Comments on the letter by Dr. Wolheim on the appointment of Africans as Principals of Native Secondary Schools.

1. Dr. O. D. Wolheim, Principal of the Native Town High School at East London has, in his capacity as Regional Representative of the Institute of Race Relations, called the attention of that body to a problem in which the institute "greatly interested" namely, the appointment of Africans as Principals of Native Secondary and High Schools, and has suggested that the Institute, after qualified investigation into the question of the shortage of African teachers, make strong representations to the Native Affairs Department (from whom I have already received a substantial deputation of the Institute) to take steps to prevent any further increases in the number of African teachers. The Institute also requested the Cape Education Department to consider the appointment of a European Principal for the Queenstown Native Secondary School to be opened in July next. "As a principal," he said, "I do not claim a monopoly of "the true facts and circumstances," it is intended here to examine in some detail the points raised in his statement.

2. The prominent cause of this broad, lucid, and interrogative document which purports to be directed against "politicians and interested bodies who may have very good motives, but who are not in possession of the true facts and circumstances" and to be designed to "set the Institute" to take steps to prevent any further increase in the number of African teachers. The Institute also requested the Cape Education Department to consider the appointment of a European Principal for the Queenstown Native Secondary School to be opened in July next. "As a principal," he said, "I do not claim a monopoly of "the true facts and circumstances," it is intended here to examine in some detail the points raised in his statement.

3. Dr. Wolheim began his statement by setting out the alleged reasons which enabled the Queenstown School Board to select a European Principal. He then proceeded to point out that the declared policy of the Education Department is that the schools which are financed almost entirely by revenue derived from native sources should, as far as possible, be staffed by African teachers. In our view these reasons cannot bear close scrutiny.
Dealing with these problems:

(a) In the first place, it seems idle to suggest that the administration of a Native Secondary School is so fundamentally different from that of European Secondary Schools that a body which has conducted the latter type of School cannot draw upon that experience for the administration of the former. This means for seeing differences between which do not exist between Native Education and European education is one of which we would hardly have suspected the European School Board, and still less Dr. Wolseley, to be unaware. In any event there is nothing to suggest that the contemplated difficulties would automatically be solved by the appointment of a European Principal.

(b) The Cpe. Education Department has by regulation laid down the minimum qualifications demanded from teachers applying for "positions of such responsibility and difficulty" and it has indicated African teachers who more than fulfill these requirements applied for the Queenswood post, thus disproving the contention that there is an acute shortage of suitably qualified Africans to hold such positions. The fact that Board-controlled day schools are a new departure in the Cpe. Service has no logical connection with the alleged acute shortage of African teachers.

(c) In an expanding service such as Native Education, especially in the first primary field, it would not be surprising if there were a shortage of qualified African teachers and the new secondary schools are intended to help to meet that need by increasing the number of students qualified to enter University. On the other hand, this alleged shortage of teachers is aggravated by an offering in later secondary "footloose courses", it was Dr. William's phrase, upon including in the curriculum of these schools subjects for which no training facilities are available on the Native educational system. The latter African public opinion regards this new range for subjects such subjects as Domestic Science, Woodwork, Handwork etc., not only as attempts
A logical progression of thought and action often occurs when the reader is presented with a coherent set of ideas. This is particularly true when the text is well-organized and the transitions between ideas are clear. For example, the establishment of a new policy in an educational institution may require careful consideration of its implications. The implementation of such a policy could be outlined in a series of steps, each of which is explained in detail. This approach not only helps to ensure that all aspects of the policy are thoroughly understood but also facilitates the smooth transition from one stage to another. In this manner, the reader is guided through the process, allowing for a more effective understanding of the material presented.
with the training which Dr. Wolheim speaks so disparagingly
have been used in our Training & Secondary Schools. Why they
are so used without deviations results in the old established
establishments, but must not treat the holy ground of the
free secondary schools even tenfold more over comprehension.

(a) By "African Opinion in the direction" Dr. Wolheim undoubtedly
means the Native Advisory Board which, according to our
information, is the only body in Queensland which favoured a
European Principal. What Dr. Wolheim does not attempt to
so the reason which actuated the Board to take up this
attitude, namely the fear—justified or unjustified—of
atrocities by the Local Inspector of Schools who was
known to favour a European Principal. But even if a large body
of African Opinion in Queensland, we should still contend
that demonstrate a departure for purely local reasons from a
general policy adopted by accredited Native educational
organisations, official bodies like the Native Representative
Council and the Central Government itself as being in
conformity with the long-time interest of the Native people as a whole.

If Dr. Wolheim is correct, the Queensland School Board
advertised for a "European or Native" principal, it had already
made up its mind to nominate a European principal for
the native secondary school. Incidentally—one of the reasons why qualified Africans do not apply for positions
advertised as open to "European or Native" is because they
were given the assurance that the majority of cases aimed
were not subject to which were insufficient to the intention
of the authorities concerned to appoint Europeans.

