Johannesburg).

principle of guardianship over the non-European, and it is, therefore, the Afrikaner's sacred duty to see that the Coloureds are brought up Christian-nationalist". The document ends its observations on Coloured Education with the following remarks: "Ons glo dat die heil en geluk van die kleurling daarin lê dat hy beseft dat hy 'n aparte rassegroep is, daarop trots sal wees en dat hy dienooreenkomstig Christelik en nasionaal opgevoed sal word. Die finansiering van Kleurlingonderwys moet op so 'n grondslag gestel word dat dit nie ten koste van blanke onderwys geskied nie.* 1)

3. THE NEED FOR STUDYING THE PROBLEMS OF COLOURED EDUCATION.

The desirability for a thorough investigation of the educational aims and needs of the Coloured People is today most imperative in view of the fact that recent investigations of these people show a rapid deterioration in standard of living, a gradual impoverishment, a withdrawal from the avenues of skilled and semi-skilled labour, an estrangement from the land and agriculture, and a degeneration in the urban areas.²⁾ There is, in fact, only one section of any importance among the Coloured People that may be said to live definitely above a mere subsistence level and this section constitutes the skilled and semi-skilled workmen in the towns and cities.³⁾

In recent years, too, the Coloured artisan has been relinquishing his hold upon these skilled and semi-skilled occupations which belonged to him since the days of slavery⁴⁾ as a result of the arrival during the last quarter of the previous

1) "Christelike-Nasionale Onderwysbeleid" (Instituut vir G.N.O.) p. 27 - 28.

2) IC 54 -1937 para. 64 -498.

3) Ibid, para. 459 - 464.

4) S.G.O. I n. 472 : Genl. Craig spoke of the slaves as being "indispensably necessary, and it would not be possible to be without them."

century of a considerable number of skilled workmen from Europe and the introduction of the Trade Union Movement into South Africa.

There also seems to be a lack of organised endeavour among sections of the Coloured People. Their history is not likely to inspire pride of race or race consciousness, and the fact that the Coloured People spring from an admixture of different races also tends to make the bringing about of a homogeneous Coloured community, difficult. And yet, the Coloured People form a group of their own in the social structure of the South African community. The Coloured man stands midway between the European and the native, and is more closely allied to the European by virtue of his long contact with the European and of his having absorbed the civilisation and some of the culture of the European. The Coloured People, on the whole, regard themselves as superior to the native. The majority of the Coloured People objects strongly if not segregated from the natives at hospitals and on the railways. They prefer to live in their own townships separated from the locations for natives,²⁾ although in many urban and rural areas the Coloured inhabitants are by circumstances compelled to live side by side with the Bantu in the same locations, and in spite of antipathy, a measure of miscegenation between Coloureds and natives has been occurring.³⁾ Conditions in the locations have been very poor, especially in the small towns and villages.⁴⁾

The Coloured community also objects to sending its children to schools for natives and resents the children being taught by native teachers.⁵⁾

The Coloureds do not desire to be regarded as a type of

1) (a) CG 54 - 1937 para. 379 - 384; CG 12-1914 p. 40 - 41.

(b) See also: Shannon, H.A.: "Urbanisation, 1904-1936" in S.A. Journal of Economics Vol. 5, 1937 p. 182.

2) CG 54 - 1937, para. 31 - 38.

3) CG 54 - 1937, para. 39.

4) CG 34 - 1914, pp. 136 - 139.

5) CG 54 - 1937 para. 36.

native. Leaders among them point out that they are a separate racial entity with aspirations of their own. 1)

In spite of regarding themselves as a separate community there is, nevertheless, a tendency amongst the Coloureds, chiefly as a result of the influence of agitators, to co-operate and unite with the natives and Asiatics in an organised non-European front against what they regard as the "oppressions and tremendous disabilities" of the non-Europeans. 2)

On the other hand, there is a number of Coloureds, who have by virtue of their European facial features and light complexion and their academic standard of education, bridged the gap and passed into the European community. The writer knows of a number of instances where Coloured men and women have "passed white" and have been absorbed into the European community and are today regarded in every respect as Europeans. 3)

It is of interest to know that in the United States of America, in contrast to South Africa, there is no distinction in the eyes of the law between the black, i.e. the Negroes, and the Coloured or Mulattoes, i.e. negroes having some proportion of "white blood" 4)

4. THE COLOURED PEOPLE AS A SEPARATE ENTITY.

There can be no doubt, on the grounds of history, tradition and nature, as to the desirability of maintaining the Coloured People in South Africa as a separate entity, different from that of the European, native or Asiatic.

