

Action Committee 12/9/49

Left to the Director to decide whether to answer this.

ADMINISTRATION OF PRIMARY SCHOOLS

(Page 23)

Mr Hartshorne.

Establishment: effective distribution of schools.

Missions have practically reached end of their resources. Govt. will have to play an increasing part.

Central schools for Stds IV to VI are needed in country districts.

In the towns, domestic science & handwork centres could be provided for groups of schools.

Accurate surveys of needs & demands of urban townships should be made.
(see JHB Joint Council - over).

Local Control of schools (p. 24)

There is much to be said for the present system of school committees.

Control of teachers (p. 24)

Primary school teachers need: -

a) system of increments payable on a basic salary

a pension

Regular leave privileges - as for European teachers.
(see JHB Joint Council - over).

School Requisites (p. 24).

See answer to 9, (a).

Present grants are inadequate.

Each province should maintain educational stores depts. serving NE schools - in this way it should be possible for money to go further

Buildings (p. 24)

Present system of rents on buildings erected by missions, etc., is satisfactory

In assessing allowable capital expenditure, costs should be based on use of Native labour. Local conditions should be taken into account.

Present system of building loans is excellent, but:

a) Organised non-profit making bodies - eg. a tribe or community, should be able to participate, as well as missions & municipalities.

b) At present the Govt. holds a mortgage on the

Local Committees for Native Schools

Position in regard to School Committees differs in the different Provinces, & between the various missions.

Para 350 - "The Committee, therefore, recommends - that wherever possible local school committees should be established, their constitution being left to the Provincial Advisory Boards."

Managers of Native Schools

Paras 351 et seq.

"... The Committee recommends that no bar be placed in the way of the acceptance in any part of the Union of suitably qualified & competent Native ministers of recognised Churches as Managers of schools."

From Speech by Chief Inspector of Native Education,
at Conference of Ind. African Teachers' Assoc.,
1948

"The community school has not only come to stay but is growing, from strength to strength. At present 500 of the 1200 schools are community schools & there are over 300 ready to come over as soon as the administrative machinery is ready. ---"

"The fathers & mothers of the community - be it a tribal community or a mixed one - have assumed the control of the school & have taken over the full responsibility in connection with it. There is now a direct moral & contractual relationship between the teachers of such a school & the community. The teacher has become "the child of the people" & he has to fit into the "family circle" in order to do real educational work."

"... The State acts as --- a wise counsellor & a board of final appeal. Those of us who have been fortunate in being intimately connected with community schools can vouch & testify to the extremely capable guidance of the Bantu "grey beards" in the conduct of school affairs. These men may not possess paper certificates --- but they possess the most essential qualification, viz., profound experience in the conduct of human affairs --- It is interesting to note that

we have approximately one disciplinary case in nine months against a teacher in a community school, while we have as many cases a week in mission schools ---

Syllabus for Native Primary Schools Natal.

"It has been found that the appointment of Local School Committees is of great assistance in the management of Native Schools, & the appointment of such bodies for all Native schools is essential".

Natal - Schools centrally controlled
Natives not interested - no responsibility.

lol Built up on community system

During war community carried on even
with lack of bldg materials etc

Felt schools were their own & fought
for their preservation & development.

Slower process but solid progress

School regarded as community centre

Can't full time itinerant library

13 d. Control of Teachers

See 13 c - Community Schools.

13e. Provision of School Requisites

13e. Para 47 (Cape). Interdep. Comm. on Native Ed
"----- In the case of Native schools it was then (approx. 1922) laid down that school-books & requisites for pupils' use should be provided to the Missions at ordinary rates, but that a remission up to 50% of the cost might be allowed. This arrangement remains in force for all Native primary schools in the Province to-day; and half the cost of pupil's books & requisites as approved by the Education Dept. is therefore a charge against the public funds available for Native education".

NB In the case of Europeans, children of indigent parents obtain books & requisites free, & the rest pay in full.

13e. Books & School Requisites. Interdep. Comm. on Native Ed

385. "It therefore recommends -
"That the Government pay half the cost of all books for Native pupils in all standards up to & including Std VI.

"That the Govt. supply all Native schools with the necessary requisites & all books required for the use of Teachers".

Jol See Regs for Guidance of Supts (1943)

"Subject to funds being made available by the Native Trust, grants for the purchase of school equipment will be made by the Dept." Grants for this purpose are based on the average attendance.

"Subject to funds being made available the Dept. will make arrangements to provide pupils in primary schools with the required school books & requisites at reduced cost.

