

SOUTH AFRICAN INSTITUTE OF RACE RELATIONS (INC.)

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SUID - A presented to the Evidence to Coloured Education Commission (7th December 1953).

~~South African Institute of Race Relations~~

1. The Institute of Race Relations bases the evidence here submitted on the belief that the fundamental principles and aims of education are the same for all races. These principles and aims may conveniently be stated as follows:

- a) Education should aim at providing the fullest possible opportunity for the development of the individual according to his physical, moral, intellectual and emotional capacities;
- b) education should aim at preparing the individual for his adult rôle as a responsible member of society;
- c) education should aim at enabling the individual to adapt himself to the demands of an increasingly complex social and material environment.

2. If ^{these are} ~~this~~ is accepted as the aim^{ing} of education, it must be accepted as applicable to all racial, as to all social groups, since the variant factor is individual capacity, and this is not confined to, or constant within, any one class or group.

3. Further, the rôle of the adult in society should be determined by individual capacity and not by class or group.

4. Believing the true interests of the various racial groups in South Africa to be inseparable and consequently, that the educational aims for each group must be the same, the Institute considers that it is the administration rather than the aim of Coloured education which needs to be examined.

5. The Institute wishes to submit evidence only on those points on which it may make a special contribution.

6. Terms of Reference (a): The Financial implications for the Cape Province over the next ten years if effect is given to the views expressed and the recommendations made in the de Villiers report in regard to Coloured education:

No evidence

7. Terms of Reference (b): The question whether the reorganisation of the school system as recommended by the de Villiers Commission can and should be applied to Coloured education and, if so, to what extent:

The Commission is to enquire whether the reorganisation of the school system as recommended by the de Villiers Commission can and should be applied to Coloured education, and, if so, to what extent. In making its investigation, the De Villiers Commission found,

"The imperative need of present-day youth for a higher standard of general education has been referred to earlier in this report. At the risk of labouring the point, the Commission wishes at this stage to point out that the appreciation of this need, and efforts to meet it more effectively, are perhaps the most firmly-established world-wide trend in education today. Throughout the world educationalists are realising that as the civilisation science is creating for us becomes ever more complex, the minimum standard of basic general education must inevitably be raised." (Paragraph 238).

The Commission recommended as follows:

"In the proposed new scheme, the primary school will not be expected to teach its children all they have to know and be capable of doing on entering employment or on embarking upon a course of more or less specialised study in a post-primary school. It will be expected to give the child the 'tools of learning' which he will have the chance to use for three years in the proposed junior high school to acquire a higher level of skill in their application and to discover his world and himself." (Paragraph 241).

8. The Institute agrees with the de Villiers Commission's statement that the minimum standard of basic general education must be raised in South Africa as in other countries, to enable youth to meet the increased demands made by our complicated civilisation, and since these increased demands are made upon members of all racial groups, the Institute believes that the minimum standard for all groups must be raised. To achieve this higher minimum standard of general education, the Commission recommended certain changes in the organisation of the school system.

9. The Commission recommended that the age-grouping in schools should be:-

Nursery school	:	3 - 6 years
Primary school	:	5 plus - 12 plus years
Junior High school	:	12 - 15 years
15 - 17	←	senior or vocational high school
15 plus	:	technical college
17 plus	:	agricultural college
18 plus	:	university.

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The Institute realises that the new scheme is in line with educational developments in other countries, but considers that it has not been sufficiently tested to show whether or not it is an improvement on the old. If, however, it is to be applied to Coloured schools, there are special factors which must be taken into consideration.

a) At present the age at which they enter school is very much higher for Coloured than for European children; if the same age grouping is to apply, Coloured children must start school earlier; this can best be assured through the introduction of compulsory education.

b) The/

- b) The number of Coloured schools, both primary and secondary, would have to be increased considerably. ✓
- c) Because of the distances that have to be travelled and the economic position of the majority of Coloured people, most Coloured children cannot go beyond primary school. Under the present system this means Std. VI; under transfer there is the danger schooling might end with Std. V. ✓
- d) Besides being generally undesirable, this would be a great handicap to would-be apprentices who have to pass at least Std. VI before being apprenticed;
- e) The Institute submits that the transfer, to be effective, would have to be combined with the increased provision of secondary and high schools, subsidised hostel accommodation and transport, and the introduction of compulsory education.

