Name

Institution

Course

Date

**Kafir Boy**

Johannes was a black boy growing up in Apartheid South Africa; he had a difficult beginning, marked by the usual challenges that faced African families during the colonial period. Kaffir Boy is a story about the lives of the black boys growing up in South Africa during the apartheid regime, focusing on the challenges the boy-Johannes and her family encountered in their daily lives. During the Apartheid rule, it was difficult for black students to access education, which explains why Johannes’s mother went through a lot of trouble to send him to school (129). At first, Johannes felt that going to school was a waste of time, but his feeling changed over time as he learned more about the importance of going to school.

Initially, Johannes did not want to go to school because of a variety of reasons that affected his perception of school. One of the reasons he did not like schooling was his association with street boys, who had an immense influence on how he understood education (123). To Johannes, street boys lived a better life than those who went to school, hence his anti-school position (123). He paid his allegiance to the street gang, making it challenging for him to betray his commitment to its activities.

One reason why Johannes started changing his mind about school was a conversation he had with a lady he met on his way to school. While reluctantly being taken to school by his mother, Johannes encountered a strange woman who was weeping. The incident prompted Johannes and his mother to stop and listen to her story (126). The woman gave a grief-stricken narration about how she lost her son to the street life. She said that her son refused to go to school and opted for street life (126). As a street boy, he fashioned engaging in petty crimes to earn a living, resulting in his painful murder. To underscore her son's criminal life on the street, the woman narrated how he used a knife to perpetuate his criminal activities before he was killed (127). This story would replay in Johannes' head as he deeply thought about school life. When he recalled the cries of the woman in question, he felt compelled to rethink his position on education (130).

Another reason Johannes changed his mind about school was his conversation with his mother about his father. Upon arriving back home from school, Johannes learned that his parents had a fight and the mother had left to his grandmother. He joined her there, from where she learned that his father had battered and injured her. In the process, he sought to know why she was beaten by his father, resulting in a conversation about his father's education (131-132). From the conversation, Johannes learned that his father hated education, hence did not want him to be taken to school. His father viewed education as a waste of resources and time (131). He also so it as a form of colonialism.

Most importantly, Johannes' mother told him about how his father did not go to school, which contributed to the economic hardships they faced as a family. She informed Johannes that his father could not secure a decent job because he did not go to school and acquire academic papers (133-134). As a consequence, Johannes chose to side with his mother on the issue of education, changing his perception about going to school.