

THE EDUCATION OF THE AFRICAN

in

THE REPUBLIC OF SOUTH AFRICA

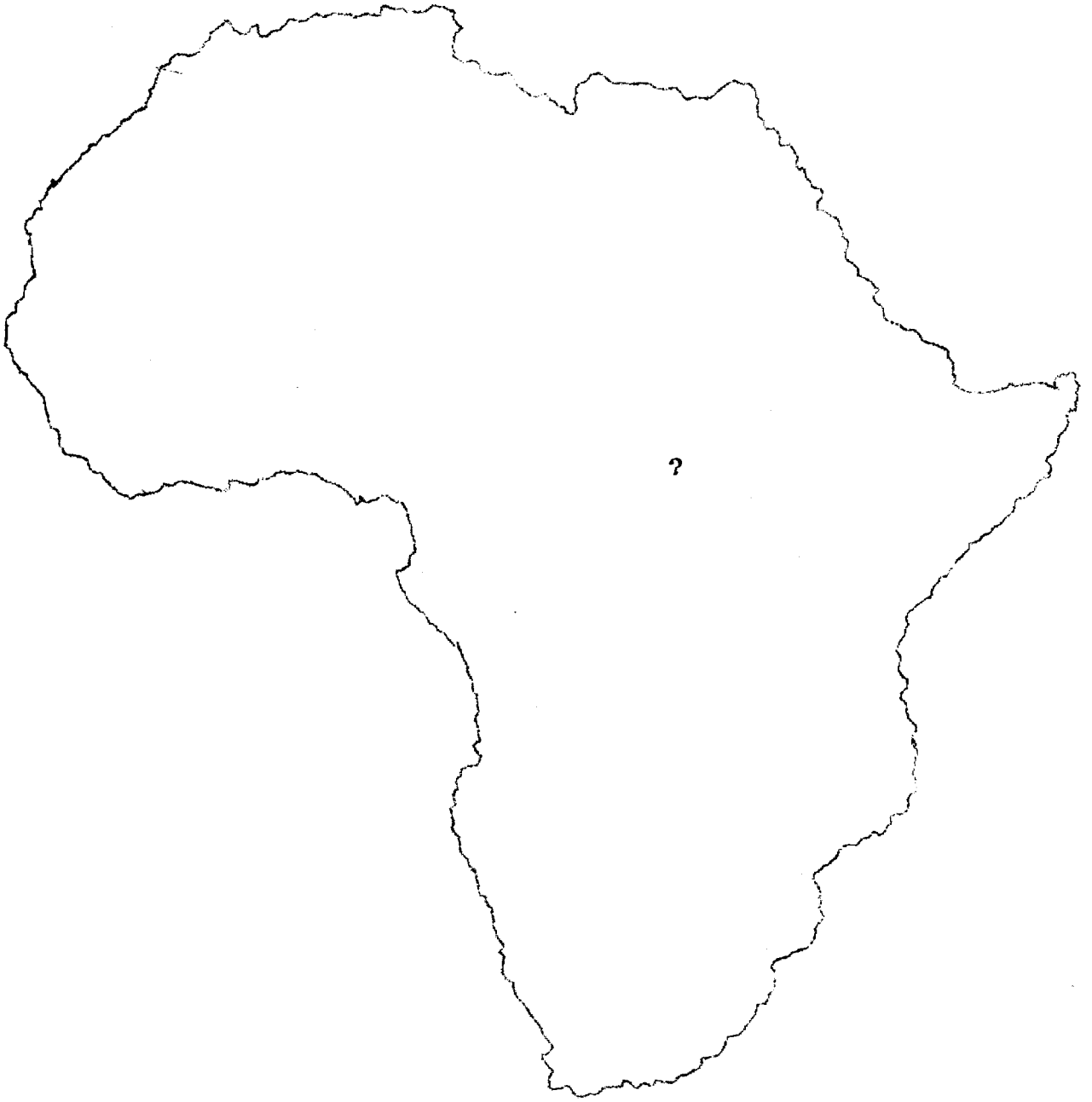
and in

CERTAIN AFRICAN STATES.

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John Murray du Toit.

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THE EDUCATION OF THE AFRICAN

in

THE REPUBLIC OF SOUTH AFRICA

and in

CERTAIN AFRICAN STATES.

A Study of

Policies and Organisation.

Presented

to the

POTCHEFSTROOM UNIVERSITY

for

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as a

THESIS

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for the degree of

DOCTOR EDUCATIONIS

by

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1961

Dedication.

This Study is Dedicated

to my friend

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Vice Chancellor and Rector

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for

Christian Higher Education.

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- (iii) Idea of "home" overseas foreign;
- (iv) Role of Church in Education;
- (v) White minority religious and cultured.

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Argument: South Africa unique regarding factors moulding her policy - differences between European and Bantu way of life - Bantu educational difficulties:

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- (ii) Resultant small progress at school;
- (iii) Overageness of Bantu pupils;
- (iv) Disparity between European and Bantu standards;
- (v) Elimination in late Primary classes.

Argument: Signs of Bantu Educational Progress:

- (i) Illiteracy being wiped out;
- (ii) Community becoming school conscious;
- (iii) Community taking responsibility for own education;
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6. Legal Basis.

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All children,  
whatever their origin,  
have an equal right to the maximum  
development of which their personality  
is capable.

Ministerial Commission  
for studying educational  
Reform. (England, 1944).

