

9. Since the Africans are an important part of the "rural billion" their educational programme should be based on the needs - economic, hygienic, cultural and recreational - of better rural living.

10. The essentials of all education include instructions relating to :-

- (a) Health & hygiene.
- (b) The home & family life.
- (c) The use of the material & human environment.
- (d) The "Fine Arts".
- (e) Recreation.
- (f) Religion.

11. The ideal for African village education is the school as community centre.

2.

SCHOOL AND COMMUNITY IN AFRICA.

1. To obviate a double segregation - namely between African and European and between educated African and uneducated African, it is essential that the interdependence of school and community be recognized as a vital conception in educational work.

2. To make the school an integral part of the community, the co-operation of all such agencies as government departments, missions, European and native authorities is essential.

3. The carrying out of "Jeanes" ideals, particularly in social service activities, is one of the most effective methods of educating the community.

4. The community, by co-operating closely with the school, is able to exert a beneficial and modifying effect upon educational schemes, when these tend to become unrelated to the needs of Africans in the village.

5. The co-operation of African chiefs and headmen in schemes for the social reconstruction of life in the villages is a sine qua non to their success.

6. The ability of African chiefs, headmen, and other native authorities to co-operate and to direct such development, has been fully demonstrated in some parts of Africa, and there should be ^{no} insuperable obstacles to native administrations elsewhere ultimately taking greater responsibility for these projects.

3.

NATIVE TEACHER TRAINING.

1. The function of the school is (i) to enable the individual more effectively to control his environment, and (ii) to provide an enrichment of that environment.

2. It should be an accepted principle that all teachers should have undergone definite training for their work at a teacher-training institution.

3. (a) It is desirable that the standard of general education required for admission to a course of teacher-training should be not less than the completion of the primary course.

(b) In order to attract the best type of recruit to the teaching profession it is important that the profession should be adequately remunerated.

4. Facilities and incentives should be offered, preferably at certain selected teacher-training centres, for teachers having several years of experience, to undergo further periods of training. Similar training should be made available also to selected community workers other than teachers, e.g. nurses, agricultural demonstrators, ministers and evangelists. During all courses of teacher-training emphasis should be steadily laid on the social aspect of all school activities.

5. It is from the ranks of those who have undergone such further training that future school supervisors, Jeanes teachers and community leaders should be drawn.

6. The staffs of native training schools ought, so far as possible, to be selected with special reference to their knowledge of tribal life and conditions and of the vernaculars.

4.

TRAINING & EMPLOYMENT OF JEANES TEACHERS.

1. Requisite qualifications for admission to course.

- a) Personality and potential powers of leadership.
- b) Completion of a period of successful teaching experience.
- c) Preference should be given to men with suitable wives.

2. Nature of training.

- a) Technique of assisting the village teacher in his school work.
- b) Practice should be given in a variety of teaching methods related to those in use in the different normal schools, also in guidance and demonstration e.g. in schools and in teachers' meetings.
- c) During training as many visits as possible should be paid to the village schools which are subject to the prevailing conditions of the area, and during these visits practice supervision is essential.
- d) Long vacations during the course should be arranged to enable the visiting teacher in training to attend refresher courses for teachers, e.g. in the normal school of his home area wherever possible.
- e) The first year of probation should consist of service in charge of a school and its community work, for which the teacher should have full responsibility and during this period a male teacher should establish his future home at this centre. The second year of probation should be spent as a visiting teacher in the schools of his area.

3. Training for rural reconstruction work.

- a) This should be carried out as far as possible in the neighbouring community. Both men and women should undertake some work of a practical nature, such as :-

Efforts to improve homes, sanitation, agriculture, crafts, recreation.

- b) The variety and degree of this work will depend on the presence or absence in the country of trained specialist demonstrators, and the co-operation of the community.
- c) The training of the visiting teachers' wives should include the elements of child welfare and methods of assisting women in childbirth. They should also be able to help their neighbours in simple cookery, household economy, etc. The variety and degree of skill which they should aim at will vary with the presence or the absence of home demonstrators and trained midwives.

