

Chapter Eight

EDUCATION FOR BLACKS (Teacher Training, Vocational and Technical)

Teacher Training

THE IMPORTANCE of this training is obvious for any nation that needs to acquire knowledge and a sense of belonging. This is a major aspect of the teaching profession, that ought to be imparted to student teachers; it is still very difficult in the black community to get people to take teaching seriously as a career and service. Even people who have been trained sometimes go into other fields for serious involvement.

The latest available enrolment figures (for 1972) of African students in teacher training colleges are as follows:

	<i>Enrolled</i>	<i>Qualified</i>
Primary Teachers' Course	8 971	3 650
Junior Secondary Teachers' Course	625	261
Secondary Teachers' Diploma (non-graduate)	415	99
University Education Diploma (non-graduate)	20	10
Post-degree University Diploma	76	56

The following figures of African student teachers following special courses were given by the Minister of Bantu Education in February 1973 (Hansard 2 Col. 120):

	<i>Enrolled Qualified</i>	
Arts and Crafts Teachers' course	33	33
Homecraft Teachers' course	44	39
Trade Instructors' course	15	6
Diploma in Special Education for Deaf Persons	28	—
Diploma in Special Education for Blind Persons	13	—

The numbers of Coloured student teachers in 1972 were given by the Minister of Coloured Relations:

	<i>Enrolled Qualified</i>	
Lower Primary Teachers' Certificate	2 557	768
Primary Teachers Diploma and Special L.P.T.C.	1 868	618
Lower Secondary Teachers' Diploma	171	14
Secondary Teachers' Diploma (non-graduate)	10	4
Secondary Teachers' Diploma (graduate)	36	19
The Adaptation Classes Teachers' Diploma	11	7
Post-graduate degree courses in Education	14	1
Commercial Teachers' Diploma	95	14
Technical Teachers' Diploma	19	6

Technical and Commercial Education

In the Republic there are presently 6 schools providing technical secondary education for Africans, and 42 schools offering commercial secondary education. In the year 1972, 74 male students qualified for the Technical Junior Certificate, and 2 for the Technical Senior Certificate. A total of 1 036 students, male and female, qualified for the Commercial Junior Certificate and 141 male students and 38 female students for the Commercial Senior Certificate. At the end of the same year, 1972, 9 students passed specialist courses for watchmakers (Hansard 10 Col. 669).

Training facilities for African women in any technical and vocational course are deplorably inadequate. The Minister of Bantu Education revealed in Parliament that there are only 26 post-Standard 6 vocational schools for African women in the country (Hansard 10 Col. 671), categorised as follows:

<i>Vocation</i>	<i>Number of Schools for the course</i>	<i>Number of Girls Qualified in 1972</i>
Assistants for Pre-institutions	3	43
Home Management	3	25
Dressmaking (2 year course)	11	95
Dressmaking (4 courses per year)	7	178
Spinning and Weaving	2	unknown *

* Here the Minister reported that this course is offered at private schools, and the results are not readily available.

There is a feeling in some quarters that the government is reluctant to let the number of African artisans grow. Students in vocational institutions sometimes believe that all is not fair when it comes to examinations. A recent example of this was the Umlazi Vocational School in Durban, where 13 of the 20 final year student electricians were told to go home some three weeks before the final examinations, because, it was claimed, they had failed their previous year's examinations. The students said it was the first time they had been told of this and produced monthly tests written during the year, some of which showed passes of more than 70% (*Daily News* 26/5/73). One of the students expressed a feeling that the dismissal came to avoid the embarrassment of employing a large number of qualified African electricians (*World* 3/6/73). These students were later readmitted with apologies that there had been a mistake.

One other handicap that they have is that they find it difficult to get information of places where they could go and continue their courses at higher levels. This is one other thing which makes most of them stop learning at low levels. The fact that the 13 students dismissed at Umlazi were told to go back to their sections (*Daily News* 26/5/73) to be employed as unqualified wiremen, and not told to repeat the courses they had allegedly failed helped to confirm the idea that the aim of these schools is to produce skilled labourers who can be cheaply employed, rather than independent self-sufficient artisans.

When asked what training facilities were available for Coloured persons as welders, electricians, carpenters, motor mechanics, blasters etc., the Minister of Coloured Relations explained that such training is provided by the private sector of industry in terms of the labour laws of the country. The administration of Coloured Affairs provides indentured apprentices in any trade with training in the technical subjects in accordance with the conditions of apprenticeship of the Apprenticeship Act of 1944 as amended (Hansard 17 col. 970). The Minister stated that 3 007 such students were given tuition during 1972, of whom 139 were training as motor mechanics, 524 as carpenters, 170 as electricians, 20 as welders and 2 154 in other trades.

Technical, commercial and vocation schools for Indians are mainly situated in Natal. The 1972 enrolment figures indicated that there were 406 students undergoing technical training between Standard 6 and Standard 10 in departmental schools, with a further 369 at the M.L. Sultan Technical College. Students undergoing commercial training totalled 741 in departmental schools, with a further 120 at M.L. Sultan.

At the end of 1972, 198 Indian students qualified for the Commercial Junior Certificate, 12 for the Commercial Senior Certificate, and 152 for the Technical Junior Certificate.

In addition, 198 Indians obtained the National Technical Certificate I, 12 the NTC II, 152 the NTC III, and 2 the NTC V. Smaller numbers obtained various other technical and vocational diplomas and certificates, e.g. the National Diploma in Commerce (13), the National Diploma in Public Health Nursing (9), the National Secretarial Certificate (7), the National Diploma in Chemical Technology (5), and the Teaching Diploma in Physical Education (7).