Native High Schools in Natal

1. High School education for Natives in South Africa generally, in Natal in particular, is a minority problem. Hence we can expect to find meted out to it the attention generally given to minority problems in any sphere of life, namely:
   (a) apathy to any significance it may have for the group as a whole
   (b) definite conviction that it has no significance whatever
   (c) tendency to postpone its consideration till the needs of the majority have been served, either badly or well
   (d) lack of support financial otherwise
   (e) poor staffing
   (f) poor equipment
   (g) lack of definiteness in objectives
   (h) hence more than just attention paid to it by the people who are denied it.

2. Another handicap to Secondary Education is its close connection with Higher Education. It raises the whole question of the desirability of Higher Education for the African, while the case for elementary education may be generally admitted, the case for Higher Education is much more doubtful in the mind of the black, white, or black, consequently High School Education which might many consider can only lead to Higher Education suffers eclipse.

3. On the other hand, if High School education does not lead to Higher Education, it can only lead to various kinds of industrial or vocational training which are both expensive to maintain. Hence through the production of a class of skilled artisans etc., etc. Hence though the cry for the industrial education of the African is common, there is no encouragement of this type of education among them.
It can also partly raise the question of the educability of the Natives. Hence the custom to use high school teachers for mental tests etc. Question of educability has been exploded as far as S.H. is concerned. All the difficulties of the Native peoples are broadly speaking such as can quite naturally be laid at the door of their environment, the lack of library and facilities in their schools, and bad teaching.
4. The problem of the curriculum for such schools therefore becomes an acute one.

(a) Whether it will aim at just a general academic education as an end in itself—knowledge for the sake of knowledge. Very few want this.

(b) A general academic education leading to University Education. Very few want this.

(c) Industrial Education including subjects like Agriculture, Woodwork, Cooking, Domestic Science, etc.

(d) Whether it should include Arts and Crafts like Drawing, Weaving, etc., Basketry.

(e) Whether it should include a little bit of each.

(f) Whether it should include Physical Education, Hygiene, Scripture Moral.

(g) What allowance should be made for individual differences in our curricula. General Tendency is partly to favour the inclusion of a little bit of each in each H.S.

(2) Partly to have different schools specialising in different aspects.

- High School education: Academic
- Agricultural
- Industrial
- Domestic Science for Girls

(3) Partly to have single High Schools which allow for the particular aspect in which parents desire their children to make a major emphasis. This can only be done at certain big schools.

- Amongst these: Manoshi - Academic for Boys
- Ohlange - Academic for Boys
- Industrial for Boys
- Agricultural

- Kanga - African - Academic for Boys
- Industrial for Boys
- Domestic Science for Girls

(4) Schools which are merely recruiting places for Teacher Training Courses. There usually only one High School Class - Std. VII - Unification

(5) Schools which prepare Schools which are more intimately of primary education

- Intermediate Schools with Std. VIII Classes
Syllabuses

There are two types of syllabuses followed by the Natal High Schools, just as there are two in the Transvaal and Cape Province, Free State having only one as far as I know.

1. The syllabuses drawn up by the University of South Africa and the Joint Matriculation Board for the junior certificate and the matriculation certificate respectively. These courses are obviously for those who are preparing for entrance to a college or merely desire to have a general education prior to taking up vocational work of one kind or another.

2. The syllabuses drawn up by the Natal Education Department which are more comprehensive making possible
   (a) General Academic training
   (b) Preparation for College
   (c) Specialisation in Industrial Work-Agricultural
   (d) Commercial Domestic Science

Within certain limits, schools are allowed to choose which particular courses they want to follow. In this respect the Natal Education Department is much more liberal than the Cape which gives no grants to schools not taking the Courses of the Cape Sci. Dept.

Comparison of Courses

It is obviously impossible to compare these courses except in respect to those parts where similar objectives are aimed at, namely, 1st, Academic or college preparatory parts. In this respect the differences are:

<table>
<thead>
<tr>
<th>Natal</th>
<th>University of South Africa</th>
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<tbody>
<tr>
<td>1. More subjects- lower standard in each</td>
<td>1. Fewer subjects - higher standard in each</td>
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<tr>
<td>2. Wide range of subjects</td>
<td>2. Narrower range of subjects</td>
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<tr>
<td>3. More detailed, specific courses i.e. better guidance for the teacher</td>
<td>3. Definite, but less specific i.e. less guidance for the teacher</td>
</tr>
<tr>
<td>5. Share of teachers in drawing up examination papers</td>
<td>5. No share in drawing up final examination papers</td>
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<tr>
<td>7. All English medium</td>
<td>7. English or Afrikaans medium</td>
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But the University Courses are far more popular than the Native Courses.

**Reasons**

1. The prestige value of University Courses in S.A. as a whole.
2. The Native Courses are specially drawn up for Natives so that if the Native always implies inferiority (not always without justification) in the Cape there is not the same objection to the Departmental Courses because they include all races. Improvements in Native Education are never popular unless they are accompanied by corresponding improvements in European Education.
3. Those who go on to College find that these courses are not as good a preparation for that as the University Courses. There are not very few of courses, but the influence they exert can hardly be exaggerated, the same being true of course about the Cape department.
4. Indefiniteness of aims of the Native public or native parent. Pupils enter High School not intending to go further with their college education, but as soon as they complete their H.S. course they suddenly decide to do so. Often enter with that intention.

**Conclusions**

1. Secondary education in Africa has come to stay and consequently instead of wasting time trying to change it, it seems to me better to recognize it as a definite need, & attempt to improve the quality of it.
2. As to the types of schools to be set up, one is advised to favor the development of schools with a special bias in one direction - Academic, Industrial, Agricultural, Commercial, instead of each trying to do everything.
3. With regard to subjects, in each type of school, one would favor fewer subjects with a richer content, with a stronger emphasis on the introduction of various subjects.
4. Well qualified staff.
5. The following up of pupils from various schools with a view to determining the type of influence they are exerting & the relation in which this preparation has been adequate, with emergent changes in curriculum of school, position in various fields of work efficiency & to assist in various fields of work efficiency & to assist in various fields of work efficiency & to assist in various fields of work efficiency.
6. Keeping down the numbers of pupils, having in mind absorption of various fields of work efficiency & to assist in various fields of work efficiency & to assist in various fields of work efficiency & to assist in various fields of work efficiency & to assist in various fields of work efficiency.
C-4. Station between Middles
(1) One Academic - Abbot & Fonseca
(2) Industrial - Mannville
(3) Commercial - Ormunges