

A CRITICAL STUDY
OF
INDIAN EDUCATION
IN
NATAL

1860-1937

HENRY DANIEL KAY

For my thesis, "A Critical Survey of Indian Education in Natal 1860-1937," I worked at various places, viz., the Archives and the library in Maritzburg, and the library and the office of the Protector of Indian Immigrants in Durban. In addition, I visited various centres of Indian population (the south coast, the north coast, and northern Natal), and had interviews with several Indians.

All this work I did myself; and I also typed the thesis myself. Nobody ever saw the thesis, except Mr. Lorgan, the Principal of the Training College in Johannesburg.

*Given agree me
the 5th April, 1943*

*R. J. Darby
Comm. of Natal.
Natal.*

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21 March, 1943.*

*3rd April, 1943
H. D. K.*

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Sworn before me
this 3rd April, 1943

R. J. Darby
Commissioner of Customs
at the Natal

A. K. H. Morgan

31st March, 1943.

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A CRITICAL SURVEY OF INDIAN EDUCATION IN NATAL
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BY

HENRY DANIEL KANNEMEYER.



P R E F A C E.

Natal presents an interesting field for the study of social relations. For while its social life from the earliest days had been moulded by a predominating non-European population, and its general population had become essentially cosmopolitan, successive Governments had never been influenced by the democratic principle of legislating for the good of all sections, and not merely for that of a privileged European section.

Thus the inter-relation of the interests of Europeans, Natives, Indians and Coloured people was overlooked, and only the interests of the Europeans were emphasised. And, since education appears to be one of the most important dynamic forces in the general social elevation of a race, it will also be in Indian education that we shall find the incentives to class legislation - prejudice and public opposition.

The question thus naturally arises, whether Indian education should in future develop in conjunction with the interests of the whole of this cosmopolitan population, or whether it should be confined within the narrow limits of a strictly class system of education and along purely Asiatic lines.

The aim of this treatise is, therefore, to study the development of the present system of Indian education in Natal, to deduce conclusions, and, finally, to advance certain suggestions for the formulation of a possible scheme of education that, in the light of past failures or successes, should go far towards

placing the education of the Indians in Natal on a sound footing, and more in conformity with the general principles of a modern democratic State.

ABBREVIATIONS USED IN THE REFERENCES.

Actg.	Acting.
Admin.	Administrative.
Annex.	Annexure.
Append.	Appendix.
Assem.	Assembly.
Assist.	Assistant.
B.B.	Blue Book(s).
C.	Council.
Cf.	Compare.
Chap.	Chapter.
Col.	Colonial.
Commis.	Commission.
Comtee.	Committee.
Corresp.	Correspondence.
C.S.O.	Colonial Secretary Office.
Delim.	Delimitation.
Dept.	Department.
Desp.	Despatch.
Deeps.	Despatches.
Doc.	Document, Documentary.
Educ.	Education, Educational.
Encl.	Enclosure, Enclosed.
Establishm.	Establishment.
Evid.	Evidence.
Exped.	Expedition.
Gen.	General.
G.H.	Government House.
Govt.	Government.
Immig.	Immigration, Immigrant.
Immigs.	Immigrants.
Imp.	Imperial.

Ind.	Indian.
L.A.	Legislative Assembly.
L.C.	Legislative Council.
Leg.	Legislative.
Miscell.	Miscellaneous.
Nat.	Native.
N.B.B.	Natal Blue Book(s).
N.P.	Natal Province.
Ord.	Ordinance.
Outg.	Outgoing.
Outw.	Outward.
Parl.	Parliamentary.
Pres.	Presented.
Prot.	Protector.
Prov.	Provincial.
Rel.	Relative.
Res.	Resolution(s).
S.A.	South African.
S.C.	Select Committee.
Sec.	Secretary.
Sect.	Section.
Sects.	Sections.
Sess.	Sessions.
Settlem.	Settlement.
S.N.A.	Secretary Native Affairs.
Supt.	Superintendent, Superintending.
U.G.	Union Government.

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PART I.

THE DESIRABLE COOLIE - THE LABOUREE.

CHAPTER I.

-1860 THE LABOURER - THE INCENTIVE.

1. Social Background and the First Indian Immigrants.

With the beginning of the nineteenth century, there was ushered in one of the most important periods in the social development of Natal, when Chaka conquered and de-¹⁾ vastated the entire country, stretching from the Limpopo²⁾ to the Cape Colony - a symbol of his power and authority. But established, as it was, with fissiparous elements, his State did not last long, for its very existence from its inception became threatened by disruption, both from within and from without. Nevertheless, he had entrenched barbarism

1) Report Exped. to Install Cetywayo Aug., 1873 S.N.A. Vol. 21 No. 117 par. 4.

Scott to Newcastle Desp. No. 34/1864 of 26th Febr., 1864 L.C. No. 23 Sess. Papers 1889-1891 p. 566.

Report S.A. Nat. Affairs Commis. 1903-1905 par. 21.

2) Scott to Newcastle Desp. No. 34/1864 of 26th Febr., 1864 L.C. No. 23 Sess. Papers 1889-1891 p. 566.

H.F. Fynn to Napier 10th Aug., 1843 C.S.O. Vol. 1 No. 65.

Report Select Comtee. on Doc. Tribal Titles to Natives 5th Aug., 1862 Annex. A L.C. No. 22 Sess. Papers 1889-1891 p. 529.

taken for their repatriation.

Hence the arrival of this element marked a new era not only in the economic, social and political life of Natal, and showed the economic basis of anti-colour hostility, but stirred up causes for repression, coupled with racial friction between Europeans and non-Europeans - our unhappy legacy from those days of theorising and endless speculation.

CHAPTER II.

1861-1878 SETTLEMENT AND PENETRATION - THE NEW ASPECT.

1. Failure of the Indenture System and Improved Social Position.

When the Imperial Government annexed Natal in 1843, and while the district was overrun with Native refugees, with the Trekkers leaving, and only a few missionaries arriving, it seemed as though the only outcome of the defeat of Dingaan was the formation of a purely Native settlement, governed by missionaries and officials under a form of Crown Colony Government. But the inauguration of a system of government in 1846, the granting of land to European colonists, the arrival of new colonists, and more missionaries removed this danger.

Now the introduction of Indians was something totally different from the introduction of European immigrants for the purpose of increasing the colonial population, the future citizens, for establishing a European front against a mass of intractable and uncivilised Natives, for supplying skilled artisans for nascent industries, and for introducing colonists with capital to foster new industries. The Indian immigrants were not colonists in this sense. The reasons for the introduction of Indians, and the way in which they had been

PART II.

THE UNDESIRABLE INDIAN - THE COMPETITOR.