The Coloured man has a niche in the life of South Africa for this is the land of his birth; his history and traditions are

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- 1) Memorandum van die Transvaalse "Vere-Afrikaner" Onderwysbond aan Transvaalse Onderwys Kommissie Tr No.5 - 1939.
 - 2) Dadoo, Dr.Y.M.: "Statement before the Court on Friday, 6th Sept. 1940 at his trial under the Emergency Regulations (Published by authority of the Non-European United Front, Transvaal, 47 End Street Johannesburg).
 - 3) It was to counter this that the Mixed Marriages and Immorality Acts were passed by the Union Parliament in 1949.
 - 4) Selsh, G.H: "The Black Man's Schools", p. 9.

rooted in this land and his only future lies in it.

From the point of view of the well-being of the Coloured People as such, it is essential that the group- and race-consciousness of these people as a separate entity be furthered and strengthened and this can only be achieved by the right kind of education. A happy, prosperous and healthy Coloured People, who move in their own sphere and who are faithful to their own peculiar aspirations and folklores must be the striving and aim of every educationist, social worker and legislator. The prosperity of South Africa is, indeed, contingent upon each of its various racial and coloured groups developing along its own lines, yet co-operating with one another.

The well-being of the Coloured People is not only an educational problem. It is much more a social and an economic problem, and the educationist must take due cognisance of the political, social and economic status of a community when assessing and planning a programme of schooling for such a community. Prof. Malinowski, in his address to the "New Education Fellowship" Conference of 1934 held in South Africa, put it so aptly when he said: "To educate a man is to raise, not only his knowledge and skills, but also his hopes and his ambitions, his claims for full citizenship and the sense of his personal dignity..... But it is unquestionably dangerous to expend all our generosity in giving him a goodly measure of education, only to deprive him of the fruits thereof by the force of law and political discrimination. That way tragedy lies." 1)

One of the greatest problems confronting Coloured Education in South Africa is the need for reforming and revitalising family and community life. 2)

As a result of poverty, particularly in the urban areas, very few Coloured People own their own homes, resulting often in a lack of pride in the home. There is also a lack of parental care and

1) Malherbe, E.G. (Ed) : "Educational Adaptations in a Changing Society" p. 423 - 4 op. cit.

2) UG 54 - 1937, Ch. III.

parental discipline occasioned by the smallness of the dwelling and the lack of household amenities; many Coloured children are thus driven into the streets where they are often subjected to all kinds of anti-social and demoralising influences. In the case of many Coloured families, both parents are compelled to find employment in order to augment the family income. The result is that the mother is not able to give sufficient attention to her home and children.¹⁾ There is also a type of Coloured person, who is not conscious of his responsibility to his offspring and often leaves his children at an unripe age to fend for themselves as best they may. This has been one of the most insistent arguments in favour of making education compulsory for Coloured children.²⁾

The lack of adequate family life and parental care and control, the short school-life of the child, the lack of facilities for acquiring a trade³⁾, vagrancy and the lack of proper facilities for leisure⁴⁾ are facts responsible for crime and delinquency among the Coloured youth.⁵⁾ The writer has himself had to deal with many instances of theft, housebreaking, stabbing, etc. committed by pupils of the large Coloured School of which he was the Principal.⁶⁾ In at least two cases, the children concerned were in the junior classes, i.e. Grades and Standard I. These children were in their early teens and were not first offenders.

In a recent investigation by the government on the social, health and economic conditions of urban natives⁷⁾ it was found that the problem of uncontrollability of young children was essentially due to the economic conditions and especially the in-

1) Ibid, para. 64, 65, 66.

2) (a) Ibid, para. 67.

(b) Compulsory education for Coloureds between the ages of 7 and 15 has been introduced in Natal in 1942 but not in the other Provinces. (Bulletin of Educ. Statistics, 1947 p.31-Afr. version) In the Cape Province Ordinance No.11 of 1945 was passed but not carried into effect.

3) UC 54-1937, para. 267 - 290.

4) UC 65 - 1943, para. 1973 - 1981; 1985, 1986.

5) UC 54 - 1937 para. 73.

6) City and Suburban Coloured School, Johannesburg, Jan.1946 to Dec. 1948. See also logbook of that school. Jan.1941 - Dec.1948.

