THE "TRURO" WHICH BROUGHT
THE FIRST INDIAN IMMIGRANTS
TO NATAL
on FRIDAY, 16th NOVEMBER, 1860

1860  1960

INDIAN CENTENARY COMMEMORATION BROCHURE

ISSUED BY:
Indian Centenary Committee, Pietermaritzburg & Environ
INTRODUCTION

When primary education for the children of a community is limited to Standard IV for a period of 30 years, it goes without saying that this situation evinces apathy on the part of the Authorities! Such was the "chaotic" situation of Indian primary education in Natal from 1869 to 1899. The greater part of this period was characterised by almost absolute emphasis on little other than the three R's—Reading, Writing and Arithmetic—and not without justification. Economically the Indian was dependent on the European and, as a means of fostering mutual understanding, the English language medium was indispensable. Socially, the Indian still clung tenaciously to the pattern of his forebears and there was little demand for education on a higher level for some time.

The employers were concerned, at first, with labour supply. Education was not their concern, quite unlike the position existing today—employers on large estates (sugar cane, wattle) establish State-aided schools for the children of Indian employees, as an important means of maintaining a constant labour supply. Neither did the Colony take the onus for some time.
DAY AND NIGHT SCHOOL

In 1869 the total Indian population was as follows: Males—3,825; females—1,472. Of this population, boys only attended Rev. Stott's school, there being 32 on the roll in 1868. The Reverend had to attend to the education of both, that of the young pupils and of the youths and adults who were occupied during the day. Hence the need for keeping school in the day as well as in the night. The Reverend had a special motive for running the night school, namely, to train the future teachers for the Indian schools as they sprang up on the cane plantations.

ATTENDANCE

The growth in the school population was slow as the following figures reveal:

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Indian population:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1870</td>
<td>1871</td>
</tr>
<tr>
<td>Males</td>
<td>3438</td>
</tr>
<tr>
<td>Females</td>
<td>1420</td>
</tr>
<tr>
<td>TOTAL</td>
<td>4858</td>
</tr>
</tbody>
</table>

Total School population:

| Boys | 44 | 48 | 65 | 46 |
| Girls | 0 | 4 | 20 | 0 |
| TOTAL | 44 | 52 | 85 | 46 |

It will be noticed from the table that the number of girls attending school was negligible. The reluctance of Indian parents to send their daughters to school has not altogether disappeared, and in those pioneer days in Indian education, the conservatism (for which parents were not to be entirely blamed) was somewhat rigid.

The position of the Indian family of the Nineteenth Century (as of a number of families to this day) may be compared with that of the English family at the time of the Industrial Revolution in regard to economy. Every member of the family was regarded as a potential earner from an early age and the choice had to be made between schooling and earning. A report for 1884 gives an account of an important reason for slow progress in education: "... one of the chief hindrances to progress is the facility with which Indian children can earn a living. There is hardly a boy or girl of seven years of age whose earnings do not contribute some trifle to their parents’ stock, or for whom employment as domestic servants in European families might not be obtained if desired. Boys are frequently kept away from school by their parents for half and even whole days in order that they may hawk fruit and vegetables, work in the gardens..." In 1895 the average regular daily attendance in Indian schools was 46%.

THE NUMBER OF SCHOOLS

In no year was it possible to say with any certainty the number of schools it was hoped would be kept open. A number of difficulties accounted for this. For instance, when a school was opened on a sugar plantation, there was no teacher available; again, the attendance at some schools fell to such a low figure that it was inevitable that the school should close down; when the population shifted from one plantation or area to another, it implied the closing down of the school in that area.

For a considerable number of years the schools for Indian pupils were established and conducted by the various missions. Only later were the schools, in some cases, run by the sugar estates or by the Colony. The following table gives some idea of the slow growth:

<table>
<thead>
<tr>
<th>Year</th>
<th>Schools</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>1868</td>
<td>1</td>
<td>Durban</td>
</tr>
<tr>
<td>1869</td>
<td>2</td>
<td>Durban</td>
</tr>
<tr>
<td>1870</td>
<td>2</td>
<td>Durban</td>
</tr>
<tr>
<td>1871</td>
<td>3</td>
<td>Durban (2); South Coast (1).</td>
</tr>
<tr>
<td>1872</td>
<td>4</td>
<td>Durban (2); South Coast (1); North Coast (1).</td>
</tr>
<tr>
<td>1873</td>
<td>4</td>
<td>as for 1872.</td>
</tr>
<tr>
<td>1874</td>
<td>4</td>
<td>as for 1872.</td>
</tr>
<tr>
<td>1875</td>
<td>2</td>
<td>Durban</td>
</tr>
<tr>
<td>1876</td>
<td>2</td>
<td>Durban</td>
</tr>
<tr>
<td>1877</td>
<td>2</td>
<td>Durban</td>
</tr>
<tr>
<td>1878</td>
<td>2</td>
<td>Durban</td>
</tr>
<tr>
<td>1879</td>
<td>3</td>
<td>Durban</td>
</tr>
<tr>
<td>1880</td>
<td>8</td>
<td>Durban (4); North Coast (1); South Coast (1); Pietermaritzburg (2).</td>
</tr>
</tbody>
</table>
LEGISLATION