Union Adv. Bd 1947

See 15 for equip. grants.
and books - cost of.

Provision of Buildings

(Chap 3. II B)

Ann. Report for 1946 - Union Advisory Board on Native Ed.

"One of the pressing problems in Native education is the provision of new school buildings. The vast majority of buildings used by Native schools in the past have been provided by missions. In recent years rent grants have been made to assist missions, municipalities and communities to borrow money for the construction of new buildings.

Buildings, Furniture & EquipmentInterdep. Comm. on Native Ed.

379. "It is therefore recommended —

- a) that the Govt. set aside a sum of money from which capital for the erection of school buildings might be advanced to approved Missions, corporate bodies & individuals at a reasonably low rate of interest, the buildings to be erected according to approved plans on sites selected in consultation with the Govt.
- b) that a rent grant, at a rate equivalent to 5% of the capital value, be paid for all Native school buildings erected after a date to be determined & to be used solely for school purposes, provided that the site & plan for the buildings have been approved beforehand.

(PTO)

NB

The UED has just (18.2.49) launched a scheme under which grants of up to £80 are made to farmers who wish to build schools on their farms.

BuildingsInterdep. Comm. on Native Ed.

409. d) "that, as Native education would benefit greatly ~~from~~ by close co-operation between the Govt. & Municipalities, the Govt. encourage such co-operation by amending the Act under which funds for housing schemes for Natives are provided, in order to allow the capital for educational undertakings, if required, to be included in the funds applied for by municipalities".

land & school in perpetuity. This should lapse at the end of 25 years when payment is complete.

The Transvaal project of maintaining a building section of the Native Education Dept. for the construction & ~~development~~ of school buildings by teams of native artisans should be developed.

So should the Natal proposal for a section to make desks & other school equipment.

Payment of Teachers. (P 25)

Cheques should be made out in the name of individual teachers, & sent to the principal of each school for distribution.

There are too many delays in payment.

Johannesburg Joint Council

(Page 67)

Establishment of Schools.

Ed. Depts. take too long, after application, to register a school.

Control of Teachers.

It appears that teachers are protected unduly from consequence of their behaviour. Notice can be given during the first week of term only.

The teacher's consent is needed before he is transferred from one post to another. This is unsatisfactory.

Disciplinary methods of a department & a mission body do not always agree in principle or practice.

Pensions needed, as now obtain in the Cape.

Salaries of primary school teachers should be raised, also of African graduates in high schools.

SECONDARY SCHOOLS.

Johannesburg Joint Council (Page 68)

Establishment of schools.
more boarding facilities needed.

Local Control
mission secondary schools should continue
their present arrangements for electing school
committees.

Fees - Impossible to recommend a uniform scale, as
local conditions differ.

ADMINISTRATION OF TEACHER TRAINING COLLEGES

Mr. Hartshorne (Page 33).

Establishment, Distribution & Local Control.

Unsure whether the Transvaal's policy of opening its own institutions, instead of leaving training to the Missions as in other provinces, is wise.
On the other hand, missionary control has led to unequal distribution of Colleges.
Facilities of existing Colleges should be developed to the limit before new ones are started.
Each College should be controlled by an independent Council, not directly by the Dept. (page 34).

Control of Teachers (P 34)

European Teachers —

All ^{permanent} Training College posts should be regarded as "A" posts (Transvaal definition).

Pension schemes needed in Transvaal, O.F.S. & Natal.
European teachers in Native schools should be treated on the same basis in every way as their colleagues in European schools.

Vice-Principals should be appointed to Colleges whose numbers warrant this.

Native Teachers —

Some extra allowance should be paid — parallel to the "A" posts suggested for permanent European staff.

Pensions are needed.

Vacation & study leave privileges should be the same as for Europeans.

School Requisites (P 35)

There is considerable divergence between the four Provinces.

A standard, Union-wide per caput grant should be made.

The position in the Transvaal is very unsatisfactory.
Practical activities are badly hindered.

Buildings (P 36)

Generous building loans should be available to
missions to improve their facilities.

Fees (P 36)

There is tremendous variation. A minimum &
maximum should be laid down.
A well-planned system of bursaries & loan-
bursaries is required.

13 a) Admin of establishment of Schools

Vol

Handbook of Regs. & Instructions for guidance of Sects. of Native Schools & Teachers.

a native school may be established or registered if :-

- a) It is already in existence
- b) It is more than 3 miles from any other established or registered school (or 5 miles in ~~great~~ Reserves).
- c) There are more than 20 pupils in average attendance.
- d) The school building is suitable.
- e) Provision is made for industrial instruction for boys & girls.

