

The total numbers of Council dwellings in these areas are as follows:

Cape Town Area:	1,620 dwellings	
Athlone Area:	2,522	"
Southern Suburbs:	680	"
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TOTAL:	<u>4,822</u>	"

EDUCATION.

Race and Intelligence:

It is generally accepted that both heredity and environment interact on our mental capacities; consequently, to find out how different races compare in intelligence, as measured by tests, one should study the results of tests taken in the same environment. Such tests tend to show that when any group is placed in a superior economic and educational environment, the average score on mental tests tends to rise; when a group lives in an inferior economic and educational environment, intelligence test scores remain low. Exceptional individuals appear in all races - one of the brightest children ever tested was a Negro girl in New York with an IQ of 200 - twice that of the average child. (What is race - p.57).

21 "As regards the educatibility of the Non-European, the experience of South Africa has been similar to that of the United States. In both countries scientific opinion at first supported the common belief in the higher innate intelligence and capacity for education of the European, but recent research has induced a much more cautious attitude." (Social & Economic Planning Council, Report 13, p.36).

".....the fact remains that even assuming equality of innate ability, the Non-European pupil-material with which the school has to deal is on an average inferior to that of the European. This can be accounted for by inferior nutrition (even prenatal), health, home conditions and cultural environment - all remediable factors. Add to that the fact that Non-European schools are overcrowded, poorly equipped, understaffed, which involves an unconscionable waste of pupils' time. Their teachers are not as well qualified as European teachers. It is small wonder, therefore, that the Non-European pupil takes longer to reach a certain school/

school standard than the European pupil."

"Therefore, as a result of environmental handicaps in and out of school, not only does the school in the case of the Non-European have to deal with inferior pupil material, but also the employers of Non-Europeans in commerce, industry and public service have to deal with an inferior (average) product. This means that much more patience and training will have to be expended before the Non-European employee reaches the same efficiency as the European on an average. This is taking him as we find him today - the product of a multiplicity of social, cultural and economic handicaps - and not pretending that because there exists very probably theoretical equality in innate ability one can expect from the Non-European today the same average efficiency that is obtained from the average European. Whatever that innate ability may be it has simply not yet been given an opportunity of functioning on an equal footing in the context of a predominantly European civilisation." (Ibid, page 60).

Administration:

Except for Natal the provinces do not differentiate for purposes of education between Coloureds and Asiatics. The legislative authority in each province is the Provincial Council; the administration is conducted by the Director (or Superintendent-General in the Cape). In the Cape there is a special section dealing with Coloured education whilst in Natal and Transvaal it falls under the European sections, in O.F.S. under African section.

In the Cape, there are 75 Government and 963 Government-aided (mainly missionary) schools.

Finance/

Finance:

Coloured (and Indian) education is financed by a system of a Union subsidy on a fifty-fifty basis, equalling the nett expenditure of the province; this subsidy is based, however, on the nett expenditure for the year 1944-45, and if a province exceeds the expenditure of that year by more than five per cent, it does not get the full fifty-fifty subsidy. In 1949, in the Cape Province, over £6 million was spent on about 164,000 Europeans, £2½ million on about the same number of Coloureds, and £1½ million on about 270,000 Africans.

Net expenditure per enrolled pupil in the Cape for 1948-9 was:

European	£36. 19. 1	(£41.03 for the Union 1946)
Coloured	15. 4. 0	{ 11.4.9 - 4.2.4 - Table XIV U.G./53/48)
African	5. 1. 6	

Effects:

"The major effect of this financial differentiation is to discriminate against the Coloured child vis-a-vis the European child in every respect and at every stage of his **school** life. Building cannot keep pace with the increased annual intake, existing buildings are often unsuitable or inadequate, and may consist of a single room. There is rarely any provision for gymnastics or physical training, and often no adequate playground. Such essential class-room equipment as desks and chairs are in short supply, so the position with regard to scientific and other specialised equipment can be imagined. There is a great scarcity of textbooks, and school libraries are inadequate or totally absent. It should be added that European schools have since the war suffered in a lesser degree from similar shortages, from overcrowding and from unsuitable buildings.