In the early years of Indian education the only control was that exercised by the various denominations: Wesleyans, Anglicans, etc. During the rule of Henry Bulwer as Lieutenant-Governor of Natal, Law No. 20 of 1878, termed the "Coolie Education Law", was passed to provide for the promotion of education among the children of the Indian immigrant population. The "Indian Immigrant School Board", came into being, and it established government schools and saw to the welfare of education in these and in aided schools.

STAFFING

It was a big problem to recruit sufficient teachers. Missionary bodies active among Indians in Natal played a dual part—teaching children and training young Indians as teachers. Those who had received some training were not always determined to remain in service. To quote from a report for 1872: "Mr. Stott has an evening school in Durban where he endeavours to train lads for teachers but as soon as, or rather, before they are qualified to act as teachers they are drawn away as domestic servants by the prospect of good wages..."

The majority of Indian teachers were Christians. For instance, in 1882 there were: J. Fohle, J. Androw, Joel Peter, J. Stephen, J. D. Winter, R. Hoover, A. Timothy and V. Rowley, all of whom were Christian Indians or Mauritians. The South Indian played a bigger part as a teacher (in numbers) than the Hindustani, as names such as Rungasamy and Subrayloo testify.

The last five years of the Nineteenth Century saw further expansion of schools, viz., 1894 at Ladysmith, 1895 at Stanger, 1897 at Greytown, 1898 at Dundee and 1899 at Estcourt. The 1890's also saw the abolition of the Indian Immigrant School Board and the control of Indian education thereafter by the Natal Education Department.

A further event was the opening of the Higher Grade Indian School in 1899 in Durban, for Indian pupils wishing to proceed beyond Standard IV for the first time. This was to herald a new phase in Indian primary education culminating with the Standard VI, a level at which the eight years of study either end a scholastic career or enable the pupil to proceed to Standard VII. The vital stage of primary education has its beginning in the Twentieth Century.

"The heights by great men reached and kept / Were not attained by sudden flight."

PRIMARY AND SECONDARY EDUCATION IN THE TWENTIETH CENTURY

The dawn of the Twentieth Century heralded an important milestone in Indian education: the limit which had hitherto been standard four was abolished and the level was bound to rise so much that within a few decades, secondary education for Indians reached standard ten.

The Role of Primary Education:

To the Indian the Standard Six means much educationally and in employment, although the significance of a Junior Certificate is becoming recognised more and more. The part primary education is expected to play may be estimated from a report for 1924: "...It is our duty to equip these children as far as possible for their new life. There is one thing which will apply to everyone and that is, he will be a future citizen of the State, from whom what appertains to complete living may rightly be expected. To enable him to live up to expectations, the Primary School must emphasise the broad humanistic principles of education."

The Standard Six Examination:

In the early part of the Twentieth Century Indian pupils did not write the Departmental Standard Six Examination which was written by European pupils. Instead, there was the Annual Collective Examination, subjects for which were: Handwriting, Spelling from Dictation, Arithmetic and Mensuration, English Composition, English Grammar, Geography, History, and one of the following: Euclid, Latin, French, Dutch, English Literature, Agriculture, and Health and Temperance.
Indian pupils were allowed to enter for the Natal Primary School Certificate Examination in 1929. Strangely enough, it took at least 30 years before the education of Indian pupils was raised beyond the Standard Four level, and it was about the same number of years before Indian pupils were permitted to write the Standard Six Examination written by European pupils. That year the subjects offered were—English A or Dutch A; Mathematics; History; Geography; English B or Dutch B; Science; Woodwork for boys; Domestic Science (for girls); Hygiene and Temperance; Drawing.

In 1929 pupils from the following schools entered: (1) Durban—Carlisle Street Indian School; (2) Durban—Depot Road Government Indian School; (3) Tongaat—Government-aided Indian Boys' School; (4) Tongaat—Fairbreeze Indian School; (5) Umlhloti Indian School; (6) Pietermaritzburg—York Road Government Indian School. The following year additions were: Sastri College, Mitchell Crescent, Cato Manor, Umgent, Sydenham Boys', Sydenham Girls', Tinley Manor and Malvern—all in Durban and its environs; St. Xavier's, Melville, Mount Edgecombe, and Sianger—all along the North Coast; Port Shepstone, in the South Coast; Pietermaritzburg Indian Teachers' Junior Training Class, Railway, Sutherlands and Greytown—all in the Midlands.

Secondary Education in Natal:

Fourteen years after the establishment of primary education for Europeans in Natal, secondary education was offered to them. Yet it took 61 years from the beginning of Rev. Stott's first school in 1868 before the first batch of Indian pupils wrote the Education Department's external examination for Standard Six.