4. Control of visiting teachers.

It is essential for the success of Jeanes work that the members of the staff of the Jeanes school should visit the Jeanes visiting teachers after training. This should be done as far as possible in collaboration with the Inspectors and of course, with the consent of the actual employers.

5. Community work of Jeanes visiting teachers.

- (a) For the purpose of these findings community work may be defined as activities connected with:
 - (i) Proper use of environment.
 - (ii) Health.
 - (iii) Food supply and soil preservation.
 - (iv) Promotion of all forms of co-operation, e.g. productive and industrial activities.
- (b) It is impossible to combine thorough specialist knowledge of all these activities in one man. The first three items can be carried out by agricultural instructors, health workers and home demonstrators where such exist. They are all essential for the full accomplishment of the Jeanes plan. The individual departments concerned should be responsible for such specialist workers. Close relationship in their training is desirable.
- (c) The function of the visiting teacher is therefore to attempt to
 - (a) help the work of the village teacher by friendly advice, suggestion, encouragement and example;
 - (b) bind teachers together for the common good of the district;
 - (c) co-operate in every possible way in the efforts of the various agencies at work in the district;
 - (d) be a "Travelling Refresher Course" for his village teachers;
 - (e) work for coordination and unity of effort amongst the people of the villages of his area.
- (d) In less advanced communities where other agents are not available the Jeanes visiting teacher must attempt to lay the foundations of all the items mentioned in (a) above.
- (e) In normal training schools the making of contacts between school and community, e.g. by school committees etc., should be emphasised.
- (f) With some important exceptions visiting teachers, whether called Jeanes or not, are mission servants trained away from their homes but kept in close contact with them by long vacation practice periods. Where government undertakes the training it is essential to associate with it native authorities and the administration so that clash of aim and authority may be avoided.

- (g) It is essential that Jeanes visiting teachers should have the services of European travelling advisors in particular the members of the Jeanes school staffs who should be given full facilities for travelling.
- (h) The following are amongst the main aims and types of community work which the Jeanes visiting teacher should attempt:
- (i) Co-operation between school and people.
 - (ii) Co-operation between one community and another.
 - (iii) Co-operation between all teachers in the area.
 - (iv) Co-operation with work of other agents e.g. agricultural instructors, health workers etc.
 - (v) Community and home recreations of all forms.
 - (vi) Meetings for exhibitions, festivals, sports, competitions etc.
 - (vii) Village libraries.
 - (viii) Co-operative marketing, trading and saving.
 - (ix) Enlightenment of women by organisation of guilds and classes etc., or increasing scope and usefulness of existing guilds.
 - (x) Community buildings.
 - (xi) Youth organisations.

5.

THE TRAINING & EMPLOYMENT OF FEMALE COMMUNITY WORKERS.

1. The community work already accomplished by African women has demonstrated their usefulness beyond question; it has also shown the importance of training women workers to serve the growing and varied social needs of African communities.

2. It has therefore become necessary to develop as soon as possible more than one form of training for specially selected African women as community workers.

It is important to train women as specially qualified full-time community workers such as nurses, home demonstrators and Jeanes teachers.

3. It is also important to realise that there are now available, for training in social service, women such as the wives of chiefs, headmen, councillors, ministers, teachers and visiting teachers, who because of their position in the community, have special opportunities of undertaking and directing social welfare activities and of influencing public opinion. Their training might be either special or general in regard to such matters as health, household work, gardening, home-crafts and recreation; the extent of specialisation depending on the development of special services in the area.

4. The field activities of these workers calls for competent and sympathetic supervision.

6.

TRAINING OF NATIVE AUTHORITIES.

1. In community work leadership of the necessary quality is of paramount importance and to ensure this facilities should be provided along the lines of the Nyasaland experiment for the training of chiefs and their helpers in community improvement.

2. Wherever possible such training should take place in conjunction with the training of other community workers so that co-operation between the native authority and the community

workers may be more easily secured. The course should include a study of vital statistics.