Actually, however, a number of qualified Africans applied for the
post in question. To my knowledge, the European who nominated
by the Board did not possess much longer teaching experience
nor higher qualifications than some of the Africans who applied.
We are not surprised that in the circumstances the Department intervened and demanded strong reasons for this flagrant departure from its declared policy. Dr Wolhain himself claims the in favour of this policy in Native schools, and is in every prepared to see it extended to all schools catering for the Native people, but he would like to see it put into practice at a rate which will not interfere with the greater advancement of European teachers in Native schools and would like the Department (and the Native people) to postpone insistence upon it until there is a glut of qualified African teachers on the market. Indeed one that is needless and senseless. But it may interest Dr Wolhain to know that the policy is not being applied.

b) "Independence", because of the seven Native day Secondary schools on the Cape, viz, East London, King Williams Town, Kimberley, Grahamstown, Lange, Alfred North and Lady Fraser, there have European principals who will probably hold these positions for the next generation!

c) "with much suddenness" because for many years accredited Native organizations, like the various Teachers' Associations, the African National Congress etc. and official bodies like the Native Councils, Native Advisory Boards, and the Native Representative Council has been urging the various Education Departments to adopt this policy and it has been applied with the gradualness and the caution which characterize all schemes affecting Native welfare.

d) "without any regard for local widely circumstances or feeling", because, in the best position, that the "wants, circumstances or feeling", really we have no hesitation in saying that the putting into effect of this policy is regarded as being, our own, by the thinking and informed sections of Native opinion, unless vigilance will alone ensure that there are no unjustifiable departures from this policy.

Nobody is more anxious than the Native people.
themselves that these new schools should prove an unqualified success, but "the effectiveness and usefulness of such schools" does not lie in the passing of examinations by their pupils as Dr. Wolkin seems to imply. There are African teachers who can produce results as good as well as their European colleagues but not even Dr. Wolkin would be prepared to suggest that for that reason they should be employed to teach in European schools. Just as Europeans could find such a situation embarrassing and incongruous, so Africans have come to feel that it is more fitting that their children should be taught by their own people.

One should like to remind Dr. Wolkin that not all the Europeans who teach in Native fort. primary schools are graduates with professional training. Their employment temporarily in Native schools does not seem to call for adverse comment from him, but the more suggestion that an African might be trained temporarily in the same way makes him demand the taking of "urgent and immediate steps," the spending of "some money on this investigation" or the holding up of progress "for the next say, five years"!

Dr. Wolkin has done the Johannesburg Native secondary School an injustice by his ill-informed reference to it. This particular school has so far only twice presented candidates for the Cape Departmental Junior Certificate examination with the following results:

<table>
<thead>
<tr>
<th>Year</th>
<th>No. presented</th>
<th>Entries</th>
<th>Passed</th>
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<tbody>
<tr>
<td>1940</td>
<td>26</td>
<td>15-11</td>
<td>10-5</td>
</tr>
<tr>
<td>1941</td>
<td>17</td>
<td>7-5</td>
<td>17-5</td>
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From 1938 to 1940 Needlework and Domestic Science in this school were taught by a European teacher. 1940 9 girls took Needlework and Domestic Science as examination subjects of these 8 failed.
In Needlework and all passed in Domestic Science. In the second half of 1941
an African female teacher ("qualified to do primary work") took charge
of Needlework Domestic Science. Of the girls who took this subject
4 failed in Needlework and 4 all passed Domestic Science. This does
not seem to indicate either that the European teacher did so much
better than the less highly qualified African female teacher or that
the diet results in 1941 were due to failure in these "soft options"
which are so popular with European principals of ethnic secondary
schools. Perhaps the diet results are capable of and the explanation
this school suffered from serious changes of staff during 1941
meant there were adjustments in the distribution of subjects. The
work of the school suffered in consequence. But there is nothing to
suggest that the school has not passed through that phase
and will not in future as time turns out results which compare
favourably with those of other schools.

Dr. Wolheim refers to the difficulties which he has had
in finding teachers in spite of his consultations with the principal
of Fort Hope. This used to be the normal method of finding
teachers is by advertisement and not by consulting the principal
of Fort Hope. But this is not so, but we know of a European
principal of a Native secondary school in the Cape in whose school
all the African teachers are not qualified to teach in secondary
schools, not because qualified African teachers have not applied
for these posts when advertised, but for reasons best known to himself.

As to the number of African graduates turned out
to Fort Hope to date the correct number is considerably more
than 100, and this number turned out will increase
more rapidly in the next five years. Last year 245 graduates
were turned out at Fort Hope and it is confidently expected
that this number will be improved upon. Dr. Wolheim is indicated
that his source of information about the number of Africans
engaged in teaching is his African staff and it is obvious
that he gets from them the answers which they thought he expected them
It is a pity that this statement, which purports to be written in a spirit of inquiry, should be ended in such unfortunate and insulting language. The 'politicians and interested bodies' about which he writes will not be deterred from their work because of malicious insinuations by so-called disinterested organs.