10. Whilst organisation is being dealt with, several reasons why it is desirable to retain unity of administration for European and Coloured schools must be mentioned:

- a) The Coloured people, as shown by statements made by parents' and teachers' organisations are bitterly opposed to the suggestion of a special Coloured Education Department, and a transfer could not be effectively carried out against the wishes of the people concerned.
- b) A separate department of Coloured education would lead to a different standard.
- c) It would involve the country in the unnecessary expense of duplicating administrative officials.

11. Terms of Reference (c): The question whether the nature and direction of the present educational system fulfil the needs of the Coloured population, or whether the system with its emphasis on the academic side does not lead to a feeling of frustration:

To deal with this question properly it is necessary to break it down into several separate questions -

- (i) What are the educational needs of the Coloured people?
- (ii) Do the nature and direction of the present educational system fulfil these needs?
- (iii) Is there too much emphasis on the academic side? If so;
- (iv) Does this system lead to a feeling of frustration?

(1) What are the educational needs of the Coloured people?

→ In the first place, we wish to affirm that the aims of education are universal; the Coloured child, as any child, must be given the opportunity of developing his capacities to the fullest. Yet the way

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that this is achieved may vary from society to society, since education must be relevant to the society in which the individual lives. The Coloured people of South Africa do not constitute a separate society with a separate way of life, and hence with separate educational needs. Despite social segregation, the Coloured people are essentially part and parcel of South Africa's social and economic life; this can be best shown by examining the types of employment in which Coloured people are engaged.

~~Quotation from "The Coloured People"~~

~~Note on~~

~~The following section is from "The Coloured People", copies of which memorandum ^{will be} ~~have been~~ ^{*} sent to Jo'burg, so they can be referred to by ~~members~~ ^{whenever} studied this draft.~~

~~The quotation starts~~

~~Quotation from "The Coloured People" ^{will} start with middle of page 5 (The following table.....) and continue to page 15 (....."custom, law and prejudice") (end of 2nd paragraph)~~

~~Then include page 16 - "In all societies.....accompanying it". Then say: "Any question as to whether the nature and direction of the educational system fulfils the needs of the Coloured population, and any proposals for re-organisation, must be examined in the light of this fact." The go on with "The Cape Coloured People" from the last paragraph on page 16 ("Anything which restricts.....) to page 19.~~

But N.B. note.

Industrial Distribution of the Working Population of the Union:
Europeans, Coloureds, and Asiatics-1921, 1936, 1946; Natives - 1946.

	Europeans			Asiatics			Coloureds			Africans		TOTAL				
	Number 1946	Percentage			Number 1946	Percentage			Number 1946	Percentage			1946			
		1946	1936	1921		1946	1936	1921		1946	1936	1921	Number	% age	Number	% age
Farming																
Forestry																
Fishing	167,822	18.9	24.5	31.6	13,691	17.3	27.2	34.9	97,453	27.9	34.2	36.5	3,239,219	65.5	3,510,185	56.2
Mining																
Quarrying	53,557	6.0	6.3	6.3	601	x	1.3	4.3	2,724	x	1.2	1.3	442,578	9.0	499,460	8.0
Manufacturing																
Industry	189,824	21.4	17.9	12.3	19,619	24.8	17.2	14.1	76,562	22.0	16.8	13.5	285,828	5.2	541,833	8.7
Transport and																
Communication	122,570	13.8	10.5	10.0	2,178	2.8	2.4	6.3	13,836	4.0	4.1	4.6	68,751	1.4	207,335	3.3
Commerce and																
Finance	140,035	15.8	16.0	13.9	19,086	24.1	26.0	21.8	18,442	5.3	5.1	4.0	72,033	1.5	249,596	4.0
Public Adminis																
tration, defence																
& Professions	143,997	16.2	16.3	14.1	4,561	5.8	5.7	4.3	20,240	5.8	4.8	3.6	104,463	2.1	273,261	4.4
Entertainment																
and sport	5,965	x	x	x	415	x	x	x	783	x	x	x	5,558	x	12,721	x
Personal																
service	25,004	2.8	4.1	4.0	6,918	8.7	11.5	11.7	74,600	21.4	25.8	28.5	600,760	12.2	707,282	11.3
Other																
Industries	39,407	4.4	3.9	7.3	12,101	15.3	8.3	2.5	44,129	12.7	7.1	7.1	154,395	3.1	250,032	4.0
All industries	383,181	100.0	100.0	100.0	79,170	100.0	100.0	100.0	348,769	100.0	100.0	100.0	4,943,585	100.0	6,259,705	100.0

(Industrial Legislation Com. Report: Table 18).

