

A TEN YEARS PLAN.

1. FULL AND FREE COMPULSORY EDUCATION

During these next ten years we should work to achieve free and compulsory education for African children up to Standard VI.

To realise this goal the following steps would have to be taken:-

- (a) More teachers would have to be in training in the Norman or Teacher Training Institutions. The Training Colleges themselves would have to be adequate to the tasks before them.
- (b) All unqualified teachers would have to be given some opportunity, perhaps through Refresher courses, for improving their qualifications so that they can render better service and receive proper salaries.
- (c) All African children of school going age would have to be accommodated in the schools. In order that this should be realised with harmony, African public opinion would have to be educated and prepared for this forward step so that children are not prevented from coming because of the obstruction or indifference of their parents.
- (d) More and better school buildings and equipment would have to be provided.
- (e) The essential materials for schooling such as books and other stationery would have to be provided at minimum cost to the children and supplied free to indigent children.

2. A COMPLETE NUTRITION PROGRAMME.

African people are denied the means of a decent or adequate livelihood because of low wages and low agricultural productivity and other handicaps. It is therefore inevitable that African children should suffer malnutrition or undernourishment. The schools cannot as such redress the economic and political difficulties of the Africans in order to bring about decent standards of living, but schools can seek to minimise the effects of the adverse factors working in the homes of the children since the schools are out to give children a better chance for the present and future. Hence it is essential that all African schools should work for an improvement in the nutrition of the children by means of School kitchens, whose activities are properly correlated with the schools' courses in Domestic Science or Home Economics.

While the idea of free meals and free supply of milk is welcome as a relief, it is essential to go forward not a basis of charity but on the basis of a Complete Education Nutritional Programme which has been worked out by the educational authorities and has a place in the curriculum of each and every school.

The carrying out of this programme means the training of teachers who have received sound training in HOME ECONOMICS and who have the right outlook about problems of dietetics and nutrition.

3. A SCHOOL MEDICAL SYSTEM.

- (a) Medical and dental examination of African school children should become an established fact within the next ten years.
- (b) For purposes of carrying on this examination and administering simple treatment African schools would have to be connected with doctors, dentists and nurses as in the case with European school
- (c) As hospitals and clinics and Health units become available under the schemes of the Government Public Health department, it should be possible to link up their services with the African schools for purposes of care, advice, health education and treatment on an extended scale.

It is generally known that the health of the African people is very unsatisfactory particularly because they are not yet provided with medical or health facilities. There is therefore among African school children much sickness and disease which prevents good educational work being done by the schools. While educational authorities cannot remedy the state of affairs by the provisioning of hospitals and clinics in Native areas, they can seek to minimise

the evils of disease, dirt and sickness by taking steps along the lines indicated above. It is very essential that African schools should be brought to a position where they meet the requirements of the Public Health Act of 1919 and other requirements of progressive medicine such as might be outlined in the report of the National Health Services Commission.

4. THE PROVISION AND MAINTENANCE OF SCHOOL BUILDINGS AND EQUIPMENT.

- (a) It is essential that African schools should during the next ten years become more and more a Public School System under the control and administration of some Public Authority that has necessary financial resources to provide more and better school buildings and equipment.
- (b) It should be the function of this Public Authority to urge Mission Societies to use their funds to erect school buildings provide equipment and to insist that such buildings meet the minimum educational requirements of the area they are catering for and that they satisfy minimum essential requirements as to type of building and size of rooms. Such schools should also be maintained in good repair and according to certain minimum standards of Public Health.
- (c) A school system such as we have visualised cannot be provided by the Mission societies because they have not got the necessary financial resources; hence the need for African education becoming a Government concern. During the next ten years we do not envisage any scheme for the Government taking over mission schools and such a task should await future developments. What the Government should do is to provide the African people with its own schools which should conform to accepted educational requirements as to design, type of materials and size of rooms, etc.

5. SALARIES, PENSIONS, AND HEAD TEACHERS ALLOWANCES.

Salaries.