This is how Standard VII was offered to the Indian pupils in Durban: When in 1899 Indian pupils were prohibited from attending the Durban Primary School (European), pressure was exerted by the Indians, particularly by H. L. Paul, an Indian interpreter of the Law Court. Mr. Paul agitated as his son's education was going to suffer, for he had nowhere else to go after passing Standard IV. In 1899 the Durban Higher Grade Indian School was established for Indian pupils who wished to proceed beyond Standard IV up to Standard VII. One may conjecture what the plight of Indian education would have been if there had been no agitation!

A Higher Grade Indian School was also opened at Pietermaritzburg in October 1902, under John Farn. Classes were conducted up to Standard VII. That school has survived under different names until today, it is known as the Woodlands Indian High School.

Not sufficient responsibility for Indian secondary education was evident on the part of the Education Department, as secondary education stagnated at Standard VII level. This was where Indian initiative played a signal part—as it is doing to this day. In 1911, through private enterprise the Indian Education Institute was established and which conducted a High School for Indian in Durban. This school was staffed by European teachers imported from India. In the face of expenditure and with the responsibility of an onerous task the Institute proved a success. The history of Indian secondary education in the first quarter of the Twentieth Century and in fact thereafter to extent, would have been somewhat different in Durban had the Indian Educational Institute survived. The outbreak of World War I caused the High School to close down. Evidence of the good work produced was that the Institute prepared 108 pupils for the Cape University Junior Certificate Examination.

In 1916 the mission school at Sydenham, which was now called the Sydenham Indian College (as teacher-training had started here besides the running of the normal school) began a Standard VII class.

The Higher Grade Indian School (Durban) in its new premises, was known as the Carlisle Street Government Indian School. Arrangements were made here in 1918 to establish "higher" education for Indian pupils (meaning secondary education above Standard VII). Classes were begun by the Natal Education Department to prepare Indian pupils for the University Junior Certificate and the Matriculation Examinations respectively. This school continued to provide such secondary education until the opening of Sastri College in 1930.

Continued Page 64
INDIAN EDUCATION

The history of Indian education offers abundant illustrations of how a thrifty, enterprising community practised self-help in the face of a lack of adequate educational facilities. Between 1925 and 1930 secondary classes were also conducted at a private institution called Marine College, which had a staff of European and Indian teachers. Among the teachers there were Rev. Lamont, one time Mayor of Durban, Mr. Gifford, Mr. Shrikar Naidoo and Mr. B. Somers. It closed with the opening of Sastri College.

DEVELOPMENT OF SECONDARY EDUCATION FOR INDIANS IN THE VARIOUS ZONES OF NATAL

(1) Durban and its Environs:

(a) SASTRI COLLEGE: The College was officially opened on 1st February, 1930, by the Governor-General and was under a European principal (Mr. Buss) and vice-principal (Mr. Miller), together with an Indian staff that included six graduates from India. At the end of 1932 the Indian teachers who came over from India returned as their contracts had expired. They were replaced by European teachers. The first batch of pupils to enrol at the College was transferred from the Carlisle Street Government Indian School in 1930.

The Standard VI classes at Sastri College came to an end in 1931 as the pressure of numbers in secondary standards increased.

Until the opening of the Springfield Training College, this College had to fulfil a dual function: offer secondary education and conduct full-time teacher-training classes.

The growth in enrolment has been very rapid, and in the face of an overwhelming list of applications, admission is selective.

(b) DURBAN INDIAN GIRLS’ HIGH SCHOOL: Secondary education for girls, as for boys, was originally offered at the Carlisle Street School. With the opening of Sastri College came a change in the venue for secondary education for Indian girls: the present Indian Girls’ High School was opened, then being known as Mitchell Crescent (it was known as Darnell Crescent Indian School from 1937 to 1944). Owing to a low number in the secondary section, pupils were also admitted to Standards V and VI. From 1947 classes below Standard VI were not admitted.

A brief history shows that this school opened in a small four-roomed building, with seven girls in Standard VII. A year later there were four girls in Standard VIII and twelve in Standard VII (1931). In 1957 there were 175 in Standard VIII and 232 in Standard VII.

Miss Slatter was the first principal. In 1945 when the senior division was opened, Miss Guy became the principal. Until the opening of the Springfield Training College, this school was also a teacher-training centre. Girls taking the T.5 Certificate Examination were trained here.