## FOREWORD.

A minister of religion without purporting to be a theologian, and a teacher without purporting to be a pedagogue, I have attempted to approach my subject, which may sometimes border on the controversial, without prejudice, and so to offer an unbiased independent presentation and evaluation of fact regarding The Education of the African.

My conclusions will of necessity be set against my personal hereditary and environmental background.

Born of Colonial (originally Scottish, French and German) parentage of the Protestant Reformed Faith in a Dutch Reformed Parsonage (generations of ancestors having served as ministers of religion), I grew up and received my Primary, Secondary and University education in the Orange Free State, where I completed the teachers' practical training at a Secondary School, Teachers' Training College and Theological School, subsequently proceeding to New College, University of Edinburgh, for the Diploma in Theology, Education and Social Services. Maintaining a primary interest in education, I completed the B.Ed. and M.Ed. degrees at the Potchefstroom University for Christian Higher Education. It was an appreciation of the educational work done in the Union of South Africa, inspired by the staff and the study at the abovementioned university, which prompted this study of education in neighbouring states.

I have based this comparative study on personal research in the selected States, and on a study of primary and secondary sources.

A travel bursary made available by the Council of Education of the Witwatersrand, augmented and supplemented by several mining, missionary and personal sources, made it possible for me to undertake a 10,000 mile tour of extensive field work in the various African States, by South African Airways to the Federation, by Central African Airways through the Federation, by Sabena to and through Belgian Congo, by Pan American World Airways to Ghana, by Ghana Airways through Ghana, by West African Airways to Nigeria and by Nigerian Airways through Nigeria.

Much of my investigation was undertaken by personal interviews with those directly connected with institutional work, therefore with formal education, while much was the outcome of contact with those only indirectly connected with formal education, but nevertheless directly with the principles of education, the purpose of education and the results of education, as educational aims and policies grow out of the environment, the circumstances and the need of a nation, and in turn affect that environment, change those circumstances and meet that need.

The following pages must necessarily therefore contain personal impressions gleaned from personal contact with educators and educated (and uneducated!) in African States.

I wish to record the extreme kindness I received from numerous people at the various institutions visited and, in fact, all along my line of travel.

Merely the mention of the names of those who, even by some small contribution of time, transport, discussion, advice or criticism assisted in the building of this study, would be utterly impossible, as the list would be long, and would run the danger of being incomplete.

A Minister of Education, interrupting his attendance at a Session of Parliament to discuss his country's education policy, an Inspector, sacrificing a whole morning and driving me some 20 miles in his own car to an outlying project, a Director, having a type-written copy of an as yet unsubmitted report to his State Department specially made available for me, a Principal, taking off valuable time from his institution to act as guide to other institutions, a class teacher, placing his classroom at my disposal, a National Conference, interrupting its session to welcome me, a parent, placing his car at my disposal for several days, and enabling me to meet his children at home where they were doing their home-work - these are but a few of the gestures of courtesy which I experienced. To one and all who so kindly assisted me in my study, my sincere thanks. May they receive the courteous assistance in my country which I received in theirs!

While fully realizing that the mere mention of even one name may savour of a lack of appreciation towards those not mentioned, and fearful of creating the impression of



ingratitude towards those whose names I have omitted, I have nevertheless, after very careful consideration, decided to mention the following persons as having, no-wise to the exclusion of any others, contributed in some real sense towards the production of this study. The names are arranged in no special order, alphabetical or otherwise.

Bingle, Prof. H.J.J., my promotor, whose deep religious faith and sound educational knowledge have been vital contributory factors towards my study.

Coetzee, Prof. J. Chris, Vice Chancellor and Rector of the Potchefstroom University for Christian Higher Education, and promotor of my M.Ed. thesis, who has always been a father, friend and inspiration to me in my studies, and to whom I have dedicated this study.

Maree, the Hon. W.A., M.P., Minister of Bantu Education, Republic of South Africa, whose assistance and encouragement were of exceptional value.

Fernig, L.R., Head, Education Clearing House, Unesco, who, in addition to supplying valuable information and statistics, has the distinction of having written in perfect Afrikaans from France.

Schweitzer, Dr. Albert, with whom I spent a happy and profitable time at his hospital at Lambarene in Gabon, seeing practical Christianity and hearing sound exegesis.

Takahashi, Dr. Isao, a Buddhist, in whom I, a Christian, found a kindred spirit.

Baako, the Hon. Kofi, M.P., Minister of Education, Ghana, who, while his Parliament was in session, gave me unstintingly of his time and assistance in the study of his country's policy of education and its administration.

Brugess, Pater Philippi, head of the Opoka Ware School, Kumasi, with whom, a Catholic priest, I, a Protestant Minister, soon passed from the controversies of religion to the common ground of educational policy and administration.

Lundgren, Pastor and Mrs., of the Mission Evangelique Suedoise, Brazzaville, in whose home I met the full conference of their mission in session.

Fairley, Dr. D.A., of the Gabon Christian and Mission Alliance, who shared his extensive knowledge of Central Africa with me.

Murray, Sir John, my cousin, Acting Governor of Southern

Rhodesia at the time of my visit to the Federation.

Murray, Mr. Langham, his brother, formerly Registrar to the University of South Africa, then Director of Examinations in Salisbury, who willingly placed his valuable experience at my disposal.

Finkle, Mr. H.C., Director of Education, Salisbury, for valuable and valued assistance.