Salaries & allowances of teachers appointed with the approval of the Dept. are then paid.

Tvl - Regs for guidance of Supts.

11. It shall be the duty of the supt. or controlling body to maintain the school building in a satisfactory condition.

18. The Administration may enter into a lease for the use of school bldgs - will pay an annual rental grant-in-aid equivalent to 5% of the capital expended, provided the max. capital expenditure per room does not exceed £ 200.

In the case of school bldgs in municipal areas an annual rental grant may be made equiv. to 6% of the capital expenditure, provided that the max. capital exp. per classroom does not exceed £ 250.

Union Advisory Board, 1947

... the missions have been largely responsible for the provision of school buildings, a task which has grown to such proportions that they are no longer able to cope with it. ... It has become increasingly evident that the State must take an increasing share of the burden. One way in which such aid has been forthcoming has been the development of State Schools: the posn in 1946 was

Table XIV. no of state & state-aided schools,

	Cape	Natal	Tvl	OFS	Total
State	18	201	2	—	221
State-aided	2,094	794	1,114	487	4,489

Although the State has undertaken to provide State schools in growing nos, the bulk of Native schools continue to be housed in bldgs provided by missions, by tribal & other communities, or by municipalities. It has therefore become necessary for the Board to set up a system of loans & rent grants to assist such bodies to build & maintain schools. The Supt-General of the Cape wrote in his report for 1946: "Lack of adequate accommodation provides another serious handicap to expansion. Already it has been found that it is the lack of accommodation rather than the lack of funds that determines the number of additional teachers that can be appointed & the no. of new schools that can be recognised."

In its estimates of the Board for 1947-48 provision was made for the foll: services:-

Departmental school bldgs.	£ 500,000
Grants (£ for £) for Tribal & community school bldgs.	£ 42,000
Loans to missions & municipalities for school bldgs.	£ 140,000.

Owing to the many difficulties associated with building at the present time it is not anticipated that it will be possible to expend all

these sums on new buildings. The Board estimated the actual need for new school buildings in 1947 at £1,079,400

See 15 for subsidies

Open letter to Administrator & Executive Committee
of the Transvaal

by R. Feldman, M.P.

"Forward", 14/6/49.

"I now come to the question of school accommodation for Native children. The record of the last Council in this connection is a shocking one. The Capital Expenditure estimates for the years 1943/48 played about with annual sums ranging from £25,000 to £50,000, although the money was made available by the Native Trust Fund, little of the absurdly low sums voted had been made use of. . . . the moral responsibility is that of the Province.

Churches - missions have until now provided nearly all the Native schools. They cannot possibly meet even half the demand. Besides, the Native people want Govt. schools

From Editorial in "The Teachers' Vision" Dec '48.
Cape African Teachers' Assn.

--- "Out of over 2000 schools in the Cape Province only 12 belong to the Govt. ---"

From "Report of the Interdepartmental Committee on Native Education - 1935-36"

Chapter I para 45

"In 1920 on the introduction of free primary education for Whites in the Cape, the same privilege was also extended to non-Europeans, & soon thereafter the Education Dept. assumed responsibility for the full salaries of all approved teachers in aided Mission Schools --- Primary education is thus ^{to-day} free for all Native pupils in Govt. or Govt.-aided schools throughout the Province."

School Fees

Interdep. Committee on Native Ed

Para 372 -- "the Committee recommends - that primary education, i.e. up to & including Std VI, be free in all Native schools."

DFS JC - Europ & NE pay same registration & exam fees. 5/- registration & £1.5.0 for full exam.
 no exam fees in Zul.
 Cape - £1.5.0. (5/- same for registration)

Senior Cent

Cape - £2.5.0.

OFS - £2.10.0.

Zul - £2.15.0.

BR

Para 48Interdep Comm. on Native Ed.

"A definite system of local contribution towards teachers' salaries in Native secondary schools has always been the rule in the Cape. At one time half the total salary of each approved teacher had to be found locally; but later the amount of local contribution required was reduced to one third of the total salary. To meet this charge the Missions have had to impose substantial tuition fees - to-day usually £8 per annum - in addition to a boarding fee of £14 per annum, for each pupil enrolled in secondary classes.

"Training school & industrial school pupils pay no tuition fees, & as in the primary schools, the full salaries of approved teachers are paid by the Administration."