(c) CONGRESS "HIGH SCHOOL": The pressure of numbers on accommodation at Sastri College and to a lesser extent at Durban Indian Girls’ High School reached bursting point at the former school and became alarming at the latter. As an interim measure the Natal Indian Congress, while pointing out to the Education Department that the onus rested on them to provide adequate buildings for Indian secondary education, opened the "Congress High School". The report of the Director of Education, for 1950, stated: "The Congress High School, established as a private school to provide secondary education for those turned away from Sastri. . . . At the end of 1950 for the first time, pupils from the Congress High School were entered for the Junior Certificate Examination." The classes were conducted in schools and private buildings after the normal day-school hours and extended till the evening. No sacrifice of time and organisation was too great and the readiness of Indian teachers to teach gratis was exemplary. With the opening of Clairwood High School the "Congress High School" came to an end.

(d) CLAIRWOOD INDIAN HIGH SCHOOL: The question whether this should be purely a boys’ school or a mixed school was argued at meetings, through the Press and even in the
“Nits” Journal. The exigency of accommodation decided in favour of a mixed school.

The school was opened on 24th January, 1956, with a staff of 25 (male and female members). This school holds a unique position in the history of Indian secondary education in Natal, as it is the only mixed school offering tuition up to Standard X, with a highly qualified Indian female staff (a few hold double degrees). Surely this should be an eye-opener to the other mixed high schools.

In 1956 the enrolments were: Boys 621, girls 64, Total 685. Of this total, 178 were in Standard VI, 332 in Standard VII and 102 in VIII. Standard VI classes have been discontinued.

(e) H. S. DONE PRIMARY SCHOOL: When the numbers seeking admission to Standard VII at Clairwood High School became “beyond control”, this primary school ran Standard VII classes till such time as other high schools were ready. In 1955 this primary school transferred all Standard VII pupils to the Kathiawad and the Orient High Schools respectively, only to renew its service in conducting secondary classes (Standard VII) in 1960.

(f) GREYVILLE PRIMARY SCHOOL: As from February 1960 Standard VII classes have commenced as the accommodation at the high schools is at a premium.

(g) DEPOT ROAD PRIMARY SCHOOL: The remarks made for Greyville School apply to this school as well.

(h) KATHIAWAD GOVERNMENT-AIDED INDIAN HIGH SCHOOL: This school was opened in 1955 with only secondary classes. In 1959 it was not possible to admit all applicants.

(i) ORIENT GOVERNMENT-AIDED INDIAN HIGH SCHOOL: The remarks made in regard to Kathiawad High School hold here as well.

It will be noticed that this and the Kathiawad are the only aided high schools.

(2) North Coast:

(a) STANGER INDIAN HIGH SCHOOL: On 3rd August, 1920, a Government school for Indians was opened in Stanger. It took a period of 22 years from then before the first Standard VII class was started in January, 1942.

From the beginning of 1944 up to the end of 1948, those pupils who passed the Junior Certificate Examination and who wished to proceed to Standard IX went to Sastri College or to the Girls’ High School. In 1949 this school began its senior section.

(b) TONGAAT INDIAN HIGH SCHOOL: Tongaat, unlike Stanger, has its Indian Schools Trust Board to which credit must be given for approaching the Education Department in regard to secondary education for Indians. The Administration agreed to the opening of a secondary school and the first Standard VII class began in 1945. With the introduction of Standard IX in 1950 this institution became a high school.

(c) VERULAM INDIAN HIGH SCHOOL: The erection of this school was undertaken by the Verulam Indian School Board and was completed in 1951. Actual class work began in 1952. The Board handed over the entire building as a gift to the Provincial Administration. In 1953 it received high school status.

(3) South Coast:

(a) UMZINTO INDIAN HIGH SCHOOL: The school was erected by the Umzinto and District Indian Educational Trust; it was originally a primary school and opened on 22nd January, 1943.

In 1949 the first secondary class started, with a roll of 26. This school gained the status of a high school in 1951.

(b) PORT SHEPSTONE INDIAN SECONDARY SCHOOL: This school has been an primary institution but as from 1960 a Standard VII class has begun.
(a) WOODLANDS INDIAN HIGH SCHOOL: Unlike those at Tongaat, Verulam and Umzinto, this school was built by the Province, and began as the "Indian Higher Grade School" on 1st October, 1902. It came about when Indian pupils were prohibited from attending the "Model School" (European) in Pietermaritzburg.

"The school of those days evidently consisted of one long room divided into three classrooms by the use of sliding partitions."

The Woodlands school is singular in that its name has changed four times. Beginning as the Higher Grade Indian School in 1902, it became the York Road School in 1915. By 1937 the name was changed to Greytown Road Secondary School and later to Woodlands Road Secondary School. In 1945 the name changed to its present one.

Enrolment on the first day in 1902 was 40 and by the end of the year 74 pupils had been admitted to the register. In 1908 there were SEVEN boys in Standard VII and they wrote that year the "Natal Merit Certificate Examination conducted by the Natal Education Department." In 1917 the policy was adopted of restricting admission so as to admit only those pupils who had passed Standard 3. From 1920 until 1934 the school catered for classes from Standard IV to VII. Since then the admissions have gradually been restricted so that in 1960 no primary classes exist.

