Our High School

Gentlemen,

I have the honor to present to you this brief description of the activities of our High School Department.

1. You may be aware that the following types of high school education are available for the native student in Haiti, this province:

(a) A high school with an academic bias

(b) An industrial bias, which shall include the study of subjects such as carpentry, blacksmithing, commercial, building, etc.

2. In our High School Department, provision is made for the academic type of course as well as for the industrial.

About the latter, you will be informed by Dr. Komdeck, who is in charge of that side of our High School Department. My recommendations will be confined to the academic high school course, for which I have the honor to be in charge.

3. On its present basis our academic high school course has been in existence since 1924. At that time it then Principal, Dr. L. L. Le Roy.
Recognized that there was a demand among Native students for a more strictly academic secondary education leading to the Junior Certificate of the University of South Africa and later to the Matriculation Examination of the Joint Matriculation Board. A beginning was made with a Std VII class in 1924 of about 25. In 1925 I was appointed to the Head Teachership of this section of the High School. Our first Junior Certificate candidates took this examination in 1926, and the number have to date reached 50, so that we were able, again in response to popular demands, to introduce the classes and the response of the Native public has taken advantage of the facilities. Moreover, provided for a secondary education may be gathered from the fact that today we have an enrollment estimated as well over 150, the numbers in our present classes being as follows:

Std VII  -  52
Std VIII -  44
Junior Certificate  43
Matriculation  18

making a total of 157
We have a staff of eight full-time teachers, while several members of the Training College staff take classes in our department and some of our High School teachers do work in the Training College; they give us more assistance than we give them. This is due partly to our High School under-staffed and partly to the demand for classes on the part of our students.

Our students are drawn from all over the Union of South Africa, while we have a fair number of students from the British Protectorates and Southern Rhodesia. Thus although our High School exists primarily for the benefit of Zulu students, we have to make provision for the peculiar needs of students from the much farther afield. For example, we provide vernacular classes in Zulu, Xosa, and Soho, while we have a few Shona students who are compelled to take both as their vernacular, because they are not sufficient in number to justify our running special classes for them. In fact one of the main problems with which we are faced is that of providing adequate facilities for language instruction. In addition to the above languages, we have already
referred to, namely, Zulu, Xhosa, etc., we are making provision for English which is our main medium of instruction, except for vernacular classes where the vernacular is largely used in literature & composition to lessons, and Afrikaans which is taken by a fair number of students, as an alternative to Latin and by a few who are drawn from the more detropical sections of the country as the first subject as a vernacular subject.

One of the main objectives of a secondary education is to provide students with as many options as possible in the hope that they will discover the directions in which their natural bent lies as well as, and so prepare more adequately for the vocations which they intend to follow after school. Another feature which is by no means unimportant is that of furnishing students with a general education which will form the background of any special studies which they may later undertake. These are ideals which are everywhere in school but approximately to attain to, but because of difficulties connected with staffing, equipment, lack of definite aims on the part of students, and fluctuations in the demand for various subjects. With our limited staffing equipment here we are endeavouring to provide...
instruction in the following subjects:

A. Core subjects

- English
- Scripture
- Arithmetic up to 9 0
- Vernacular - Zulu, Xosa, Sotho
- History
- A Science - Geography
- Botany
- Agricultural Science
- Physical Science
- Agriculture U.P. to Std VII

Optional subjects

- Afrikaans
- Latin
- Mathematics

B. Other subjects or activities in which no external examinations are required include:

1. Scripture: examination subject for Forms 5, 6
2. English: Services except Std VII
3. Gardening
4. Manual Work - which may take the form of woodwork, printing or general outdoor work either janitorial or agricultural
5. Singing - Here again our students take part in choral or other of the three main choirs in the school - the Church Choir, the C.H. Choir and the Choir of the Rest

C. Other extra-curricular activities include:

1. Pathfinding Rallying
2. Literary Debating Society
3. Santa Schools Circle
4. Community Service Club
5. A. C. T. work
6. Sunday school work in nearby...
Examinations

Our examinations are partly internal partly external.

The Head Education Department examines our Std VI class.

We examine internally, Std VII and First Year Matric.

While we prepare candidates for the Junior Certificate of South Africa (Std IX) and the Matriculation examinations of the Joint Matriculation Board.

Our Junior Certificate course is a three-year course and
our Matriculation course a two-year course for those who
have the Junior Certificate or equivalent examinations. The J.C.
course might almost be said to be a two-year course but
the peculiar difficulties of our pupils—varied age standards
of attainment by those entering Std IX, the language difficulty
make it necessary for us to run a Std VIII class which
is really a kind of Std VII extended to bring up to the level
and to teach in our new recruits. Unfortunately it may
also have a retarding effect on the brighter pupils.

Hence we are tempted to promote outstanding pupils to Std VIII
these in one or two cases where I have done this in the
past it has proved successful, but it is a problem which
needs careful handling and has not been undertaken except
where a pupil shows outstanding ability quite early in
his school career.
Our examination results have been so far the whole been good.

Our examinations have been good, and apart from difficulties which can quite naturally be

and at the door of the environment and background,

courses we are following do not seem to provide an

basis with any special difficulty. These remarks apply

more particularly to the G.C. course which we have had

for a much longer time. Our examination courses are

still much more in the experimental stage, but we have

we have sufficient evidence from the school, such as, Dr. B.

Wealdmore, and from the fact that the course is not beyond

the mental capacity of our native pupils.

While the standard reached in individual subjects is often surprising

good

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Our staff is as follows:

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These are four houseparents, teachers, four, staff, and ten

Bantin

Four members of the Trinity College Staff who deserve the best

The work in the life include

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Our needs for the future include:—

1. Better staffing both as to number & quality. In the connection I may mention the fact that the Ex[ecutive C]om[mittee] has just authorized the additional appointment to our staff which will make a considerable difference to our work. I need hardly say that the Ex[ecutive C]om[mittee] also attached the utmost consideration to its matter connected with the practical training of teachers which is of paramount importance in the country. We are looking forward to the time when all our teachers will be graduates who are also for a possible, specialists in the subject which they are teaching.

2. Sub-division of classes. Quite as urgent is the need to mention above is that of sub-division of some of our large classes. At present our Std. III, IV, V, classes have numbers over 40 and it is impossible to teach classes of this number with our pupils in view of the very low standards of attainment already referred to as well as differences in mental ability which is almost impossible. The additional staffing authorized for mid-year will make possible the sub-division in the case of at least one class, namely the IV.

3. Classroom accommodation. This brings me to the urgent necessity of mentioning the classroom accommodation of the N.G. to meet the demand on our present accommodation which is clearly insufficient for these present classes, while the question of housing our present classes in subjects in which others are provided of economical science is an additional reason for the provision of more classroom accommodation.
(3) Specialists in Art have never been a major need of our high school, but this need will be adequately met as from February, 1976 and therefore need not be dealt with further here.

(4) I feel that at some early date better facilities must be provided for teaching of subjects like Music, Art (Drawing) and Other Art Subjects, both as regular curriculum activities and extra-curricular activities. But, I must add a warning against the compulsory because I feel that art is effective if it is to give an adequate expression of the soul of either an individual or a group. It must be carried out in an atmosphere of freedom and enjoyment. At all events this is a neglected aspect of the education of a people who are by no means devoid of the artistic sense but a scarcity in the forms of art.

(5) Better science equipment - especially Botany - Physical science