The Teachers salary scales should conform to the following requirements:-

- (a) The starting wage for any teacher (qualified teacher) should be such that it is not below the minimum or minima laid down by the Wage Board for ordinary labourers. (£7.10.0)
- (b) Increments ought to be yearly and be of such a nature that the teacher can in a reasonable period of four or five years be able to marry and support a family. Teachers living in remote parts of the country often find good companionship within their own homes.
- (c) The maximum of each scale should be such that (i) it can keep the men on the job viz, sufficiently attractive and (ii) it can enable a teacher to meet his legitimate expenses as a family man and a man who has attained a certain standard of culture and education which he must keep.

Judged by these standards it is clear that the salaries of African teachers are very unsatisfactory or inadequate and that improvement is urgently required.

Pensions.

The time is more than ripe for pensions for African teachers. The developments which we have outlined above require for their successful execution men and women who are going to devote their lifetime to the cause of teaching. Such men and women need their future livelihood after retirement to be secured by a proper Pension scheme on a contributory basis.

HEAD TEACHERS' ALLOWANCES.

In the Public Secondary African Schools there is no Head Teachers' allowance. This is a handicap to African teachers who want to take up, as it should be the case, such headships because they will assume on taking up as Head Teachers greater responsibilities with no financial remuneration for it. It is therefore not likely that African schools will attract suitable and able men and thus the legitimate aspirations of the Africans to be served by men of their own race is being thwarted. The matter requires improvement particularly as

African schools are not graded as European schools where a European teacher on taking up duties as Head teacher receives immediately an increase on his salary.

6. ADMINISTRATION AND CONTROL OF AFRICAN EDUCATION.

- (a) African Education should come under the control of the Union Department of Education since that is the only public authority that can carry out the tasks that we have visualised above.
 - (b) The funds for African education should come from General Revenue now that we have exhausted the Native Poll Tax as a source of revenue for this purpose.
 - (c) At the present time we are spending just a little over a million pounds on African education and in order to make possible future developments within these next ten years we need an increase of funds to the extent of £3,000,000. ~~so that by the tenth year~~ we should be spending over \$4,000,000. What is therefore necessary is to suggest a scheme whereby these funds can ~~forthcoming~~ ^{be forthcoming}.
 - (d) There should be decentralised administration of African education with Regional Heads who are endowed with more or less full administrative authority over their areas and are not trammelled by too much control from above. The local administration should be given scope to adapt their educational programme to the needs and requirements of their areas without following ~~detailed~~ instructions from above.
 - (e) For the future it should be possible for suitably qualified Africans to be appointed to more administrative positions carrying greater responsibilities.
-

Collection Number: AD843

XUMA, A.B., Papers

PUBLISHER:

Publisher:- **Historical Papers Research Archive**

Location:- **Johannesburg**

©2013

LEGAL NOTICES:

Copyright Notice: All materials on the Historical Papers website are protected by South African copyright law and may not be reproduced, distributed, transmitted, displayed, or otherwise published in any format, without the prior written permission of the copyright owner.

Disclaimer and Terms of Use: Provided that you maintain all copyright and other notices contained therein, you may download material (one machine readable copy and one print copy per page) for your personal and/or educational non-commercial use only.

People using these records relating to the archives of Historical Papers, The Library, University of the Witwatersrand, Johannesburg, are reminded that such records sometimes contain material which is uncorroborated, inaccurate, distorted or untrue. While these digital records are true facsimiles of paper documents and the information contained herein is obtained from sources believed to be accurate and reliable, Historical Papers, University of the Witwatersrand has not independently verified their content. Consequently, the University is not responsible for any errors or omissions and excludes any and all liability for any errors in or omissions from the information on the website or any related information on third party websites accessible from this website.

This document is part of the archive of the South African Institute of Race Relations, held at the Historical Papers Research Archive at the University of the Witwatersrand, Johannesburg, South Africa.