This school holds a unique position in Natal in that it was the only institution for Indians that offered training in woodwork up to Standard VII. In one respect this school is parallel to Sastri College: premises had to be leased to accommodate secondary classes. In the Midlands this school can lay yet another claim to fame. The Report for 1918 stated: "In the training of...teachers an attempt has been made to start a continuation class at York Road Government School, the qualification for entrance being the passing of Standard VI..."

(b) PIETERMARITZBURG INDIAN GIRLS' HIGH SCHOOL: Secondary education for Indian girls was offered at Woodlands High School. However, various factors proved the need for a separate school offering secondary education to Indian girls.

To quote from a report: "As from 1947 secondary education will be initiated at the Pietermaritzburg Indian Girls' High School. Starting with a Standard VII that year, a full Matriculation course will be available there in 1950."

(c) GREYTOWN INDIAN SECONDARY SCHOOL: It took over half a century from the beginning of elementary education in the Umvoti District before Standard VII was introduced. "A new block of five rooms... was placed at the disposal of the authorities to ease the pressure in the primary section and make room for secondary pupils. Since 1951 this school has had secondary classes up to Standard VIII, after which level pupils may proceed to high schools elsewhere, e.g., those in Pietermaritzburg.

(5) Northern Natal:

(a) ESTCOURT GOVERNMENT INDIAN SECONDARY SCHOOL: At first there was a primary school (in 1899) but it was temporarily closed down owing to the Anglo-Boer War when many Indian families moved south.

Expansion in industry and growth in population must inevitably affect certain facets of life, e.g., school population and the level of education. So it has been at Estcourt. In 1958 secondary classes were begun. For the present pupils wishing to proceed beyond the Standard VIII level go to distant high schools.

(b) ST. OSWALD'S HIGH SCHOOL: The late Miss Payne Smith opened a mission school know as St. Oswald's—this was not the present one nor was it built on the present site. Miss Payne Smith's "St. Oswald" School was in a mill and no grant was made by the Education Department. Later the school was taken over by the West London Indian Association. Miss Payne Smith's condition that the name be retained was adhered to. In 1960 the school was taken over by the West London Indian Association. Miss Payne Smith's condition that the name be retained was adhered to. In 1960 the school was taken over

St. Oswald's then became a Government school in the new premises. An Indian deputation met Mr. Banks (Director of Education) on the eve of his retirement. It coincided with the
granting of secondary classes at Newcastle in 1945.

(c) DUNDEE HIGH SCHOOL: It took 28 years before secondary classes were begun. In 1945 Newcastle began secondary classes and Dundee followed on 29th January, 1946.

(d) WINDSOR HIGH SCHOOL: In 1896 Ladysmith had a primary school; in 1899 the school closed down temporarily owing to the Anglo-Boer War. From the beginning of 1941 secondary classes were begun.

Conclusion:

The prospects are evident that more high schools will be erected in the densely populated parts of Natal, viz., Durban and its environs and Pietermaritzburg. Already plans are afoot for an Indian high school at Sydenham. The possibility is not remote for the Port Shepstone and the Estcourt secondary schools to gain high school status.

"Lives of great men all remind us
We can make our lives sublime.
And, departing, leave behind us
Footprints in the sands of time."

THE CURRICULUM OF SECONDARY EDUCATION FOR INDIANS IN NATAL

Humayun Kabir stated: "Since the onset of adolescence is marked by the emergence of differences in taste and aptitude, secondary schools must cater to the diverse needs of the adolescent . . . With growing differences in taste and aptitude, the case for a uniform type of education is gone. Each adolescent must find in the school something which calls out its latent qualities. The only way of doing so is to offer a more diversified course which will ensure that every pupil in the school can find something to suit his or her taste."

By way of generalisation, it could be stated that the Indian secondary and high schools offer no differentiated secondary education, although the importance of differentiation has been acknowledged in the Department Reports.

To quote: "Today Indian parents profoundly believe in education for their children . . . but in many cases it is questionable if they will profit to the degree anticipated. For one thing, not every child who passes the Standard VI Examination is fit for the only type of secondary education now available in Indian schools, the purely academic one . . . ."

Some idea may be obtained of subjects taken by Indian pupils in the Standard VIII Grade and also in the Standard X Grade from the list of subjects for which candidates entered for the external examinations held recently.

