It must not be supposed that things have been standing still in the field of Native Education. On the contrary, how much has already been achieved and progress especially in recent years has been fairly rapid.

The foundations of our educational system for Natives were well and truly laid about a century ago by those pioneers in the education of all people in all lands – the Church. Slowly but surely the State in South Africa has come into the picture until its contribution to the development of educational facilities for Natives has become quite respectable.

The expenditure on primary and secondary schools for Natives has increased from £737,375 in 1936 to £3,957,000 in 1945 excluding £354,000 for the scheme under which children in those schools are given one meal at school. The contribution of the State towards this expenditure on higher education has grown from £530 in 1916 to over £17,000 in 1947.

The number of registered schools has grown from 920 in 1917 to 4,470 in 1945 with 34 teacher training institutions and 48 industrial departments. Native secondary institutions and schools have increased from 2 in 3 in the whole Union in 1916 to 36 in the Cape alone in 1947.

The number of teachers employed in Government and Government aided schools has increased from 674 in 1931 to 13,747 in 1945.

The enrolment in primary and secondary schools has grown from 38,642 in 1936 to 604,408 in 1945. As far as Higher education is concerned, since 1935, when the first African education in connection with the University of South Africa was turned out at Fort Hare, at this latest institution alone up to 1946, 274 students have graduated B.A., 101 have graduated 6.5c. 15 B. Sc. (Biology); 35 students have completed a B. Sc. 60 the University Education Diploma, Diploma in Medical Arts 60 the College Diploma in Nursing, 259 the College Diploma in Commerce, 220 the College Diploma in Commerce, 220 the College Diploma in Arts, 220. For the students who have qualified in medicine overseas and 102 have graduated in medicine at the University of the Union, the average is 91.4 students.
But to the undiscerning statistics can be very misleading and can easily lead to unjustifiable complacency unless they are clearly scrutinised. Then, it comes as surprising to think when one finds that the state spends £3,989,000 on the education of over 600,000 African primary and secondary pupils, as against £1,469,257 from Provincial finance alone on the education of 404,578 European primary and secondary pupils.

The number of 600,000 pupils in African primary and secondary schools, is quite impressive until one discovers that for every 100 children enrolled in the sub-standard, less than 8 reach standard 1; for every 100 children enrolled in the grade standard 1, i.e., about 36 reach standard 1, i.e., about 70 per cent do not obtain an education which is represented by the sub-standard. The Board feels that attention should be focused on this problem and that earnest efforts should be made to arrive at a solution.

One may be tempted to rest on our laurels when one is told that there are 13,747 teachers employed in our African primary and secondary schools, but the temptation is unsound when one discovers that over 20% of these teachers are not qualified teachers, especially when one finds that a qualified teacher in African education means one who has had three years training at a training college after passing standard six.

Further, it must not be forgotten that about 70% of the African children of school-going age are still outside our African primary and secondary schools. According to the report of the Union Advisory Board on Native Education, "it seems likely that the present rate of increase of enrolment of native children will result in the number of children at school being equal to the number of children between the ages of 7 and 16 in the year 1933, i.e., in 46 years time. Having regard to the remarks made above on the question of the heavy wastage of pupils in African schools, the outlook disclosed by the Board's estimate cannot be regarded as otherwise than depressing."

Now can we regard with any degree of self-satisfaction the fact that so many branches of education have yet to be
Armed to Africa; that the problem of building and equipment in African schools, over 95% of which are still Mission-owned, has only just begun to be tackled; that in the field of adult education and pre-school education we have done next to nothing so far; that the remuneration of teachers in African schools, when their spirit and zeal the efficiency of our school system depends, leaves much to be desired.

All we can say in humility is "So much to do; so little time in which to do it." If we are to save our country from the direst waste of human resources revealed by these facts.

In conclusion, in a sense the whole of our African problem is an educational problem. Whether one considers political, the social, the economic or the health aspect of African life, the need for more and more education is apparent.

Education, however, is a two-way process. It requires a certain out look on the part of the person being educated and a certain attitude on the part of the person doing the teaching. The former must be willing to learn and willing to teach. The latter must trust himself in order to make the grade; he must not only know what to teach but how to teach. He must not only know what to teach but how to teach. He must not only know what to teach but how to teach. He must not only know what to teach but how to teach.

I venture to say that in many fields in which we are looking for progress from the African people, we fail to get an encouraging response because the people entrusted with the job do not approach it in the right spirit. Instead of looking upon themselves as primary educators, they tend to regard themselves as masters or directors dealing with people whose duty it is not to reason why, but to do as they are told, or suffer the consequences.

Not until we have increased the number of people in native schools — thank God there are some — who realize the educational character of the task they have to perform shall we be able to meet adequately the educational needs of the Africans.