~~(1) The following table shows the distribution of industrial groups:~~
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~~(See next page)~~

TABLE

It will be noted that the greatest percentage of the Coloured population is still engaged in farming, although the proportion in this occupation has decreased. Of the 91,000 (45% of the occupied male population) engaged in agriculture, 5,000 were classified as farmers and 900 as farmers' sons assisting on farms. Very few of the Coloured persons, however, own farms in individual tenure and almost all the farms they own are small and poorly developed. In addition to the farmers, there were 1,400 market gardeners. Farm labourers, shepherds, and herdsmen, totalling 80,000 (88%), form by far the largest proportion of the Coloured men engaged in agriculture. The greater part of the Coloured population is resident in the western part of the Cape Province where it provides a large proportion of the farm labour. Separate statistics are not available for the western Cape Province, but for the Cape Province as a whole, of the 275,000 persons regularly engaged in farm work, 84,000 (31%) were Coloured.

~~Next/.....~~

~~to manufacturing~~

Next comes manufacturing. The proportion of Coloured persons is slightly higher than the proportion of the European population in manufacturing industry; personal service (mainly domestic) is the next group; transport and communications (mainly state employment) have a much lower proportion of Coloured than European labour - 4% compared to 13%. In commerce and finance, public administration, defence and the professions, the proportion of Coloured people is much smaller than the proportion of Europeans. The professions, with the exception of teaching and religious service are practically confined to Europeans: in 1936, of 9,152 medical practitioners, advocates, attorneys, dentists, chemists, architects and engineers, 9,090 were European, 25 Asiatic, 23 Coloured and 14 Africans. Although there is no legal bar, it is difficult for Non-Europeans to enter most of the professions. In the first place, relatively few reach the necessary educational standard or have the means to meet the cost of the long years of training. Even when these initial obstacles are surmounted, social prejudice makes it difficult for Non-Europeans to become articulated in professions. Further, until recently, it was impossible for Non-Europeans to qualify in South Africa as medical practitioners because hospital training was closed to them. There are still no facilities for training Non-European dentists. Moreover, those who do become qualified for the professions are largely confined to practices amongst Non-Europeans, most of whom are poor and have little to spend on professional service.

The most outstanding characteristic of the occupational distribution of the population of South Africa,-the close

relations.....

relations between occupation and race, has never been so marked in regard to the Cape Coloured as in the case of the African. Coloured persons, and Asiatics, in the districts in which they live, have occupied an intermediate position. ~~For whereas~~ ^{whereas} until the recent growth of manufacturing industry, Africans have been confined to unskilled manual work, the Cape Coloured people succeeded their ancestors, the slaves, as masons, bricklayers, painters and furniture makers and still constitute a considerable part of the skilled labour force in the older trades. Coloured persons do all grades of manual work from skilled to unskilled, but relatively little supervisory or executive work.

To-day, the development of new industries and new methods of manufacture is modifying the pattern of the labour market throughout South Africa. The structure of the labour force in modern factories is not one of division into artisan and unskilled labourer. Numerically, the machine operative, the machine minder and feeder and the "man on the assembly line" predominate. With the growth of manufacturing industry this type of work is a growing proportion of the total volume of employment. Moreover, these types of work, which in South Africa are classed as semi-skilled, are done by members of all racial groups.

In industries investigated by the Wage Board between 1937 and 1950 workers were classified according to grade of work and race and the following table shows the proportions of each racial group doing skilled, semi-skilled and unskilled work:-

Number of Workers Concerned in the Wage Determination.

Classification of workers of each racial group according to skill -

	EUROPEAN	COLOURED	ASIATIC	AFRICAN
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Skilled:	82.5	15.2	33.0	4.2
Semi-skilled:	15.5	29.8	31.4	12.2
Unskilled:	2.0	55.0	35.6	83.6

Classification of each class of skill according to racial group of workers -

Skilled:	83.6	5.0	5.6	5.8
Semi-skilled:	32.9	20.7	11.2	35.2
Unskilled:	1.5	13.0	4.3	81.2

(Annual Report: Dept. of Labour, 1950-U.G. 71, 1951, Table 34).

The industries investigated by the Wage Board did not include the Building, Leather, Printing, Clothing (Cape) or Furniture industries (in the larger towns) in which the proportion of Coloured skilled and semi-skilled labour is considerable. Further, some of these investigations were made before the last war, during and since which there was a considerable expansion of Coloured employment in semi-skilled manufacturing work. Consequently, these proportions considerably understate the present proportion of Coloured labour engaged in semi-skilled work.