A — Standard VIII Grade

<table>
<thead>
<tr>
<th>Subject Group</th>
<th>No. of subjects</th>
<th>Taken by Europeans</th>
<th>Taken by Indians</th>
</tr>
</thead>
<tbody>
<tr>
<td>Languages</td>
<td>7</td>
<td>7</td>
<td>3</td>
</tr>
<tr>
<td>Computation</td>
<td>3</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Sciences</td>
<td>9</td>
<td>7</td>
<td>2</td>
</tr>
<tr>
<td>Social Studies</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Vocational</td>
<td>4</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Aesthetic</td>
<td>3</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>TOTALS</td>
<td>28</td>
<td>26</td>
<td>10</td>
</tr>
<tr>
<td>Percentages</td>
<td>93%</td>
<td>93%</td>
<td>36%</td>
</tr>
</tbody>
</table>

B — Standard X Grade

<table>
<thead>
<tr>
<th>Subject Group</th>
<th>No. of subjects</th>
<th>Taken by Europeans</th>
<th>Taken by Indians</th>
</tr>
</thead>
<tbody>
<tr>
<td>Languages</td>
<td>8</td>
<td>7</td>
<td>3</td>
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<tr>
<td>Computation</td>
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<td>Sciences</td>
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<td>Social Studies</td>
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<td>2</td>
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</tr>
<tr>
<td>Vocational</td>
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<td>2</td>
<td>1</td>
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<tr>
<td>Aesthetic</td>
<td>4</td>
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</tr>
<tr>
<td>TOTALS</td>
<td>26</td>
<td>25</td>
<td>9</td>
</tr>
<tr>
<td>Percentages</td>
<td>96%</td>
<td>96%</td>
<td>34%</td>
</tr>
</tbody>
</table>

The existing curriculum of all Indian schools offering secondary education, with little exception, is the same, and this type of curriculum has its advantages. Considering it from the point of view of general education, it achieves its purpose in preparing the adolescent regarding at least two languages, computation, social studies and a science. Such a curriculum is reasonably satisfactory as a preparation for those pupils who wish to enter a University. However, that number is very small. It is for this reason that the existing curriculum is "out of joint". It caters not for the large majority who will be leaving school even before completing the four-year course.
One of the main defects of the present system, then, is that the curriculum of Indian secondary education is unilinear. Nearly all pupils, it has been pointed out, have at present to follow more or less a similar pattern. Such a position retards their growth, for it is obvious that an identical pattern cannot suit all. A broad division can be made of pupils into those who have a practical bent of mind, those who are fond of mathematics and sciences, those who are sensitive to one of the fine arts and those who have an aptitude for the humanities.

A cursory study of the methods employed by certain enlightened countries might enable one to ponder the ways whereby the system of secondary education for Indians in Natal could be improved.

U.S.A.: For those pupils who have a bent for a particular subject, there are separate schools or specialised schools, e.g., Bronx High School of Science in New York City, Boston Latin School, and Stuyvesant School for Mathematics. The potential genius is thus catered for.

Then there are the comprehensive high schools which offer "good and appropriate education, both academic and vocational, for all young people within a democratic environment." Such a type of school eliminates the stereotyped form of curriculum.

Canada: The tendency is growing for the adoption of the "6-3-3" system: 6 years of primary schooling, followed by three years in the Junior High School, and then three years in the Senior High School. This system provides well enough for the large majority who will be leaving at the end of the Junior High School career. For those wishing to proceed to University, the Senior High School serves a special purpose.

England: Here is a country with a system of education that caters for every type of pupil, thus making it as far as possible fit the curriculum to the pupil, and not the reverse. For those with a bent for the humanities there is the Grammar School, attended by about 15% of the high school population: age group 12 to 18 years, (that is 7 years of study). Next there is the Secondary Modern School, this type is attended by about 70% of the high school population and is for the age group 12 to 15 years (four-year course). Next there are the technical schools and the multilateral schools. For pupils who will not be going to University, there is every need of preparation for life outside school—these schools provide satisfactory courses.

Belgium: For those who will be leaving at the age of 15, there are the Intermediate Schools (age group 12 - 15 years). Even here the course are differentiated: there are the general section, the classical section, the pre-vocational or applied section, and the pre-agricultural section. In the Secondary Schools the course lasts six years. The first three years are devoted to work of a general nature, while the second three years are meant for advanced work. Here there are divisions, e.g., Latin-Greek, Latin-Mathematics, etc.

France: During the first four years in secondary education, the pupil receives general education that is direction-finding, viz., aimed at discovering the pupil's ability and aptitude. The four years are followed by a period of specialization. The stages are: 6th, 5th, 4th, and 3rd standards—period of general education; in the fourth standard the pupil may take Greek or Second Modern Language or Physical Science; 2nd, 1st and Terminal standards—period of specialization. This completes preparation for University or any other centre of higher learning.

Netherlands: In order to provide education to cater for pupils' aptitudes, intelligence, and capacity—which vary with individuals—the school system offers different types of schools, viz., Advanced Elementary, Gymnasium, Modern Secondary, Lyceum, and Modern Secondary for Girls. As there is a compulsory schooling period, those who will be leaving at the end of that period attend the Advanced Elementary Schools: the stress is on equipping the pupils to fit in society more amicably. The Gymnasium prepares those who wish to enter University.
After six years of study, pupils are entitled to take University entrance examinations. The Modern Secondary School provides a practical course of five years. In the Lyceum the pupils are given "joint tuition"—combination of the gymnasium and the modern types—for about two years. The choice between the two types is deferred until a better judgment could be formed about pupils’ aptitudes for the various subjects.