Interdep Comm. on Native Ed.

375 - "that the government should pay the full salaries of approved teachers in secondary schools & that the students should be charged tuition fees at a rate to be determined by the Union Director of Native Education, such fees to be credited to the Native Education Fund"

From The 10-year plan for Native Education Mrs RJ.

"Let the Provinces which do not use married women teachers amend their ways. We know the value of these women in the helping of the girls, in convincing the mothers of the value of the safety of education. Where they can be spared from their homes, these married women are invaluable for service in the schools. Many hundreds are available to-day. We should use them all."

Union Advisory Board on Native Ed. 1947

3 II (C) "When the new salary scales for Native Teachers were introduced representations were made that these were in certain respects inequitable, and that certain teachers had either received no benefits or had indeed been penalised. A sub-committee has investigated these matters, & a report approved by the Board has been placed before the Minister for his consideration. The matter is still sub-judice."

4 (1) " Although the salary scales introduced in Jan. 1947 have not given universal satisfaction & the Board still has under consideration the amendment of certain details, the new scales do represent a substantial improvement on previous scales."

Extrads from Tables II, III, IV, V.

monthly salary	Percentage of African			
	male Principals	male assistants	Female principals.	Female assistants.
£0 - £4.9	1.77	1.26	9.21	2.36
£5 - £9.9	6.11	14.90	58.64	66.59
£10 - £14.9	18.43	51.25	22.78	29.44
£15 - £19.9	21.85	18.48	6.46	1.05
£20 - £24.9	32.82	10.45	2.42	.39
£25 - £29.9	11.25	1.75	.49	.10
£30 - £34.9	.87	.96		.03
£35 - £39.9	.28	.34		.02
£40 - £44.9	.21	.49		.02
£45 - £49.9	.33	.08		
£50 - £54.9	.05	.04		
£55 - £59.9	.03			
average salary.	£19.13	£14.33	£9.29	£9.06

NB. Four provinces combined & teachers in all types of schools included.

COLA included. - ranged bet. £25.10.0 to £34.0.0 for unmarried people & £25.10.0 to £102.0.0 for married acc. to salary earned.

~~Over the~~

Since the new scales were introduced: -

Native principals (male). The gain was ~~was~~ very slight in the higher categories & most considerable in the lower. Av. rose from £13.97 in 1946.

Male assistants - the gain was greatest in the lower paid categories, but a considerable number on the higher categories have also made substantial gains. Av. rose from £11.44 in 1946

Female principals - the gains in the higher categories are marked. Av. rose from £6.72. in 1946

Female assistants. - Av. rose from £7.23. It is noteworthy that the average salary of female principals in 1946 was lower than that for assistants & is doubtless due to the fact that the majority of female principals are in control of very small

schools, often one-teacher schools.

The total average rose from £10.21 to £13.31.

The new scales recognise to an increased degree difference of qualification, experience, posts, etc.

"It should be emphasised that the Board in introducing the 1947 scales took thorough cognisance of the economic & social needs of the teacher, & endeavoured to draw up a scale of pay which would enable the teacher to function as an effective educator.

The following statement extracted from the Transvaal Salary Committee's report sets out very well the needs of the teacher: -

"In determining the financial commitments of the Native teacher it must be borne in mind that he/she is regarded as a leader by the Native community. The community looks to the teacher not merely for precept but also for example. It is, therefore, essential that his salary should enable the teacher together with his family to subsist in a decent way. It should not be necessary for him to depend on the earnings of his wife, as teacher or labourer, & he should certainly not be driven to augment his salary or reduce his expenditure in unconventional ways. He should on the contrary, be able to build up a real home & to bring up his children under proper parental control!

After examining the budgets of teachers, including the findings of the Interdepartmental Committee on the Social, Health & Economic Conditions of Indian Natives, the Board came to the conclusion that a teacher with a wife & 3 children would need a salary of approx £17 p.m.

The items supporting this estimate are as follows: -

Rent, light, fuel, sewerage	£2.10.0
Food	£7.10.0
Clothing	£3.10.0
Education of children	12. 6
Medical expenses	5. 0
Travelling	10. 0
Church dues	2. 6
Poll tax	1. 8
Toilet requisites	5. 0
Amusements	5. 0
Miscellaneous	8. 4
Insurance on pension scheme.	18. 4
	<hr/>
	£16.18.4

It was assumed that a teacher would not have to support a wife & 3 children until he had been in the service for at least 6 yrs

The 1947 salary scales were published in the report of the Board for 1946."

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