Richards, Mr. M. Whitmore, who, through his real interest in African Affairs and contact with the Council of Education of the Witwatersrand, did much to make this study possible.

Akinsanya, Odémo of Ishara, whose friendliness and humility gave me a real insight into Nigerian life.

Altschuler, Rabbi M.L., that profound scholar and tutor whose exegesis of the Old Testament and of Jewish educational writing has thrilled me.

Dawodu, Mr. S.A., B.A., Dip. Ed. (Edin.), Principal of the Government Teacher Training College, Suru Lere, Yaba, whose keen insight and frank expression aided my work considerably.

Obaseki, Mrs. F.A., Principal, Queens College, Yaba, whose views on matters educational as well as racial were nothing short of a challenge.

Devine, Mr. E.Q., Principal, Kumasi Asem Primary and Middle School, Kumasi, who interrupted his work on a Tribal Census Chart to enable me to inspect his school.

Agyeman, Sir Osei, Premph 11, K.B.E., Otumfuo, Asantehene, whose honest if unsympathetic criticism of me and my country in his palace at Manhyia, was a wholesome challenge.

Patterson, Mr. P.H., Education Officer, Southern Rhodesia, (Territorial), who placed much of his time and knowledge at my disposal.

Perkins, Mr. W.A., Advisor in Education to the Federal Government, Nigeria, who, after he had explained his country's policy to me, instructed his secretary and staff to assist me in every way possible.

Hampton, Mr. R.D., Principal, Damboshawa, whom I consider to be a sound educationalist and a thorough gentleman.

Kay, Mr. N.C., Advisor, Teacher Training, Lagos, Nigeria,  
who readily proffered valuable advice.

Barnes, Mr. Hadyn, teacher, Lagos - a grand old man from  
whom I learned much and to whom I would apprecia-  
tively refer as "Barnes of Nigeria."

Potgieter, Mr. Robyn, Principal of the Sundra School, whose  
Christian sincerity, pedagogical ability and  
dogmatic argumentativeness did more to encourage this  
study than he realises.

Nada, my wife, whose insistence and assistance especial-  
ly in typing this manuscript, contributed so  
largely to the fact that I undertook and completed this  
study.

My Belgian Friend, to whom I pay homage. My letter to  
you in Leopoldville was returned  
"Non réclamé. Adresse inexistante." Were I but sure that  
this last referred only to your address and not to you!

.....

"Everyone has the right to education.

Education shall be free, at least in the  
elementary and fundamental stages.

Elementary education shall be compulsory.

Technical and professional education shall  
be made generally available and higher  
education shall be equally accessible  
to all on the basis of merit."

Art. 26(1) of the Universal  
Declaration of Human Rights,  
adopted unanimously by some  
50 Nations at the Third  
Session of the UN General  
Assembly on 10 December 1948.

## INTRODUCTION.

### 1. Exposition of Subject.

#### a) Purpose of Study:

The purpose of this study is to consider and compare the aims and policies, and the subsequent activities in the form of resultant organisation and administration, in the realm of education, of three dissimilar groups of African States, firstly viewing such conditions within the States and groups of States themselves, and then secondly relating them to the conditions existing in the Republic of South Africa. Such a study would essentially include Africans<sup>(1)</sup> only. In the Republic of South Africa where a policy of separate development (or "apartheid")<sup>(2)</sup> is adhered to, the European is obviously not included in this study. In the African States, where such a policy is not adhered to, there is however in effect as in practice still a clearly demarcated separate development, in that while the Europeans would not be excluded from any educational institution, the Africans are actually almost exclusively those who are affected by the educational policy, because the percentage of Europeans is so infinitesimal as to warrant exclusion from consideration in this study. As I stood on the Lagos airport, for instance, charter planes touched down, bringing home for the vacation English children who with their parents lived in Nigeria, but who, while not excluded from any African institution, preferred to pay for the privilege of attending European institutions overseas.

This study would tabulate the facts and figures relating to the educational work completed, attempted or envisaged in each country. It would supply statistics regarding the people and the institutions serving their educational need. It would seek to give the background of the country's political and educational growth. It would explain its educational organisation and administration. It would give a comparison of the aims of education in the

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(1) Vide Terminology: i.d. (i).

(2) ibid i.d. (v).

various countries studied. It would not, however, be a complete handbook on educational history, policies, curriculae, institutions, statistics and results for the various countries, for then "I suppose that even the world itself could not contain the books that should be written." The limits and limitations of this study are obvious. Had the subject been of narrower confines the focus would have been more intense. The wide-angle lens employed must essentially if unfortunately lack depth of field. There is, however, this positive aspect in the presentation of the broader scope - it has, we hope, opened the vista of global perception which brings the various disjointed aspects into relation with each other, and it has charted the seas of educational sailings in a way which may enable subsequent navigators to define in greater detail the various routes which have been planned, or might have been planned, by a heterogeneous company of voyagers, varying in ability, experience and purpose, motivated by a variety of educational, religious, political and economic aims. From it may develop a chart indicative of what should be planned towards a common future purpose for African education.