The following table shows the proportion of the Coloured and European population in different occupational groups in Cape Town in 1938/39:

Percentage Distribution of Coloured and European Male Adults Between Occupational Groups, Cape Town, 1938-9.

	Coloured	European
Professional	0)	8)
Business	4) 5	20) 47
Clerical	1)	19)
Supervisory Clerical	1) 13	5) 22
Skilled Manual	12)	17)
Semi-skilled manual	26) 68	16) 21
Unskilled manual	42)	5)
Non-earners	8	10
Unemployed	6	1
	100	100

There appears to have been an increase in the number of Coloured persons employed as bookkeepers, clerks and typists but no figures are yet available to show the extent of the increase. In 1936 the racial composition of the employed in certain commercial occupations was as follows:-

Racial Composition in Certain Commercial Occupations.

	European		Coloured		African		Asiatic	
	M	F	M	F	M	F	M	F
Managers and proprietors	18,561	1,509	380	71	818	16	5,889	166
Bookkeepers	4,764	3,062	26	18	6	1	196	3
Clerks	36,040	11,183	310	40	1,756	1	1,094	15
Typists	71	14,497	1	5	8	15	4	1
Shop Assistants	14,932	15,427	1,067	251	1,950	126	5,232	181
Hawkers	992	33	2,065	172	1,636	83	3,137	339

(Race Relations Handbook: Table X page 122.)

(Handbook of Race Relations in S. Africa.)

The most striking development that has taken place in the Union in the last twenty-five years is the growth in manufacturing industry and the increased urbanisation which has accompanied it. This has affected the Coloured population along with the other racial groups. Between 1925 and 1950 employment in secondary industry increased fourfold from 152, 747 to 619,227. At the same time Coloured employment increased over threefold from 23,427 (1924/25) to 76,310 (1938/49) - latest figure available). More than half the total were employed in the Cape Western area, the number employed in manufacturing industry in this area being 44,080 in 1948/49 of whom 27,512 (36%) were women.

Over the Union as a whole, despite the increased employment of Africans in factory work, the proportion of Coloured employees in manufacturing is the same as in 1929/30 (13%) and only slightly less than in 1924/25 (15%). Similarly in the Western Cape area in 1948/49 the proportion of Coloured employees was the same (46%) as in 1928/29. (The Cape Western Area comprises the magisterial districts of Bellville, Cape, Hopefield, Malmesbury, Pearl, Simonstown, Somerset West, Stellenbosch, Wellington and Wynberg.) In Port Elizabeth, Durban and the Southern Transvaal, the proportion of Coloured persons employed in manufacturing industry increased from 18%, 4% and 2% in 1929/30 to 21%, 5% and 3% in 1948/49. In 1924/25 the proportion of Coloured had been, Cape Western - 50%; Port Elizabeth - 25½%; Durban - 4%; and Southern Transvaal - 2%. It would seem that after an initial setback in the late 'twenties' and 'thirties', Coloured employees have held their place in the expansion of industry which has taken place.

The industry in which the largest numbers are employed is
the/.....

the textile group, including textile and clothing manufacturing in which in 1948/49, 21,069 Coloured persons were employed, forming 30% of the labour force; of these 16,624 were women; of the total of Coloured persons in this group, 13,916 (9,838 women and 3,178 men) were employed in the Cape Western area where they constituted 70% of the labour force, and 4,503 (617 men and 3,886 women - 14% of the labour force for the area), were in the Southern Transvaal.

Next comes the treatment, preparation and preserving of food, drink and tobacco which in 1948/49 employed 15,607 Coloured persons (8,915 men and 6,692 women); of these 9,300 (5,265 men and 4,035 women) were in the Cape Western area where they comprised 53% of the labour force. Other industries employing comparatively large numbers of Coloured persons were building, which in 1948/49 employed 8,028 men (of these 4,615 were in the Cape Western area and comprised 33% of the building labour force in this area) and 893 - 19% of the labour force - were in the Port Elizabeth area. In the building industry Coloured men do both skilled and unskilled work. In 1947 the Department of Labour stated that of 4,000 artisans in the building industry, 2,300 were Coloured and 1,700 European (Social and Economic Planning Council Report No. 13, U.G. 53 of 1948, footnote p.31). In the leather industry in 1948/49 there were 7,299 Coloured employees, comprising 35% of the total labour force; of these 1,758 men and 763 women (62% of the labour force) were in the Cape Western area and 1,944 men and 84 women (37% of the labour force) in the Port Elizabeth area.

