

THREE CENTURIES OF COLOURED EDUCATION

Historical and Comparative Studies of the Education of the
Coloured People in the Cape and the Transvaal, 1652 - 1951.

BY

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A DISSERTATION FOR THE DEGREE OF
DOCTOR OF EDUCATION

at the

POTCHEFSTROOM UNIVERSITY FOR C. H. E.

PROMOTOR : PROF. DR J. CHRIS. COETZER.

January 1952.

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EXPLANATION OF ABBREVIATIONS

USED IN FOOT NOTES.

1. R.C.C. - Records of Cape Colony.
2. T.E.D. Reports - Transvaal Education Department Reports.
3. S.G.E. Reports - Superintendent-General of Education Reports, Cape of Good Hope.
4. British Parliamentary Papers, Reports and Blue Books are indicated by a number followed by the year of publication, thus : 50 of 1835. The number may be preceded by the letters G or Cd. e.g. Cd 819 of 1902.
5. Cape, Union of South Africa or Provincial Council papers and reports : The prefix C indicates a paper published by order of the Cape Legislative Council; A, a paper published by order of the Cape House of Assembly; G, a publication by order of the Cape Government; UG, a publication by order of the Union Government; SC, a publication of a Select Committee of the Union House of Assembly; TP, a report of the Transvaal Provincial Council; CP, a report of the Cape Provincial Council; NP, a report of the Natal Provincial Council.
Ex. G 24'63 (= 1863); UG 54 - 1937; CP 6 - 1912.

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P R E F A C E.

For many years I have had the privilege of working amongst the Coloured People of the Transvaal. I first interested myself in them in 1936 when I was appointed to the staff of the Wurafrican Training Centre at Johannesburg. Subsequently I became the principal of one of the largest Coloured schools in Johannesburg. For several years I served as an examiner for the Transvaal Indian and Coloured Teachers' Certificates and in recent years I have been a member of the Board of Moderators for the abovementioned examinations. I am the founder of the Witwatersrand Society for Arts and Crafts for Coloureds and Indians and have recently been made its honorary Life President.

Since 1940 I devoted my spare time to a study of the history of the Coloured People and to the problems affecting their education. I soon found that the story of the education of the Coloured People of the Transvaal was indissolubly linked with that of the Coloured People of the Cape. It is impossible to appreciate the one without a consideration of the other. But to form a comprehensive picture of the problem of the Coloured People and their education one must view it in relation to European contacts and policy in South Africa.

This treatise is the fruits of my labours over many years. Though I started collecting data in 1940, it was not until 1945 that I began to co-ordinate these notes into a comprehensive whole. In this task I was guided and inspired by my mentor and friend, Prof. Dr J.C.Goetzee of the Potchefstroom University for C.H.E. For this I am deeply grateful, and for much more. As a lecturer in Education at the Witwatersrand University and as head of the Department

of Scientific Method at the Johannesburg Teachers' College, I am constantly drawing upon the inspiration and vast store of information I have had from Prof. Coetzee.

It also remains for me to acknowledge with much gratitude the kindness and assistance which I have received directly and indirectly from all those who have concerned themselves with this work. In the first place I must thank the numerous officials at the various archives at Cape Town and Pretoria for their friendliness and hearty co-operation. Many of them went to great pains to get documents available for me. Of persons in other spheres, I must mention Miss E. Sender, at one time Librarian at the Johannesburg Teachers' College. Miss Sender, at all times and very often at great inconvenience to herself, unearthed books and documents for me and obtained them from all parts of South Africa. To Miss J.H. Ogilvie, Africana Librarian, Johannesburg and her assistant, Miss R. Bennett, I have much to be thankful. Both these ladies very graciously made available to me numerous references, papers and documents over many months.

The officials at the Witwatersrand Central School Board Offices were particularly helpful and gave me special permission to peruse documents, minutes and school journals. In this connection I would like to mention the help given me by the late Mr D. Daneman, in life Secretary of the Witwatersrand Central School Board.

Another person who was of inestimable assistance to me was Mr A.M. Visser, principal of the Durafican Training Centre and Secondary School, Johannesburg.

The typing of the manuscript was done by Mrs S. van Deventer of the clerical staff of the Johannesburg Teachers' College. To her, too, I extend my grateful thanks.

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Finally praise to the Almighty for His gifts of grace and strength in the completion of this work.

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JOHANNESBURG TEACHERS' COLLEGE,

21st JANUARY, 1952.