It was with a full knowledge of these facts that I undertook the study, convinced - as I was at the outset some years ago - that a survey such as this has its distinct advantages, and will serve a very specific purpose. May I state here that one purpose of this study is to point the way for other studies in this field of educational survey, and may I assure every student who will undertake such a study of my sincere good wishes - may he derive some benefit, receive some assistance, obtain some information, see some light, and feel some encouragement through the pages of this study. May we learn to understand each other's organisation and administration, and so appreciate each other's aims and policies, without necessarily always being in agreement.

b) Related Fields of Study:

Closely related to his field of study, the educational, and almost unavoidably inseparable from it, lie two other fields into which the student was sorely tempted to wander, and, having successfully resisted all such temptation, was yet compelled to view with very grave consideration yet without (let us hope) ever unduly trespassing - those of Race Relations and Politics.

The reason for the close proximity of these fields lies in the fact that education cannot be divorced from life, and if "life" be seen as a "social state"<sup>(1)</sup> then a complexity of problems arises in the modern complex state, composed as it is of many parts, many different parts, different in colour and in culture, different in degree of development, especially when one part, often the lesser numerically if the greater authoritatively, controls the educational policy and administration of the whole.

"Opvoeding en onderwys is die stuur en rig van die jong, onmondige volkslewe volgens die groot beginsels van die volksbestemming en volksideale,"<sup>(2)</sup> as Keyter phrases it, continuing to see school organisation and discipline as

"die grondbeginsels van 'n ordelike, vrugbare klein volksgemeenskappie waarin leiers en volgelingen saamwerk aan die groot gemeenskaplike taak van die ontwikkeling en bekwaamaking van die jong geslag vir waaragtige volksdiens."<sup>(3)</sup>

Let us state candidly that we do not intend to discuss the problem of State control, nor of State interference, here. This would raise the whole problem of the aim of education. It would do more than that - it would raise the whole problem of State schools and State-controlled schools. We would have Coetzee's view:

"Ons tyd is 'n tyd van staatskole, van staatskontrole, ja van staats-almag in die skool-opvoeding. Terwyl die ideë van kerkskole en kerklike alleenheerskappy prinsipiëel en histories reeds oorwen is, lewe ons vandag nog in die teken van die staatskool en die staats-alleenheerskappy. En omdat ons standpunt is

- (1) Chamber's Twentieth Century Dictionary defines "life" as also meaning "social state" or "human affairs."
- (2) Dringende Vraagtekens in ons Opvoeding en Onderwys - Keyter, p. 167: "Education and instruction is the guidance and direction of the juvenile pupillage of national life according to the great principles of the national destiny and national ideals."
- (3) *ibid.*, p. 168: "The basic principles for an ordered, fruitful small national community where leaders and followers work together in the great common task of the development and maturing of the young generation for true national service."

dat die staatspedagogiek nes staatsgodsdienst 'n argaisme en dus dat staatskole nes staatskerke tot die verlede behoort, sal ons veel breedvoeriger stilstaan by die bespreking van hierdie punt as by die van die vorige een."<sup>(1)</sup>

Petersen states: "Ohne Zweifel gehört die Staatsschule zu eine Kultur-struktur, die der werdende nicht entspricht."<sup>(2)</sup>

Whatever may be decided regarding the aim of education in the countries reviewed, a pertinent question will always be whether the African was willing to accept the education proffered by the European, whatever the motives of presentation, whatever the facilities offered, whatever the control exercised.

The whole situation is affected by the attitude of the African towards the government which is in power at the time. Principle will be determined by practice.

c) Medium:

While the student's home language is Afrikaans, he has decided to do this study through the medium of English, mainly because the greater majority of institutions visited employ English as their medium of study, but also to make it accessible to a wider circle of interest, possibly also in the countries visited.

d) Terminology:

In most of the African States the usual and general name for the indigenous, black inhabitants is "African." In early South African Colonial times the word "kafir" or "kaffir" was used. Later the word "native" was in general use, but for various reasons its use was deemed inaccurate; mainly because of its phonological meaning, "native" - "natus" - "born", therefore referring to those "born in South Africa," and therefore not excluding the white man born here. Later the word "African"

(1) Coetzee - Vraagstukke van die Opvoedkundige Politiek, p. 120: "Our age is an age of State schools, of State control, yes of State omnipotence in school education. While the idea of Church schools and Church domination has been defeated in principle and in history, we still live in an age of the State school and of State absolutism. And because it is our standpoint that the State pedagogics, like State religion is an archaism, and that, therefore, State schools like State churches belong to the past, we will discuss this point in much greater detail than the previous one."

(2) Petersen - Allgemeine Erziehungswissenschaft, p.208.



was also used, but also here it was felt that the black man had no exclusive right to this nomenclature. Also, in a country with two official languages, the problem of translation must always be considered, and "Africander" is "one born of white parents in South Africa."<sup>(1)</sup> The word "Bantu" has therefore come to be the official term used in the Republic to indicate the "black man" who is elsewhere known as the "African."

I have tried to use (or avoid) these words as far as possible with due consideration to the following:

i) African: The non-European, the non-white, the Black Man of the African States, excluding the coloured and the Indian, thereby complying with the usual terminology current in the African States. The preference for "Batho ba Africa", "the people of Africa," "African", was exceptionally marked.

ii) Native: The non-European, the non-white, usually the Black Man but sometimes including the Coloured, but excluding the Indian, of the earlier South Africa, especially of the Union of South Africa, thereby complying with the usual terminology current in South Africa in the past. (While Native in South Africa, for instance, essentially indicated the non-white, in Australia it essentially indicated the White.)

iii) Kaffir (Kafir): An obsolete word which meant "an unbeliever" and indicated "a Native of Kafiristan."<sup>(2)</sup> This word, which was as inaccurate as it was objectionable in its use, and was in danger of gaining colloquial popularity in Afrikaans, has been avoided altogether.

iv) Bantu: The non-European, the non-white, the Black Man of the Republic of South Africa, excluding the Coloured and the Indian, thereby complying with the usual terminology official and current in the Republic of South Africa.