7) Dept. of Native Affairs: 9 March 1948: Report of the Inter-departmental Committee on the Social, Health and Economic Conditions of Urban Natives, p.19, para. 237 - 240.

sufficiency of the earnings of the head of the family. This in turn resulted in a high proportion of the mothers being forced to undertake employment. The children are therefore left uncontrolled at home and the educational facilities which could to some extent provide an alternative to home discipline and control are generally absent. The consequence is that many of the urban native children grow up undisciplined and uncontrolled and the ultimate result is that a relatively high proportion land in the juvenile courts.¹⁾

What has been said about urban native children, applies *mutatis mutandis* in very many cases to urban Coloured children. During the years 1928-1935, there were on the average 1,980 Coloured male youths and 638 Coloured female youths concerned with delinquency.²⁾ The delinquency rate for Coloureds was more than seven times that of Europeans. In a comparison which takes the relative sizes of the population into account, the rate for the Coloureds was more than nineteen times that for the Europeans.³⁾

The economic and social conditions of the Coloured People will in a large measure determine their aspirations and outlook on life. This the student of education must constantly bear in mind.

5. THE COLOURED PEOPLE TODAY.

The Coloured People of South Africa can be divided roughly into three classes.⁴⁾ In the first place, there are the so-called "skollies", an undesirable class of criminals, vagrants and drunkards. They are not representative of the Coloured People as a whole. Usually the skolly is the product of a home broken up by drink or a frustrated youth embittered by lack of education or

1) Ibid para. 226 - 239.

2) Official Year Book, Union of S.A. 1933 - 1934; 1934 - 1935; Appendix 7.

3) IG 54 - 1937 p. 21.

4) Ibid, para. 48 - 50.

opportunity in employment. The skollies are typical of similar types found in the slum areas of all the large cities of the world.¹⁾

The second class constitutes the farm hands and the semi- and unskilled workmen, factory hands and domestic servants. This class is in constant contact with the European and it is largely through this class that the European is acquainted with the Coloured People.²⁾

The third class consists of the fairly well-to-do and educated Coloured persons, who number among them some 2,500 teachers, independent workmen, skilled artisans and a few lawyers, preachers and medical practitioners.³⁾ It is to this class, and more particularly to the teacher that the community looks for guidance.

Traditionally the Coloured man is an artisan. Prof. W. Blommert emphasises the important part played by the slaves in the social and economic life of the Cape in the eighteenth and early nineteenth centuries. Farmers depended on their labour; most of the handicrafts were carried out by them; even retail trading was often conducted by means of slaves; they often provided entertainment at private and public festivities, and on some occasions assisted the Europeans to ward off the attack of enemies.⁴⁾ Coloured craftsmen and tradesmen played an important part in the life of the Cape during the twenties of the previous century.⁵⁾

With the arrival of skilled workmen from Europe after the opening up of mines to exploit the mineral wealth of South Africa, the Coloured workmen gradually lost their hold upon the skilled and semi-skilled occupations, though in 1914 a government commission reported that in the Cape Province, Coloured artisans had a share in "almost every trade", were "highly efficient", and

1) Ibid, para.48: See also: "The Coloured People of the Cape. Issue by the Public Relations Office, South Africa House, Trafalgar Square, London, W.C.2 (1949) p. 21.

2) UC 54- 1937 para. 49.

3) UC 54 - 1937 para. 50.

4) Archives Year Book for South African History, Vol.I Part I (Blommert, W: "Het Invoeren van de Slavernij aan de Kaap," p.1)

5) R.C.C. XIX P.264 - 268; XXVI p. 494.

within limits were holding their own.⁽¹⁾ But in recent years the Coloured people have been rapidly losing their place in the skilled and semi-skilled occupations. In spite of the increase in the number of industrial undertakings and the size of the Coloured population, the percentage of Coloured persons engaged in industry, has been steadily declining.⁽²⁾

The reason for the decline has been the acceptance by the Union Parliament of a series of legislative acts during the past quarter of a century to eliminate the competition between European and non-European in the skilled and semi-skilled labour market. Enactments such as the Juvenile Act⁽³⁾, the Apprenticeship Act⁽⁴⁾, the Industrial Conciliation Act⁽⁵⁾ and the Wage Act⁽⁶⁾, "constitute an insuperable obstacle to equality of opportunity between the European and the Cape Coloured People", says Prof. W.H. Hutt.⁽⁷⁾

The policy of the Trade Unions, particularly in the Northern provinces of South Africa was consistently aimed at protecting the European artisans against the non-European workman in the field of labour from competition by undercutting through the 'closed shop'- principle and the principle of equal pay for equal work.⁽⁸⁾ This discrimination was subtle and ostensibly not on the surface.⁽⁹⁾

The advent of European women to certain industries has resulted in a further exclusion of the Coloured worker from industry. In some industries European women have successfully competed for employment, not only with Coloured women, but also with Coloured

1) IG 12 - 1914, p. 40 - 1.

