THE DEVELOPMENT OF A CULTURE OF LEARNING
AMONG THE BLACK PEOPLE OF SOUTH AFRICA: 1652-1998

BY

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DECLARATION

I declare that *The development of culture and learning among Black people of South Africa: 1652-1998* is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

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S.M. MAHUMA
Aknowledgement

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SUMMARY

This dissertation addresses a historical-education analysis of events that contributed to the deterioration of a culture of learning from 1652-1998 among Black South Africans. Black education was purported to be inferior and unjust.

The previous government spent less on Black education and applied stringent measures to solve problems besetting Black education. Dissatisfaction among Blacks led to rioting that unsettled the culture of learning, especially during 1970-1990.

It was only during the 1990’s that the Nationalist government under F.W. de Klerk, acknowledged the legitimacy of the demands by Blacks for an equitable and just education. After Nelson Mandela had been elected as the first Black president of South Africa, a single education system was formed. Control and administration of education was assigned to the nine newly established provinces. The provinces adopted the motto: Re a soma – We are working in our schools, for the development of a culture of learning, especially in Black communities.
KEY WORDS

Historical; educational; developmental; culture; culture and learning; exploration of learning; theories of learning; behaviourism; cognitive learning; gestalt theory; private sector; missionary education; Bantu education; mass schooling; NECC; Department of Education and Training; political struggles; school boycotts; commissions of enquiry; peoples education; learning dispensation; democratic era; single education department.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>CONTENTS</th>
<th>PAGES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CHAPTER 1</strong></td>
<td></td>
</tr>
<tr>
<td>ORIENTATION</td>
<td></td>
</tr>
<tr>
<td>1.1 Introduction</td>
<td>1</td>
</tr>
<tr>
<td>1.2 Significance of this investigation</td>
<td>2</td>
</tr>
<tr>
<td>1.3 Statement of the problem</td>
<td>2</td>
</tr>
<tr>
<td>1.4 Aim of study</td>
<td>3</td>
</tr>
<tr>
<td>1.5 Contextual elucidation of concepts</td>
<td>3</td>
</tr>
<tr>
<td>1.5.1 Historical</td>
<td>4</td>
</tr>
<tr>
<td>1.5.2 Development</td>
<td>4</td>
</tr>
<tr>
<td>1.5.3 Exploration</td>
<td>4</td>
</tr>
<tr>
<td>1.5.4 Culture</td>
<td>5</td>
</tr>
<tr>
<td>1.5.5 Learning</td>
<td>5</td>
</tr>
<tr>
<td>1.5.6 Culture of learning</td>
<td>5</td>
</tr>
<tr>
<td>1.5.7 Blacks</td>
<td>6</td>
</tr>
<tr>
<td>1.6 Methodology</td>
<td>6</td>
</tr>
<tr>
<td>1.6.1 Methods</td>
<td>6</td>
</tr>
<tr>
<td>1.6.2 Approaches</td>
<td>7</td>
</tr>
<tr>
<td>1.6.2.1 Phenomenological approach</td>
<td>7</td>
</tr>
<tr>
<td>1.6.2.2 Problem-historial approach</td>
<td>7</td>
</tr>
<tr>
<td>1.6.2.3 Chronological approach</td>
<td>7</td>
</tr>
<tr>
<td>1.6.2.4 Metabletic approach</td>
<td>7</td>
</tr>
<tr>
<td>1.7 Source material</td>
<td>8</td>
</tr>
<tr>
<td>1.8 Development of this study</td>
<td>9</td>
</tr>
<tr>
<td><strong>CHAPTER 2</strong></td>
<td></td>
</tr>
<tr>
<td>A CONTEXTUAL EXPLORATION OF LEARNING</td>
<td></td>
</tr>
<tr>
<td>2.1 Introduction</td>
<td>10</td>
</tr>
<tr>
<td>2.2 An exploration of learning</td>
<td>10</td>
</tr>
<tr>
<td>2.2.1 Introduction</td>
<td>10</td>
</tr>
</tbody>
</table>
2.2.2 Theories of learning