Under the heading "definition of the word Bantu", the Commission on Native Education gives the following description: <sup>(3)</sup> "The word "Bantu" is properly applied to a

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(1) Chambers's Twentieth Century Dictionary.

(2) Chambers's Twentieth Century Dictionary.

(3) Report of the Commission on Native Education, 1949-1951; p.9, par. 16.

large group of languages spoken by aboriginal tribes inhabiting the greater portion of Africa south of the equator. The languages are spoken by peoples who vary in physical type. Some tribes speaking Bantu languages are dwarfs or dwarf-like, some clearly show a relationship with the yellow-skinned Hottentots, and others can hardly be distinguished from the black West African Negro. Nevertheless, in particular areas Bantu speaking and non-Bantu-speaking tribes may differ in physical characteristics to such an extent that a terminology based on linguistic criteria may serve to differentiate physical groupings. In the Union the Bantu-speaking tribes as groups do differ in physical type to such a degree from other aboriginal peoples, such as the Bushmen and Hottentot, that the word Bantu may be used to describe peoples of distinguishable physical types possessing in addition cultural and linguistic characteristics peculiar to themselves."

(v) Apartheid:

It is not only inevitable that the word "apartheid" should be used in this study, but it is impossible to discuss the future aim of Bantu Education without understanding the connotation in which the word is used and what is implied by it, because it is the clearly stated policy of the Government to expand Bantu Education, but to expand it only along these lines of separate development.

In his address to an American Study Group <sup>(1)</sup> the Minister of Bantu Education explained "apartheid" as follows: "The American immigration policy is an apartheid measure, based on the principle of separate development, designed to protect American interests within American boundaries. Indeed, all political boundaries are apartheid measures, based on the principle of separate development .. Protective tariffs, introduced to protect local manufacturers or producers against foreign competition, is an apartheid measure ... The division of India into two States, with separate languages, separate religions and separate interests, was an apartheid measure. The immigration laws of Australia and New Zealand against

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(1) The Policy of Separate Development in South Africa.

immigrants from Asian countries are apartheid measures, recognising the principle of separate development ... This is what we mean by separate development, or parallel development, or apartheid in its positive connotation - a policy of increasing freedom for the Bantu in his own territories, rather than increasing restrictions on the Bantu in European areas." (1)

## 2. Field Work:

### a) Selection of Countries and Pattern of Grouping:

The countries in which the field work was undertaken were carefully selected with a view to the composition of a study pattern which would present dissimilar groups for the purpose of comparative study, the Republic of South African being taken as the basis from which the study would proceed.

i) The first group would be one in which the British policy of education was still the governing factor in the organisation and administration, and the following countries were selected as an appropriate field of study: The Federation:- Southern Rhodesia, Northern Rhodesia and Nyasaland.

ii) The second group would be one in which the British policy of education had been but was no longer the governing factor, and the following countries were selected as an appropriate field of study: Ghana and Nigeria.

iii) The third group would be one in which the British policy of education had never been the governing factor, and the following countries were selected as an appropriate field of study:- The Congo, French and Belgian.

### b) Countries of Study:

The countries visited and studied are as following:

- (i) The Republic of South Africa.  
(The Union of South Africa.)
- (ii) The Federation.
  - (a) Southern Rhodesia;
  - (b) Northern Rhodesia;
  - and
  - (c) Nyasaland.
- (iii) Ghana and Nigeria.
  - (a) Ghana;

and

(b) Nigeria.

(iv) The Congo.

(Union of Central African Republics).

(a) Republic of the Congo, Brazzaville).

(French Equatorial Africa, "French Congo.")

and

(b) Republic of the Congo, Leopoldville.

(Belgian Congo.)

c) Institutions Visited:

Originally it was planned to visit one representative institution in each of the countries selected, thereby gaining first hand information with regard to the practical work done, while the theoretical would be studied from documentary sources. So warm a welcome awaited a student in each country visited, however, and so helpful were the many friends contacted, that the student was able to visit a large number of institutions, and to study education in theory as well as in practice. The student has attempted, rather than give a description of each, to cover in detail at least one representative institution in each country.

In various cases it has been found expedient to select one unit from a group (so in the case of institutions as in the case of countries) for more detailed study and description. An example will be found in the detailed study of Southern Rhodesia. This has been done not because the other units are necessarily less important, or because the selected unit is all-important, but because

(i) while all units have been studied in equal detail, for the purpose of this study the detailed description of one unit has sufficiently supplied the necessary information; and

(ii) while detailed information regarding each unit is relevant, this study would become unnecessarily lengthy were all units of each group described in detail.

At the various institutions visited the medium of conversation was usually English; sometimes, however, it was Belgian and occasionally also French. Everywhere I experienced keen interest and ready assistance - Ministerial Staff was eager to help; Directors and Inspectors

readily accompanied the student to various institutions and supplied the desired information; Principals and class teachers interrupted their schedule to enable me to gain first hand knowledge of their work; and in one country the National Broadcast Radio insisted that I give a talk on the purpose of my visit as well as my impressions. All this assistance came in spite of, and sometimes in the face of, the fact that I came from a country whose policies were often severely criticised by my hosts, not so much through illwill as through ignorance of true fact.