2) IG 54 - 1937 para. 144 - 350; 351 - 354.

3) Act No. 33 of 1921.

4) Act No. 37 of 1944.

5) Act No. 36 of 1937.

6) Act No. 44 of 1937, amended by Act 22 of 1942.

7) Hutt, W.H.: "Wage Fixation and the Coloured People". (Reprinted from "Race Relations", Vol. 9 No.1, p.12.)

8) IG 54 - 1937, para. 279-287; 288 - 290.

9) Simons, H.J.: "The Coloured Worker and Trade Unionism". (Reprinted from "Race Relations", Vol. 9 No.1 p.23).

men, especially in industries connected with textiles, drugs, chemicals, leather and furniture.¹⁾

But also in the unskilled labour market, the Coloured man is being pushed out more and more by Europeans. During the previous half century, a process of impoverishment has taken place among sections of the rural community of South Africa resulting in the coming into being of a type of European known as the "Poor Whites". Many of these impoverished Europeans migrated to the cities and towns and attempted to find employment in the semi-skilled and unskilled labour markets.²⁾ But in the towns and cities, as on the farms, the unskilled jobs, which were all these Poor Whites could hope to get, were already in the hands of the Coloured People or natives. The bulk of South African Europeans, was, however, not prepared to allow the impoverished Europeans to compete on equal terms with non-Europeans on the unskilled labour market. Such competition would result in the obliteration of the colour-line and of the superiority of the European over the non-European. The result was the gradual introduction of a "white labour" or "civilised labour" policy,³⁾ a policy of employing wherever possible European labour in skilled as well as unskilled occupations. This policy came into being for the first time shortly after the Anglo-Boer War when Poor Whites were employed on the railways as labourers. The policy was continued after Union until 1924 on a moderate scale, but with the advent of power of the Hertzog Government, this policy took on greater proportions. It set itself the task of promoting the employment of European labour in all possible avenues, such as the railways, the state departments, public bodies and in private enterprise.⁴⁾

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- 1) (a) S.A. Journal of Economics, Vol.5, 1937 p. 159.
(b) Sissons, H.J.: "The Coloured Worker and Trade Unionism". (Reprinted from "Race Relations", Vol.9 No.1, p. 25).
 - 2) (a) Malherbe, E.G.: "Education and the Poor White." (S.A. Journal of Science, Vol. XXVI Dec. 1929: p. 888-903.
(b) Macmillan, W.M.: "Complex South Africa" (1930) Ch. IV-VII.
 - 3) Circular No.5 of 1924, (quoted in IG 54-1937 para.126, Note 2) from Prime Minister's Office. Civilised labour is defined as the labour rendered by persons whose standard of living conforms to the standard generally recognised as tolerable from the usual European standpoint.
 - 4) (a) IG 54-1937 para.157; 158, 159, 162, 168, 181, 182.
(b) See also: Government Notice No.1692 of 5 Dec. 1933.
(c) See also: IG 54-1937 para. 126, Note 2.

All this has led to a further and almost complete deterioration of the economic position of the Coloured People in the urban areas of South Africa. Prof. W.H. Hutt concludes that, "looking broadly at the facts of Coloured Employment as a whole, it is impossible to deny that, with a few exceptions, the Coloured People are 'hewers of wood and drawers of water'".¹⁾

A considerable section of the Coloured People belongs to what may be called the socially submerged population²⁾. Prof. Edward Batson says of the Coloured People that they lack social security and have no immediate prospect of social security. He continues in the following terms:- "Unendowed with the economic advantages enjoyed by the law-making and land-owning European, lacking even the slender resources of a trading tradition, or a tribal economy, the proletarian Cape Coloured lives penuriously and precariously"³⁾. As a result of social surveys carried out in 1938-39 and 1943-44 in the Cape Province, the conclusion is reached that there cannot be much less than 400,000 out of 900,000 Coloured in the Union living below the poverty datum line and, therefore, constantly under the threat of the fear of want.⁴⁾

The high incidence of poverty among the Coloured People is due to the lowness of ordinary earnings.⁵⁾

The position of the rural Coloureds is no better than that of the urban Coloureds; rates of pay in agriculture are lower than in industrial occupations⁶⁾; living conditions on the farms were not too good⁷⁾, while the tot-system on the farms in the Cape Province, whereby workmen are given wine regularly, has tended to

1) Hutt, W.H.: "Wage Fixation and the Coloured People" (Race Relations", Vol. 9 No.1, p.13)

2) IG 54 - 1937 para. 64.