7.

THE SIGNIFICANCE OF THE CO-OPERATIVE MOVEMENT
IN AFRICAN DEVELOPMENT.

1. In the actual circumstances of Africa to-day one of the most hopeful remedies for the depressed economic conditions of the African lies in the co-operative movement.
2. Co-operative undertakings require for their success the existence of real will to co-operate, and the school can do much to cultivate will by promoting group forms of class-room and school activities as opposed to individual competition.
3. Since skill in and understanding of financial matters are among the most essential factors of success, it would appear that in most cases European initiative and guidance should be made available to all co-operative organisations.
4. It is desirable that in selected schools training should be given in the elements of book-keeping and co-operative methods in production and distribution.
5. It is important that co-operative organisations should be in harmony with Government development policy and should therefore be undertaken by local communities preferably either under Government guidance or with its official encouragement.
6. An impetus to the advancement of the co-operative movement in Africa would be given if a survey, undertaken with the help of the governments concerned, were made of the conditions and possibilities of co-operative organisation in the different territories.

8.

VILLAGE INDUSTRIES AND THE AFRICAN SCHOOL.

1. By village industries is meant those manual arts, trades and skills by which articles are ~~produced~~ produced by African men and women working in their own village homes or in small village workshops, including industries allied to agricultural work and animal husbandry.
2. The introduction of village industries into the village school is strongly recommended as they assist the African,
 - a) to control his material environment more effectively than he would otherwise do.
 - b) to find scope for his strong natural creative impulse thus developing his personality and enriching his life.
3. In doing this it is important that due regard should be given to:-
 - a) the materials available and African customs and beliefs relating to them.
 - b) the employment of the best possible instructors who may often be unlettered local craftsmen and women.

- c) the use of the most suitable and effective technique drawing from time to time upon the successful and suitable experience of other territories and peoples.
- d) such institutions and ceremonials as are sometimes found to be associated with indigenous African industries.
- e) the possibilities which may present themselves or be discovered for the successful marketing of surplus products involving the additional benefits of experience in trading and incentives to thrift.

9.

EDUCATION FOR LEISURE - RECREATION.

1. In all our plans for native education, education for leisure demands no less attention than education for livelihood.

2. In the training of teachers it is important that definite instruction should be given in at least some of the following:-

The organisation and conduct of games, athletics, swimming, folk-dancing.
Home handicrafts and hobbies.
Gardening, poultry-keeping etc.
Music, vocal & instrumental (with due attention to native instruments and tunes).
Community service.
Dramatics.

3. In training colleges and refresher courses discussions on the following are very valuable:-

- a) How to decide which of the indigenous activities of leisure are worth preserving.
- b) How to replace what is undesirable by new and healthy recreations.

4. The attention of those in charge of teacher training institutions is drawn to the great value of providing adequate free time for students.

5. Efforts should be made to collect in book form suitable songs and games both indigenous and otherwise for use by youth organisations.

6. A library service suited to native children and adults is an urgent need to which governments and missions should give earnest attention on the lines of the services established in the Union of South Africa through the help of the Carnegie Corporation of New York.

7. The special value of youth movements for Africa should be recognised in the planning of community work.

8. Consideration should be given to the possibilities of establishing or developing community work-rooms, recreation halls, playing grounds, and attention is drawn to the special studies now being made in the use of cinema and wireless among Africans.

10.

THE RELATION BETWEEN THE HOME & THE SCHOOL.

1. The closest possible contact between the home and the school should be established and maintained by:-
 - a) Personal visits of teachers to their pupils' homes.
 - b) Parents' days at the school with such activities as display of pupils' work, demonstration lessons, and addresses by teachers and others interested.
 - c) The election of a school committee to assist in the running of the school and to serve as a link between the community and the school.
 - d) Annual parents' meetings at which the committee reports on the work of the school for the previous year, a financial report is presented, and the new committee is elected.

2. In the training of teachers particular attention should be directed to :-
 - a) Methods of establishing contacts with parents.
 - b) Organisation and supervision of games, hobbies, and other recreational activities.
 - c) Recognition of the effects in their pupils of malnutrition and other adverse home conditions.