My visits to African institutions included the one-roomed, ill-equipped and ill-ventilated school where an inadequately trained teacher was intoning the alphabet with her class; the more advanced primary school where the better qualified "miss" was expounding the intricacies of multiplication and division; the secondary school where "sir" was industriously writing the facts of the "Boer War" on the blackboard (here, for once, "a fellow feeling made us wondrous kind", for the Ghanaian teacher was blaming the <sup>same</sup> source for the Ghanaian troubles as for the Boer War - viz. the British!); the Teacher Training College where the "U.K."<sup>(1)</sup> trained principal proudly stated that all the members of his staff were "experts", and, when challenged to prove his point just as we were entering the gymnasium, introduced his physical instructor - an ex-Empire Games Champion!; the College of Technology where the qualified engineer who was demonstrating the subject "how to build dams for my country" emphasised "my country" with the same amount of ardour as he emphasised "dams"!; and the University where the Rector took me to the laboratory where (according to him) "the only atomic reactor in a university laboratory south of the equator may be found", then to the lecture hall where Horace "being dead yet speaketh."

While ability might sometimes be lacking, enthusiasm was ever present, as was the welcome afforded me as a visitor, sometimes because of the fact, sometimes in spite of the fact, that I came from South Africa.

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(1) Everywhere in Ghana and Nigeria, as in the Federation, having trained in the U.K. (United Kingdom) was to the student as having visited Mecca is to the Muslim.

d) Method of Study:

I have (a) recorded all interviews and information obtained from them, and (b) increased my load of syllabuses and other relevant literary material for later study, bearing in mind that all the necessary statistics would be obtainable from official sources and publications. For this reason it has been necessary to reproduce in this study verbatim relevant portions, sometimes extensive, from sources such as the World Survey and Government Reports.

The field covered (both geographically and academically) offers so wide a range of subjects that this study must essentially be a "pilot study" to serve as a guide for those who will narrow down their study to, say, "teacher training", "prescribed books and their relevance to the indigenous of the country", or "a correlation between the political aims and the education aims of the country" - to mention but a few of the numerous possible studies.

Aware of the wideness of this range, I have tried to form a picture, if a composite one constructed from many and various component parts, of education in the various African States, and that largely through personal interviews and visits to persons and institutions.

From numerous interviews with African parents who were insistent that their children should receive a thorough education, the following typical sentiments, inter alia, were ~~were~~ expressed:

1. "I did not have much opportunity for learning; I want my child to learn more than I did."
2. "Times have changed. You don't live in the same home, and you don't wear the same clothes, and you don't eat the same food as your parents did. Just so you can't be satisfied with the same standards of education."
3. "There are enough who can earn their living with their hands. My child is clever and I want him to use his head!"

In reply to my question as to whether they thought that their respective government was making adequate provision for the education of their children, the answer was always in the affirmative. •

Current expressions often came up during interviews, e.g. "The Awakening of the African Giant," and "The Winds of Change," and these were applied to education, as in the

following sentences - "The African Giant of Education is Awakening," and "The Winds of Educational Change are blowing."

I tried to sort out such information as would be relevant and necessary for this study, reluctantly discarding much that was interesting.

I have tried to build a picture of Bantu education in the Republic of South Africa, and give by comparison and contrast the pictures of African education in the African States.

"Aims and policies" are less concrete and therefore more difficult to define than "organisation and administration", but I have tried to marshall facts in so relevant a way as to present a true picture of the state of progress in the field of education.

It was not always possible to obtain figures for the same recent years in all cases; the relevant year has however always been mentioned.

Personal contacts were continually sought and usually found in every sphere of the work.

No person interviewed during the course of my field work was either rude or unwilling to discuss matters affecting his country's educational policy and progress. In one country, however, the member of Parliament for one of the Northern Provinces did work himself into such a state of excitement by his own eloquence and fervour that he abruptly terminated the interview with the remark: "South Africa - the most hated place on earth!" Personally I was sorry that he did not continue his discussion which was impressive, interesting and informative, if indignant, invective and incautious.

In the majority of my interviews the interviewed, while readily supplying the desired information, as readily sought an opportunity to interview me on the one subject which was of interest, evidently, viz. "apartheid." One fact I learnt from this - the education of the people is inevitably and integrally part and parcel of its national life. Education, while having been a prime factor in the formation of that national life, is also to a great extent the resultant of that national life. As one speaker phrased it: "Education will teach us how to live as a free nation, so that we may truly appreciate and use what we have learnt." Here one hears the reiteration of the

principle elsewhere cited: "Opvoeding en onderwys is die stuur en rig van die jong, onmondige volkslewe volgens die groot beginsels van die volksbestemming en volksideale."<sup>(1)</sup>

All my visits were paid with notebook and pencil in hand with the dual purpose of (i) keeping a full detailed diary of my journeyings and visits; and

(ii) collecting as much data as was not available in the literature procured.

The recitation of facts and experiences from memoirs and diary is obviously not for this study; the material collected has been included in these pages - or rather, has formed the basis of this study, the supplementary details being taken from many and various library sources.

e) Notes and Correspondence:

Copious notes taken, and voluminous correspondence entered into, were studied, condensed and otherwise prepared for use and inclusion in this study, either in part or in toto, either directly or indirectly. In the case of both notes taken during interviews and correspondence received later, I have deemed it wise not to divulge the source or the name of the person interviewed or the writer of a letter, and this for various but mainly for two reasons:

i) It would be unfair to give prominence to the opinions of one person above those of another, especially as the judgment and selection would be entirely my responsibility; and

ii) Many persons interviewed were civil servants or persons in some way servants of a department, and they felt that they would be hesitant to speak until "the next in command" had spoken.