"The Coloured/

"The Coloured child starts his or her school life with an initial handicap. Owing to overcrowding, he must usually wait a year longer than the European child to enter the pre-primary standards. Owing to the scarcity of teachers trained in kindergarten methods and the enormous classes in which he must be taught, he does not make up this leeway.

As he proceeds into the primary classes, his retardation increases rather than diminishes. For this there are several major reasons: continued overcrowding; the presence of backward and defective children who should be in special schools of one kind or another, were there special schools for them to attend; inferior teaching and organisation; the inferior buildings and equipment already mentioned; and poor home environment, physical ill-health, under-nourishment, and lack of economic incentive to scholastic achievement, as later opportunities for anything but unskilled labour are so meagre.

In addition, free primary education ceases with Standard VI, while the minimum standard necessary for further training for the professions or skilled work is normally Standard VII or VIII. The Provincial Education Department remits up to 40 per cent of the total fees payable at each secondary school and pays small boarding and travel bursaries. Parents must find the remainder of the money necessary to keep their children at secondary school until they reach the required standard. In addition, there were in 1947 only 9 Coloured high schools and 8 secondary schools, as opposed to 174 high schools and 66 secondary schools for Europeans.....Many parts of the Province are almost out of range of any Coloured secondary or high school."

(Patterson: Colour & Culture p.96)

Children at School:

The following are the percentages of population aged

7-16 years receiving education during 1946:

Europeans	95%
Africans	34%
Indian & Coloured	75% (Table XIV: UG.53/1948).

Standard Attained:

Very few Non-European proceed beyond primary education; in 1946 the following were the percentages of pupils in the various racial groups in the secondary and higher standards:

Europeans	17.5
Asiatic	3.2
Coloured	2.2
African	2.4 (UG. 53/1948).

Compulsory Education:

This is provided as follows:

<u>Europeans</u> - Natal:	7-15 years: upper limit not enforced if Std.VI passed.
Other Provinces:	7-16 years: upper limit not enforced in Cape if Std.VI passed and in Transvaal if VIII passed.
<u>Coloured:</u> Natal:	Generally up to 15 years or Std.VI; this cannot be enforced everywhere owing to insufficient accommodation.
Transvaal:	No compulsory education for Coloureds.
O.F.S:	" " " " "
Cape:	Compulsory education (14 years or Std. VI; applied only in 3 districts - Cradock 1947, Kimberley, Simonstown 1949).

None of the provinces have compulsory education for Africans and in the Cape the same provisions exist for Indian as for Coloured education. (Ref.: U.G. 53/1948).

The approximate number of Coloured children of school-going age in the Cape not receiving schooling is 30,000. The Cape Provincial Ordinance provides for the gradual **introduction** of compulsory schooling for Coloured children (7-14 yrs. or Std.VI)

where/...

where asked for by a school board; this applies to undenominational schools only (99 as compared to 999 non-Board, mainly missionary, schools); compulsory education would mean providing for about 30,000 extra pupils in the Cape.

Free Education:

This is provided to all those for whom education is compulsory. A certain amount of free education has been provided in all the provinces to those for whom education is not compulsory, as follows:

<u>Cape:</u>	All races up to Std. VI.			
<u>Natal:</u>	Europeans	African	Asiatic	Coloured
	Std.X	VII	V	X
<u>O.F.S.:</u>	Xb	VI	-	X
<u>Transvaal:</u>	X	VI	X	X

(Social & Economic Planning Council Report 13 p.64)

Tuition fees for indigent secondary pupils are remitted but remissions are limited to 40% of the total fees payable ~~to~~ respect of secondary pupils at each school.

Free Books and Requisites:

For Europeans the Administration meets the cost of school books and requisites issued free to indigent primary pupils up to 40% of the total value of all issues for such schools, at both school board and other schools; for Coloured and African the same applies for school board schools, but for schools not under school boards, the proportion is increased to 50%.

In view of the much higher proportion of indigent children in Non-European schools, the percentage system applied to the remitting of fees and the issuing of free books places the Non-European child under a severe disadvantage as compared to the European, and means that many European children will

qualify/

qualify for free books and tuition whereas a poorer Non-European child will have to pay for his.