2.2.2.1 Pre-twentieth century theories of learning
2.2.2.2 The twentieth century theories of learning

2.3 Learning styles

2.4 Types of learning

2.4.1 Meaningful learning
2.4.2 Language and meaningful learning
2.4.3 Discovery learning
2.4.4 Social learning
2.4.5 Signal learning
2.4.6 Rote learning
2.4.7 Learning as a human reality
2.4.8 Summary

2.5 The learning process

2.6 Conditions within the learning environment

2.6.1 Introduction
2.6.2 The relationship between the learner and the educator
2.6.3 Physical amenities
2.6.4 Resources
2.6.5 Safety, order and discipline
2.6.6 Motivation

2.7 Conditions outside the learning environment

2.7.1 Introduction
2.7.2 Political factors
2.7.3 Societal factors
2.7.3.1 Introduction
2.7.3.2 Socio-cultural factors
2.7.3.3 Socio-economic factors

2.7.4 Summary

2.8 Structures that can influence the culture of learning

2.8.1 Introduction
2.8.2 The state
2.8.3 The parents (family)
2.8.4 The business sector
2.8.5 The peer group
2.8.6 The teacher
2.8.7 The church

2.9 Concluding remarks
CHAPTER 3

The Development of a culture of learning among the Blacks of South Africa (1652-1975)

3.1 Introduction 40
3.2 Foundations of learning among the indigenous people 40
3.3 Learning in formal schools 41

3.3.1 Introduction 41
3.3.2 Formal schooling among the slaves 41
3.3.3 Culture of learning based on class distinction 42
3.3.4 Learning in the slave quarters 43
3.3.5 Learning among the non-slave children in the Cape 44

3.3.5.1 Introduction 44
3.3.5.2 Missionary endeavours among the non-slaves 44

3.4 The position of the government of the Cape in the development of the culture of learning among the Blacks in the Cape 48

3.4.1 Introduction 48
3.4.2 Black education under the first Superintendent-General of Education 48
3.4.3 Control and administration of Black education in the Cape 49
3.4.4 State funding of Black education in the Cape from 1841-1857 50

3.5 The development of learning in Natal 52

3.5.1 Introduction 52
3.5.2 Education in Natal under the British rule 52

3.5.2.1 Introduction 52
3.5.2.2 Establishment of a learning culture 52
3.5.2.3 Financing of Black education in Natal 54
3.5.2.4 Control of Black education in Natal 54

3.6 The culture of learning in the Transvaal 56

3.6.1 Schools for Blacks in the Transvaal 56
3.6.2 Financial support for education 57
3.6.3 Education in the mining area of the Transvaal 57
3.6.4 Control of Black education in the Transvaal 58

3.7 The development of education for Blacks in the OFS 59
3.8 Summary 60
3.9 The development of education in the Union

3.9.1 Introduction
3.9.2 Provision of education in the Union from 1910-1935
3.9.3 Funding of Black education in the Union
3.9.4 Control and administration of Black education in the Union

3.9.4.1 Introduction
3.9.4.2 Cape Province
3.9.4.3 Natal
3.9.4.4 Transvaal
3.9.4.5 Orange Free State

3.10 The Report of the inter-departmental Committee

3.11 The Eiselen commission

3.11.1 The outcomes of the Eiselen recommendations on a learning culture
3.11.2 The Bantu education policy
3.11.3 Mass schooling
3.11.4 Teacher efficiency and training
3.11.5 Financial provision of Bantu education

3.12 Church involvement in the education of Blacks

3.13 Private sector involvement in education for Blacks

3.13.1 Introduction
3.13.2 Private sector and education

3.14 Summary

CHAPTER 4

The characteristics of the culture of learning in Black schooling from 1976-1998

4.1 The revolutionary era in Black education
4.2 The language policy as cause of resistance
4.3 The attitude of the government toward school disturbances
4.4 Other factors that affected learning in Black schools
4.5 Resolution of the chaotic situation
4.6 The culture of learning under the Department of Education and Training
4.7 The struggle for better education
4.8 Student revolts of the 1980’s
4.9 The government’s response to continued boycotts
4.10 The De Lange Commission.
CHAPTER 5

FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Findings and Conclusions 108
5.2 Recommendations 110

BIBLIOGRAPHY 112