All, without exception gave permission for the use of their opinions, and many put their signatures to what they had stated as their opinions - sometimes an opinion contrary to the policy of their superiors or their government.

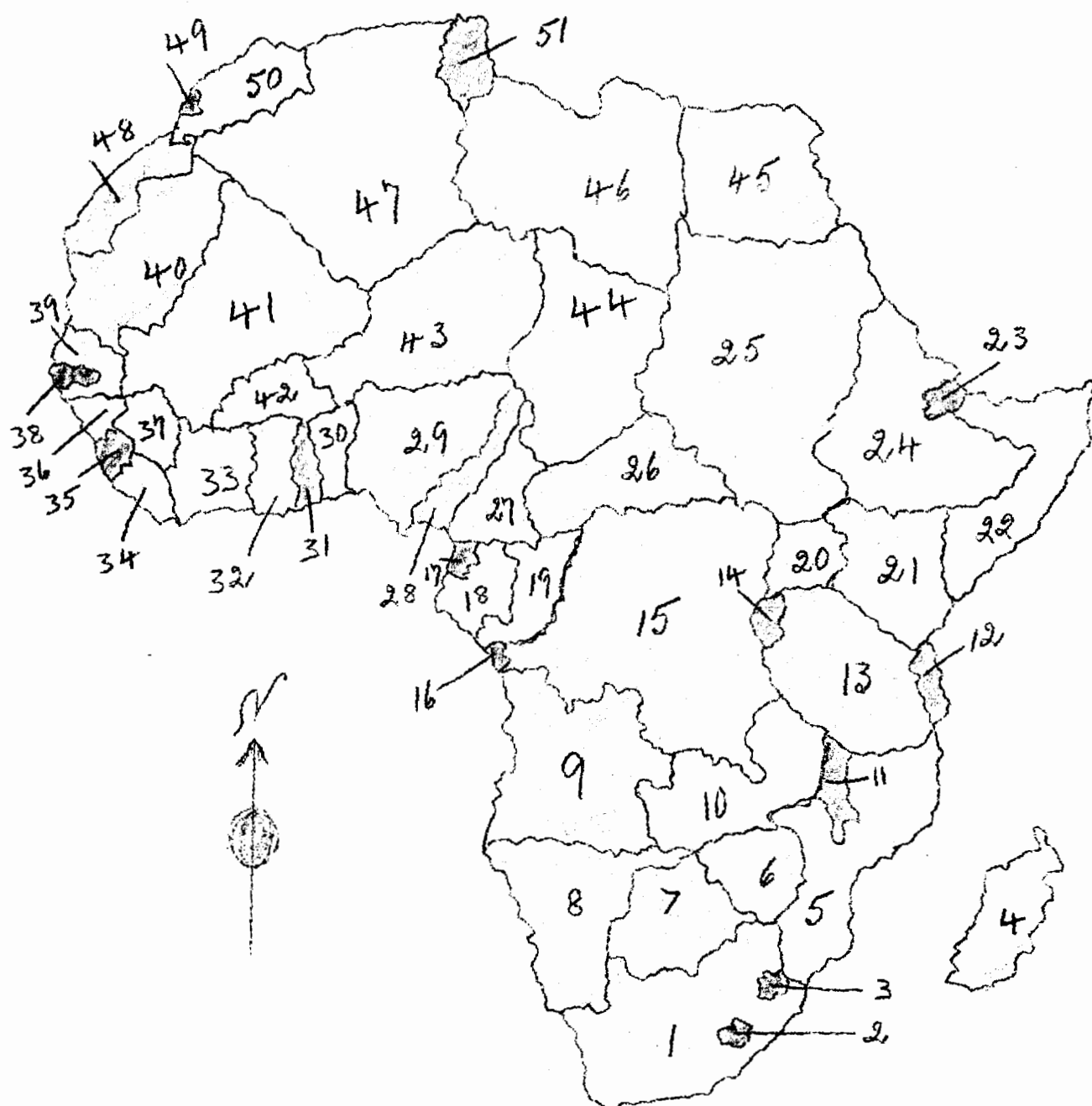
f) Photographs and Coloured Transparencies:

In connection with my field of work I have taken and otherwise acquired numerous photographs and coloured transparencies of educational institutions, and of persons and groups of persons connected with educational institutions.

(1) *Wêreld*, 1911, p. 11. *gehoort* (2)



CHART 1: The States of Africa. (January, 1961).



( Scale: 550 miles to 1 inch.  
Index overleaf.)

Index to CHART 1: The States of Africa.