Pupil-teacher Ratio & Accommodation:

For 1947 the average was -

21.1 children per teacher in European schools.

35.6 " " " " Coloured schools.

42.5 " " " " African schools.

The Committee on Financial resources of the Provinces (1944) considered that 70% of the accommodation was unsatisfactory and needed replacing. The building situation was worsened since the war. In 1946 the Cape voted £1 million, to be spent at the rate of £100,000 per annum, on Coloured schooling. On this basis only 2-3 Coloured schools per year can be built. In 1947, 12 new European and 2 new Coloured schools were built, and £985 was spent on land for Coloured, as compared to £34,059 spent on land for European schools. (Patterson: Coloured & Culture p.265).

Teachers:

Coloured teachers have greater difficulty in reaching the standard required for entrance to training colleges. Many can afford to take the shortest training courses only (Teachers' Primary Lower qualification, J.C., instead of Primary Higher Certificate).

In the Cape, Coloured teachers' salaries are on lower rates than European salaries; Coloured teachers share the same leave, sick-leave and pension privileges as Europeans.

Vocational Education:

Facilities for technical education for Coloured students
are/

are very limited, and not more than a couple of thousand are registered. Cape Town Technical College provides separate and inferior facilities for Non-Europeans; the Northern Cape Technical College (Kimberley) is for Europeans only but runs part time classes for Non-Europeans. In Durban and Johannesburg a similar position exists.

There are no facilities for Coloured students to take formal courses in agriculture and commerce (except commercial courses at Cape Town Technical College and Newtown Coloured School, Johannesburg), except for the University courses.

Coloured students can attend Fort Hare which is for Non-Europeans only, or the mixed universities of Cape Town and the Witwatersrand or the parallel classes at Natal University.

SOCIAL WELFARE SERVICES.

Prof. Batson's statement that ethnic discrimination in the social services of the Union is the rule rather than the exception is borne home by the Social Security Committee report (U.G. 14 of 1944): 'in the Union social assistance and social insurance, national and voluntary, now cost some £9,750,000 a year. This amount includes poor relief; it excludes grants-in-aid and war pensions. Of the total yearly sum, £8,300,000 goes to Europeans; Coloureds and Asiatics get £800,000; Africans £600,000. The Central Government bears about half the cost, employers a third, employees an eighth. The money value of charitable effort is relatively small'. (Handbook on Race Relations, p.416).

Social Assistance Measures:

(a) Old Age Pensions - Applicants must be over 65 (men) or 60 (women). The average pension paid out to pensioners of each ethnic group, and the number of such pensioners in 1950, were:

Europeans	(69,772)	£62. 5. 0
Coloureds	(36,098)	24.17. 0
Indians	(5,258)	23. 0. 0
Africans	(197,170)	6. 4. 0

(b) Disability Grants are paid to persons suffering from permanent mental or physical disabilities which make it impossible for them to support themselves. At the end of 1950, 11,966 Europeans, 5,540 Coloureds, 1,058 Indians and 33,391 Africans were receiving these grants; the average sum received being slightly higher than the relevant old age pension figure.

(c) Pensions for the blind - also similar to old age pensions in scale - were paid to -

1,158 Europeans
1,587 Coloureds
138 Indians
21,638 Africans.

(d) Family Allowances are paid to all races except Africans and Indians and consist of an allowance paid for every third and subsequent child. Through the years adjustments have been made, which have made it more difficult for Non-Europeans and easier for Europeans to qualify.

In march 1948 637 Coloured families received £ 5,197. 0. 0
934 European " " £18,622. 0. 0.

(e) Maintenance Grants are paid under the Children's Act to all groups except rural Africans. The number of families receiving such grants, and the amounts expended on each group in March 1949, were:

Europeans:	7,237	(£656,758)
Coloureds:	7,196	(£330,864)
Indians:	3,132	(£138,721)
Africans:	2,341	(£ 43,816).

The ethnic differentiation shown in the grants paid under the various social services listed above, is maintained in other State social welfare services, administered through the Department of Social Welfare, and also in the welfare work done by local authorities.