In the books, paper, printing and engraving group the Coloured employees numbered 4,730, 19% of the employees in the Union; of these 2,322 men and 1,705 women were in the Western

Cape/...

Cape area, where they comprised 49% of the labour force.

In the furniture industry there were 3,130 Coloured persons (162 were women); of these 1,878 men and 102 women were in the Western Cape area where they comprised 55% of the labour force, and 754 men and 51 women were in the Southern Transvaal where they formed 11% of the labour force.

Between 1924/25 and 1948/49 the proportion as well as the number of Coloured persons employed has increased in the Cape Western area in the following industries:

	1924/25	1948/49
Textile group (including textile manufacturing and clothing)	60%	70%
Books, paper and printing	46%	49%
Leather working	57%	62%

In Port Elizabeth between these dates the number and proportion employed in these industries and also in the building industry increased.

In fact, war and post-war expansion in these industries and in the canning industry has been accomplished for the most part by drawing African and Coloured labour into the factories.

Many industries such as garment manufacturing, textiles and leather working have found it difficult to attract European women into employment and have had to rely increasingly on the Non-European population, both male and female. Such statistics as are available show that European women show the highest labour turnover and absenteeism rates of any part of the labour force. (Cf. Board of Trade & Industries - Report on Tobacco Manufacturing Industry.)

Whereas/

Whereas since 1938 the employment of European women in the Western Cape area in factory work has increased by less than a thousand, from 6,344 in 1938/39 to 7,045 in 1948/49, that of Coloured women has increased from 7,305 to 17,380. In the Port Elizabeth area the employment of European women in factory work has risen from 31,04 (1938/39) to 3,753 (1948/49); that of Coloured women from 468 to 2,090.

Owing to the fact that in terms of the Factories Act and regulations promulgated under it, as well as because of local custom, separate work places as well as cloak-room facilities and canteens have to be provided for each racial group, it is often expensive to introduce a new racial group into factories or to change the racial composition of a labour force. Nevertheless, difficulty in obtaining European labour has led to a considerable change in the racial structure of factories and in many industries Non-Europeans are becoming the chief source of factory workers. In the Cape, in the clothing, manufacturing, textile, boot and shoe and furniture industries the semi-skilled and skilled operatives are predominantly Coloured. In Port Elizabeth the employment of Coloured labour is increasing.

The increased use of Coloured and African labour has been brought about by the acute shortage of labour. As long ago as 1935 the first Industrial Legislation Commission commented that the structure of the labour market did not correspond to the potential labour supplies; that while some Europeans were "born" craftsmen and men capable of leading others, "many are only able to do manual labour and only capable of being led", correspondingly some of the Non-Europeans "have elevated themselves into the skilled and semi-skilled groups." (Industrial Legislation Commission/

Commission, U.G. 37/1953 para. 10). The third Interim Report of the Industrial and Agricultural Requirements Commission (U.G. 40/1941) said that "The bulk of the Union's non-European labour and many European workers are poorly educated with no vocational qualifications and South Africa, therefore, lacks an adequate supply of highly skilled labour such as is found in leading industrial States. The growing urban section of the Non-European population, however, is suited by temperament to the standardised processes of modern mass production and there is a highly adaptable complement of European and Coloured workers for more skilled operations." (Para. 38).

There is no doubt both that it is to South Africa's economic advantage to use the potential abilities of its population to the full and that the full use of its labour resources is at present hampered by custom, law and prejudice.

~~The situation in South Africa is not as unique as it is sometimes thought to be. In many countries the extension in the employment of women has been hampered by custom and prejudice and it has taken national emergencies, such as war, to break down customary conceptions of what is women's work, especially when they are bolstered up by sectional ^{cut} interest which fears the competition of additional supplies of labour. There are many parallels between the position of women in industry and the way in which they have gained access to employment and the position of Non-Europeans in South Africa. Just as women found it easier to enter the new occupations, such as that of typist, so are Non-Europeans in South Africa entering newer industries such as textiles, where their way is not barred~~

by/

... it. Any question as to whether the nature and direction of the educational system fulfils the needs of the coloured population, and any proposals for reorganisation, must be examined in the light of this fact. Anything which restricts — — — — — consequences. In other words — — — — —

by the vested interest of established artisans. An even greater parallel is the position of the Negro in the United States.

There is no doubt that the racial barriers to employment restrict production and raise costs. In addition they reduce the earning power of those excluded from the better jobs and so restrict their buying power and the size of the local market.