3) Batson, Prof. Edward: "Social Security and the Coloured People" (S.A. Institute of Race Relations, Johannesburg, 1946, p.1 op. cit)

4) Ibid, p.9.

5) Ibid, p.10. Also by same author, "A Contribution to the Study of Urban Coloured Poverty". (Race Relations, Vol.9 No.1, p.4).

6) IG 54 - 1937 para. 431.

7) G 2'92 p.VI; G 3'94 p. VI, XII.

perpetuate drinking habits amongst the Coloured People, resulting in a high incidence of drunkenness.¹⁾ The percentage of drunkenness amongst the Coloured People is far higher than among any other of the racial groups of South Africa.²⁾

The consequence of the parlous economic position of the Coloured People is far-reaching and extends to every sphere of life - physical, mental and social³⁾. It constitutes what might be termed the "Coloured Problem" in South Africa. Prof. W.H. Rutt puts this problem as follows:† "Because the Europeans brought the social heritage of Western civilisation to South Africa, the white people have been the dominant and ruling class and the native races (including the Coloured)⁴⁾ the subject. For a long time that was taken to be the accepted thing, but as the primitive people gradually absorbed the heritage of civilisation of which their masters had some possession and especially as the repercussions of competitive capitalism gradually became more powerful, there were obvious tendencies to destroy the existing arrangements."⁵⁾

The present position of the Coloured People has brought with it all types of undesirable conditions, such as restiveness, dissatisfaction, crime, insobriety and immorality.⁶⁾ It accounts for the fact that so many of the Coloured youth of today are despondent, rebellious, suspicious and restive.⁷⁾

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- 1) G 35, 1902 p. 94; SO 7 '10 p. v - viii; G 1 '90 p. 23; IG 54 '37 para. 39.
 - 2) The Director for Prisons Report for 1948 puts the number of convictions for drunkenness among Coloureds in all parts of the Union as 9,676 compared with 6,280 native convictions and 1,217 Europeans.
 - 3) Ziervogel, G: "The Coloured People and the Race Problem" (Printed by P.F. Weber, Ceres) p.11.
 - 4) Bracketed phrase inserted by writer.
 - 5) Ziervogel, G: "The Coloured People and the Race Problem" (quotation of Prof. W.H. Rutt - p.11)
 - 6) IG 54'37, para. 69-76; 80-83; 105, 116.
 - 7) Conclusions of the writer after interviews and discussions with some 450 students and teachers of the Eurafrikan Training Centre, Johannesburg, 1949 - 49.
 - 8) See also: Anti-C.A.D. Committee (Miscellaneous material in English and Afrikaans relating to the Coloured People), - in Africana Library, Johannesburg.

A Coloured man of standing puts the position as follows:

"Our people are caught, as it were, between two millstones. On the one side are white people who daily make it more difficult for us to develop or for our children to find work in skilled markets; on the other hand there is the ever-increasing number of detribalized natives, who pour into the cities and capture the unskilled jobs, because they can and do work for a lower wage. No wonder the iron is entering into the souls of our people!"¹⁾

Yet it is only through education that the Coloured People can find salvation. Education must make them race conscious; it must develop in them self-respect and it must inspire them with new courage for the future.

In Report No.2 of the Social and Economic Planning Council, published in 1944, the following conclusions are reached:- "The Union is doomed to a losing competitive struggle against the mentally-developed labour of the Western countries, against the awakening Eastern races and even against other parts of Africa unless the educational facilities for non-Europeans are improved."²⁾ The Council further contends that while it is aware that there is a certain measure of antipathy towards non-European education, the problem of juvenile delinquency, especially in the urban areas, makes the provision of suitable educational facilities leading to the ability to earn a livelihood, and the introduction of compulsory school attendance for non-Europeans so essential, that it cannot long be delayed. Furthermore, such a step is imperative if the standard of labour efficiency is to be raised above its present level.³⁾

1) Flaxall, A.W.: "Between Two Mill Stones: The Coloured People of South Africa" (The Society for the Propagation of the Gospel in Foreign Parts, 15 Tufton Str., Westminster, S.W.1-1938) p.5-6.

2) UG 14 - 1944, p.94-95, para.111.

3) UG 14 - 1944, p.95 para. 112.