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1973
Johannesburg College of Education
https://hdl.handle.net/10539/27619
Trustcott, S.A. (1972/1973). The careers of African matriculants. Symposium: A Journal of Education for Southern Africa, pp. 63-64

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student dissertations:

FOURTH-YEAR STUDENTS at the Johannesburg College of Education, both those who have taken the four-year professional course and those in the post-graduate class, are required to write a dissertation as part of the pass requirements in the Department of Educational Studies. They may choose any educational topic and are assigned a supervisor from the relevant College Department. In this way students are introduced to research techniques, in some cases involving the use of the Computer Centre at the University of the Witwatersrand. As an example of the variety of work being done, Symposium presents abstracts of three dissertations completed in 1971.

the careers of african matriculants

S. A. TRUSTCOTT

THERE ARE JUST OVER 1 000 African students who obtain a matric each year, com- obtain a school-leaving pass. These figures obtain a university pass, and 18 800 who obtained a school-leaving pass. These figures are for the whole of South Africa, while the research for this dissertation was confined to the Johannesburg area. Thus it can be seen that only a small number of matriculants were involved.

In South Africa there are about 10 000 schools for Africans, of which only 88 are high schools catering for matriculants. One out of every 1 000 African pupils in school is in matric, or 0,1%. This situation is the logical conclusion of the Governments' impremental tion of the Eiselen Commission's report, and its subsequent acceptance as the blue print for the Bantu Educational policy.

There have not been any previous studies of the careers of African matrics, but informa- related to the subject is contained in various studies by the South African Institute of Race Relations. The Department of Bantu Administration and Development is at present conducting an investigation into the educational facilities in the Bantu Homelands, and when replies to the questionnaires have been analysed there should be some valuable information about the careers of matriculants in the Homelands.

The dissertation concerned itself mainly with six thorough interviews of working matriculants and with a survey of the major areas of employment available to the African matriculant.

Three rural and three urban Africans were interviewed, the youngest being 27 years of age, and the eldest in his forties. It was found that three of the respondents matriculated at school and three matriculated through a part-time course while working. Five of the six intend studying further, and three are at present busy with degree courses (B.A., LL.B., B.A. and B.A. Social Work). It is interesting to note the keenness for further study.

Teaching and social work were the two careers most highly favoured by the matriculants interviewed, followed by the ministry (religious). The choice of these careers reflects a social concern, which was further expressed in the following terms:—

> "He (a matriculant) must work so as to uplift his fellows in the community."
> "Teaching is not financially remunerative but it very definitely has other values."
> "What I like about my job is that it gives me the opportunity for working with people."

The matriculants were almost unanimous in expecting to do clerical work once they had their matrics. Factors which were appreciated about jobs taken were:— better pay; better working conditions; the opportunity to exercise authority; and the opportunity to help others. Their answers showed that there are basically three objections to careers taken:— insufficient pay; the frustration of being able to rise on merit only after many years of service; and the isolation from home, family and children.

The salaries earned by the matriculants ranged from R68 (with board and lodging) to R130, with an average of R104 per month. The most ineffective way of obtaining a job

was found to be by means of writing, whereas the personal application was far more successful.

The average educational standard of the fathers of those interviewed was between Standards 2 and 3. The average for mothers was higher: between Standards 4 and 5. Two fathers had had no education, and no mothers were illiterate. Significantly, one of the respondents stated that "one of the barriers to obtaining higher education is a background in the family of little education".

Some of the major employers of African matriculants.

The Johannesburg Municipality, at the time of writing, employed 194 African matriculants, out of a total staff (graded and non-graded) of 21 000 Africans. Altogether 218 posts are designated as being available only to those with a matric. However, because of suitability and seniority of service quite a few "matric posts" are filled by non-matrics. The salary scale ranges from R105 per month (grade B5) to the maximum salary offered by the Municipality to any African, namely R207 per month.

A well known bank in South Africa employs 1 200 Africans, of whom about 50 are matriculants who are spread out over the whole country. This bank has recently placed Africans on the same salary scale as the whites, so that a man with a matric starts at R116 per month, with an additional allowance of R35 for married men and R25 for unmarried men and all women.

There are few vacancies in shops (large or small) or in the head offices of large mining houses. One of the largest industrial firms in South Africa employs about 30 matriculants, who receive between R62 and R124 including board and lodging. When asked what vacancies there would be for an African with a B.Sc. in Chemical Engineering a spokesman explained that there would be no job available to such a person — he would have to do the work of an ordinary matriculant. This was because "you can't have an African working over or even with Whites . . . difficulties would arise".

In the field of nursing two courses are offered at Baragwanath: a two-year "enrolled course", requiring only a Junior Certificate, and a 3-year diploma course, requiring a matric. A four and a half year course at Turfloop University will also be available from the beginning of 1972. At the time of writing, there are 174 matriculants out of a total of 3 700 nurses. The qualified staff nurse earns R70 per month as a starting salary. The highest salary she will be able to earn will be R225 per month as a matron, grade I.

In teaching, an African man with matric plus two years' further study starts on R70 per month (compared with the white's equivalent of R160). A man with matric and four years' training starts on R100, rising to R210 per month (compared with the white's R250 rising to R385).

In conclusion it was noted that there are many small firms that employ Africans with a matric, and the salary scales for this type of employment are probably closer to those of the bank, where an African teller, after an unspecified number of years (probably between 2 and 4 years, depending on ability) can get a salary of R140 per month. Considering that the teacher, who receives no salary while training, only receives a starting salary of R70, it is clear that the trend for the matriculated African will be away from the teaching profession towards commerce where there are better opportunities from a financial point of view.

THE CAMBRIDGE LATIN PROJECT

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which responsibility for guiding pupils' learning has been transferred largely from the teacher to some other agency of control. Neither the pamphlets nor the tapes and slides will of themselves teach pupils to read Latin. The aim of the varied techniques recommended is to enable the pamphlets to have the optimum effect and to help the pupil to respond to the material in an active and personal way. However the part to be played by the teacher is central because the effectiveness of the course will depend on her skill in using the techniques, deep understanding of the workings of grammatical structure, wide knowledge of Roman culture and sources of information about it, discretion in using different methods (group method, formal lecture method, miming) for the optimum effect, skill in her presentation and interest and vivacity in her attitude.