How to overcome these impediments to greater productivity in a multi-racial society like South Africa, is a very difficult problem. It requires great tact and political sense. Obviously, any measures which exacerbate racial tension are likely to delay the adjustment which economic forces are rendering necessary.

In all societies rapid change and industrialisation have brought social problems with them. In South Africa in the last few years, it has become customary to say that an industrial revolution is taking place; what is not so often recognised is that a social revolution is accompanying it. The problem is

Any question

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~~Anything which restricts their opportunities as individuals or as a group restricts national productivity and also arouses a feeling of grievance and frustration which is likely to have undesirable economic and political consequences.~~

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In other words, the life and hence the needs of the Coloured people are basically the same as those of the European people of South Africa. In its answer to this part of the question, the Institute has mentioned a feeling of frustration within the Coloured community, to which further reference will be made in dealing with the fourth part of this question. But it wishes to make it quite clear, at this juncture, that such frustration as has just been mentioned is not one due to deficiencies of the educational system, but ~~(one due)~~ to discrimination outside the educational system which causes just that waste of human potentialities to overcome which is the aim of all true education.

(ii) Do the nature and direction of the present educational system fulfil these needs?

The criticisms the de Villiers Commission made in connection with European education are in the Institute's opinion, applicable to Coloured education too.

(i) Is there too much emphasis on the academic side?

(iii) When people say that education is too "academic" they mean it is too "theoretical" and not "practical" enough. It is a criticism that was commonly and continually levelled against the education of the so-called "lower classes" in England where employees ^{ers} were unable to see the "use of Latin and Greek". When Coloured schooling is compared to European in this respect, this seems at first to be the case, since practical courses such as domestic science, typing and shorthand, etc., introduced many years back in European schools have not been introduced into Coloured schools because of the expense of installing equipment. However, it has more recently been realised that it is a mistake to introduce vocational training at the expense of general education.

The de Villiers Commission (Paragraph 240) commented that:

"Witnesses from all walks of life complained about the inadequacy of the present Standard VI pupils' schooling. Employers as well as secondary and vocational school and college authorities complained that the average Std. VI pupil did not have an adequate background of basic knowledge and an adequate mastery of basic skills, and they generally charged the primary school with inefficiency. Whatever the defects in the present primary school practice may be, there appears to be a general disregard of the fact that during the past thirty or forty years particularly, primary (school curriculum makers have been responding to the above-mentioned increasing need for more general knowledge and broader foundational training and have been enriching the primary school curriculum (or, as some teachers would prefer, have been "overloading" it), adding new subjects and extending the content of old subjects without increasing the period of time available for this work."

The de Villiers Commission in its proposals for a new scheme, made a clear cut division between "full-time fundamental general education and vocational or vocationally (or academically) biased education" in order to improve the standard of general education.

These arguments which apply as much to Coloured as to European education, suggest that more, rather than less, attention should be given to "academic" education.

(iv) Does this system lead to a feeling of frustration?

Frustration is generally taken to mean the state of being thwarted, stopped from doing something which one wishes to do and is capable of doing. The Institute considers that the feeling of frustration amongst the Coloured people is caused not by their education, but by the hindrances placed by society in the way of their full development and the use of the education they have; the enforcement of a special variety of educational system for Coloured children only, would not eradicate but increase the feeling of frustration amongst the Coloured people. To sum up, the Institute thinks that the present educational system falls short in many respects in meeting the needs of the Coloured population. The remedy for these defects lies in a general overhaul of the educational system and not in the provision of a special system for Coloured people. The Institute does not consider that frustration is being built up by any undue emphasis being placed on general education.

12. Terms of Reference (d): The aim and function and the effectiveness of the education in all types of Coloured schools under present policy, regard being had to the disquieting retardation of pupils as evidenced by age distribution tables and examination results:

The Institute has already stated what it considers should be the aim and function of education; in assessing the efficacy of the education given by Coloured schools the following remarks are relevant:

13. According to Educational Statistics (1951), there are 1162 Coloured schools of all types in the Cape Province. Of these, only 124 fall under school boards, the remaining 1038 being mainly mission schools, as compared with 1180 board schools and 71 other schools for Europeans. The total number of Coloured children enrolled is 184,589; of these only 32,601 fall under school boards.
14. There are 75 Coloured primary schools which fall under school boards, as compared with 1004 Coloured mission schools. Commissioners will be aware of the disadvantages attached to this situation and of the Cape Provincial Administration's acceptance of the principle of compulsory

education/

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