**India:** The following types of schools form the general pattern: Basic School—the primary school stage continues for three years into the secondary level. This type of school, usually known as Senior Basic or Middle, offers education that is a rounding-off for the majority of pupils who will be ending their education.

Academic High School—there are two stages here: the Middle which is akin to the Senior Basic, and High Secondary, i.e., three years of specialisation ending with obtaining a Matriculation Certificate. Three courses are available to choose from: Arts and Social Science Course; Natural Science Course; Commercial Course.

**Russia:** The emphasis is on "polytechnical education", that is, all-round development of pupils. Practical work is of greater importance than mere theory. For instance, in chemistry, instead of just learning theory, pupils "manufacture".

**Conclusion:** Indian secondary education could benefit by one or more of the following considerations:

1. **Direction**—pupils should select courses according to their future career.
2. **Separate Schools**—this would be connected with Direction (1).
3. **Variation of Syllabuses**—to provide for a bias towards various bents.
4. **Variety of Courses**—as in a comprehensive school.
5. **Choice of subjects within a Course**.
6. **Variation of subject content**—to cater for the different streams.
7. **Differentiation according to Examinations**. "In nothing do men more nearly approach the gods than in doing good to their fellow men."

**SECONDARY EDUCATION AND CAREERS**

**FOR INDIANS IN NATAL**

Education for its own sake does not appeal to a large majority of Indians in Natal. The truth is that it cannot appeal while fundamental needs remain unsatisfied. Where a community is generally badly placed in regard to financial resources, it stands to reason that a main objective will be the improvement of financial status, and with that, social status or prestige. "Increasingly throughout the Twentieth Century the secondary school has offered to the children of the working classes the only opportunity of rising into the ranks of the middle class salariat. It is no wonder, therefore, that the driving force in the demand for secondary education has been the desire for 'status rather than for education as such', and that parental ambition has seen in the educational ladder 'steps not to Ermittet but to a secure job and a villa in Suburbia! ...""

Indian pupils taking secondary education may be classified as follows: Those compelled to attend; those who leave in Standard VII; those who leave in Standard VIII; those who leave in Standard IX; and those who reach the Standard X level.

**General Types of Employment of Leavers:**

It is not every pupil who wishes to attend the type of high school in existence: some attend because there is nowhere else to go; others because of parental compulsion. Such pupils leave on pretexts. They go in search of employment, mainly as factory hands. Where dexterity counts, and not qualification, the need for secondary education is soon forgotten as it is the wage that matters.

Poverty and liability to cope with school work are the main reasons why pupils leave in Standard VII. Should a position that offers a few pounds wages a week come his way, the pupil and the parent give it thought and usually the need for augmenting the family income overrules other considerations.

Taking the girl who leaves after obtaining the Junior Certificate: It is found that she has in mind a profession such as teaching or nursing. If this does not happen to be the parent’s
plan for her, then it is invariably planning for her marriage, or, for some years at least, helping with the domestic chores. Indian business establishments very seldom employ Indian girls with secondary education. The boy who leaves after obtaining the Junior Certificate is employed (if employment is found) as follows: petrol bowser attendant or clerk or shop assistant or factory hand or male nurse or driver or any other job that comes his way (even that of newspaper vendor) so long as the income is some source of satisfaction.

Girls leaving in Standard IX try to gain admission to the teacher-training college or in some cases take up nursing, or do household duties. Youths seek employment as clerks, factory hands, teachers at platoon schools, male nursing, shop assistants.

There remains the group of Indian boys and girls who have completed the Senior Certificate requirements. The girl usually has a career in mind and marriage is not an immediate or urgent consideration, either on her side or that of the parent. Parental ambition for the child's future career is serious, being modified by financial circumstances. If the family could manage to provide the money for a medical career—and here the bread winners of the family, other than the parent, also share the responsibility—the girl goes to England or India or the Medical School of the University of Natal. Some sail to England to take up training in midwifery or to become sister tutors.

Then there is the girl whose parent, brother or sister is in the teaching profession, and she also takes up this career. Thirdly there is the Indian girl who enrols for a University degree (either with the University of South Africa or the University of Natal, the former by correspondence).

Taking the youth, one finds that if he has the means, then he studies for one of the usual professions—law or medicine or teaching. The number is increasing rapidly at the Springfield Training College and at the Medical School as well as at the University of Natal. Others leave to study medicine or law overseas (England or India). If the youth hails from a wealthy family uninterested in a professional career for him, he joins the parent's business. A large number of Indian youths in possession of the senior certificate have no financial means to study for a profession. Such take up clerical positions with garages, at factories, in hospitals and a few with the Local Health Commission. There are some who fill positions as locum tenens at primary schools as well as in platoon schools.