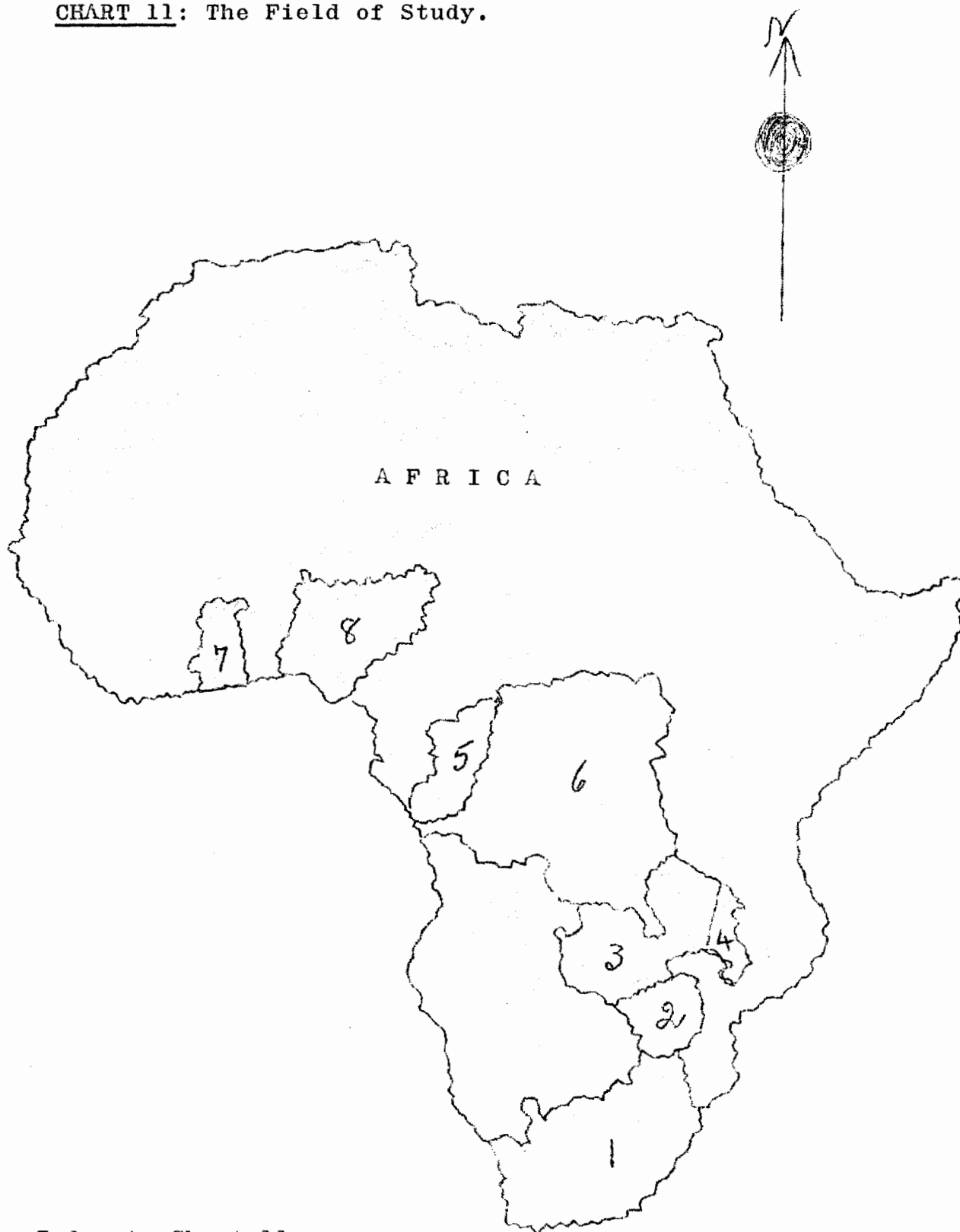
(January, 1961).

Index Number:	Country:
1.	Republic of South Africa.
2.	Basutoland.
3.	Swaziland.
4.	Malagasy Republic. Madagascar.
5.	Mocambique.
6.	Southern Rhodesia.
7.	Bechuanaland.
8.	South West Africa.
9.	Angola.
10.	Northern Rhodesia.
11.	Nyasaland.
12.	Zanzibar.
13.	Tanganyika.
14.	Ruanda Urundi.
15.	Republic of the Congo, Leopoldville.
16.	Cabinda.
17.	Spanish Guinea.
18.	Gabon.
19.	Republic of the Congo, Brazzaville.
20.	Uganda.
21.	Kenya.
22.	Somalia.
23.	French Somaliland.
24.	Ethiopia.
25.	Republic of the Sudan.
26.	Central African Republic.
27.	Cameroon.
28.	British Cameroons.
29.	Nigeria.
30.	Dahomey Republic.
31.	Togo.
32.	Ghana.
33.	Ivory Coast.
34.	Liberia.
35.	Sierra Leone.
36.	Portuguese Guinea.
37.	Guinea.
38.	Gambia.
39.	Republic of Senegal.
40.	Islamic Republic of Mauritania.
41.	Republic of Mali.
42.	Upper Volta Republic.
43.	Niger Republic.
44.	Republic of Chad.
45.	United Arab Republic.
46.	Libya.
47.	Algeria.
48.	Spanish Sahara.
49.	Ifni.
50.	Morocco.
51.	Tunisia.

"We know that to compress a lifetime of  
experience and a mass of knowledge into  
a brief statement is an onerous and  
trying task. Our hope is however that  
you will agree with us regarding the  
value of the work we are attempting  
to do."

Secretariat,  
Fundamental Education.

CHART 11: The Field of Study.



Index to Chart 11:

1. Republic of South Africa.
2. Southern Rhodesia.
3. Northern Rhodesia.
4. Nyasaland.
5. Republic of the Congo, Brazzaville (French Congo).
6. Republic of the Congo, Leopoldville. (Belgian Congo).
7. Ghana.
8. Nigeria.