**Careers in Government Departments:**

**Provincial Hospitals:** Posts that are open to Indians (and other Non-Europeans) are as follows:

<table>
<thead>
<tr>
<th>Post</th>
<th>Min. Qualification</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Clerk: Grade I</td>
<td>Junior Certificate</td>
</tr>
<tr>
<td>2. Clerk: Grade II</td>
<td>Junior Certificate</td>
</tr>
<tr>
<td>3. Clerk: Grade III</td>
<td>Junior Certificate</td>
</tr>
<tr>
<td>4. Clerk, Female: Grade III</td>
<td>J.C.</td>
</tr>
<tr>
<td>5. Dispensary Assistant</td>
<td>J.C.</td>
</tr>
<tr>
<td>6. Medical Technologist: Grade III</td>
<td>Matric.</td>
</tr>
<tr>
<td>7. Stores Assistant: Grade II</td>
<td>J.C.</td>
</tr>
<tr>
<td>8. Stores Assistant: Grade III</td>
<td>J.C.</td>
</tr>
<tr>
<td>9. Student Midwife (not registered)</td>
<td>J.C.</td>
</tr>
<tr>
<td>10. Student Female Nurse</td>
<td>J.C.</td>
</tr>
<tr>
<td>11. Student Male Nurse</td>
<td>J.C.</td>
</tr>
<tr>
<td>12. Typist</td>
<td>Junior Certificate</td>
</tr>
</tbody>
</table>

**South African Police:** "Members of the Force have to enlist for general police duties and are promoted only after passing the prescribed examination tests for the various ranks, no matter what their educational qualifications are on enlistment."

Out of a total number (all races) of 3,865 in the Police Force in Natal (for 1958), the total number of Indians was 326 (8.4%). The biggest number is in Durban and its environs. In 1957 there were 293 Indian in the Police Force in Natal, of which 207 were in the Durban Division.

While the minimum qualification required from an Indian in the Force is Standard IV, there are openings for those with secondary educations.
Department of Justice: In regard to qualifications: "The candidate must have passed the Standard VIII (or equivalent) certificate with both official languages as subjects and he must be 21 years of age. If he has only passed one of the official languages he may be permanently appointed provided he shows a good knowledge of the other official language. He must also have a good knowledge of at least one Indian dialect." It would appear that a number of Indian employees do not possess the Junior Certificate and probably they are retained because of service prior to new regulations coming into operation.

Department of Posts and Telegraph, Department of Railways and Harbours: The employment of Indians, whether with some qualification or with none, is practically nil or negligible in these government departments. By and large no Indian is employed by these departments on the basis of his possessing a high school certificate.

Teaching: The big majority of Indian pupils in Standard X wish to take up teaching, not merely because the profession appeals to them but for various other reasons. To qualify for other professions requires an enormous sum of money which few parents can afford. Also, the field of occupations open to Indians is limited and so the youth is compelled to select from the few openings available. In short, there is a desire on the part of Indians to take up certain occupations, which is thwarted by prohibitions.

Recent years have brought an increase in the number of Indian teachers and an improvement in their qualifications. Ironically, an increase in the number of teachers in training might mean a displacement of certain personnel in service.

Some Observations:

Northern Natal holds out little promise of scope for Indians with the Junior Certificate and the Senior Certificate. In the professions, it is not every parent who can afford to send his children for training. The factories have few openings and it is clerical positions that are available to a limited number of Indians with the Junior Certificate (or a higher level). Even where openings are available, the rate of pay is usually low. There are instances of Indians with even a Junior Certificate earning little more than £1 a week to commence. Even Indian business houses are not always prepared to employ the youth as a person with secondary education but rather as a counter-hand who must be prepared to begin with a low pay.

Regarding the Natal Midlands, the mainstay of Indian employment is the factory and for an improvement in efficiency Indian employees should have some knowledge of commercial subjects and technical training. With the growth of industries, technical education has not been available and commercial training has been insufficient. The labour force is growing and with the large number of persons without secondary education the Indian youth with secondary education will have to take his chance, for a number of firms want dexterity combined with intelligence and ability to read and write—which does not necessarily require secondary education.

Along the North Coast and the South Coast of Natal, there is not much scope for the highly educated Indian youth. While certain industries employ no Indians, others, such as the sugar mills, paper mills, chemical works, would consider employment of Indians with commercial or technical training.

So long as the economic position of the vast majority of Indians does not improve appreciably, the objective of this community in giving their sons and daughters secondary education will remain, to a large extent, economic. The utilitarian value of secondary education viewed as a means of securing a satisfactory billet will preponderate over other aims of education.

"Riches I hold in light esteem,
And Love I laugh to scorn;
And lust of fame was but a dream
That vanished with the morn:
And if I pray, the only prayer
That moves my lips for me
Is 'Leave the heart that now I bear,
And give me Liberty!
Yes, as my swift days near their goal,
'Tis all that I implore;
In life and death a chasteless soul,
With courage to endure."