3. The school building should be available for use by the community for such purposes as night schools, Pathfinder and Wayfarer Meetings, etc.

11.

THE RELATIONS BETWEEN GOVERNMENTS, TRIBAL
AUTHORITIES, MISSIONS, EDUCATIONAL &
SOCIAL WORKERS & AFRICAN COMMUNITIES.

1. It has been gratifying to recognise the remarkable growth in Africa in recent years of the view that education is concerned with the whole of life and that there should be an intimate connection between the school and the life of the community amidst which it has been placed. Concurrently with this advance there has also been witnessed an extension of the functions of administration, beyond the task of ruling, into the provision and organisation of social and other services designed to promote a more balanced development of African life in the modern world. Thus missionary, educator and administrator have to some extent become actively engaged in services of a similar nature resulting sometimes in a duplication of effort, misunderstanding, and even to friction.

2. It must be recognised that since both education and administration are concerned with a common aim the problem facing them is to find means for each to make its fullest contribution in accordance with a common policy.

3. The formulation and the working out of a common policy requires full consultation, discussion and active co-operation between all the authorities and agencies involved both at the centre and locally. In this connection it must be emphasised that the approval and co-operation of African themselves is

necessary for the success of any scheme designed for their benefit and particularly is the leadership of the native authority of primary importance because of the position he occupies in the community and the responsibilities resting upon him within the framework of government.

4. The problem of securing effective co-operation between government and voluntary social agencies varies with the nature and extent of the public welfare services provided and the degree of specialisation in the types of welfare worker.

5. In most instances missions were pioneers in providing welfare services not only because of the Christian native but also by the fact that in African life religion is the foundation of society and that the African makes little if any distinction between the spiritual and the material. Missions have wisely directed the inspiration derivable from deep religious feeling into social welfare channels. The corollary to all this seems to be that where religious bodies can undertake responsibilities in education, health, and other social welfare services, their active help should be utilised. As in the initiation of such services as those of the Jeanes visiting teachers, home demonstrators and other community workers, governments have taken advantage of the co-operation of missions, so also in the development of these and other services governments might well take into account the services which existing agencies are qualified to render.

6. Where, however, government is in a position to assume sole responsibility for public services it may find it more desirable to provide its own direct agencies and forms of supervision.

7. The experience gained at the "Jeanes inter-territorial Conference" of 1935 has shown the great benefits to be derived from periodic conferences and consultations between government departments, educational authorities, missionary bodies, and Africans wherever they are engaged in co-operative efforts.

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APPENDIX 2.

Extracts from the Colonial Office Advisory Committee's
Memorandum "The Education of African
Communities" (1935) (Col. 103).

1. Without a steady improvement in the health, economic stability, intelligence, general efficiency, and social co-operation of the general population the foundations of a sound social life will be wanting. (para 2).

2. One of the primary tasks of African education must be to assist in the growth of rural communities securely established on the land, progressing economically and socially, and producing both the crops required for their own subsistence, and, so far as markets and transport facilities permit, crops for export to enable them to pay for the import of commodities necessary for adequate nutrition and an improved standard of living. (para 3).

3. The great lesson which experience of education in Africa, as well as in other countries, is enforcing, is the necessity of relating the education of the young to the general advance of the community as a whole. The school can fulfil its function only if it is part of a more general programme conceived in terms much wider than the work of the school.

Experience of the education of rural communities in different countries tends to show that efforts to educate the young are often largely wasted unless a simultaneous effort is made to improve the life of the community as a whole. The problem has to be attacked from various sides, if progress is to be made. Poverty, malnutrition, insanitary conditions and habits, ignorance, superstitious ~~and~~ beliefs, hampering traditions, defects in social organizations, are all interdependent factors, no one of which can be dealt with effectively in isolation. Educational thought appears to be moving steadily towards this broader view of education. (para 4).

4. Health is the foundation of any improvement in the life of the individual and the community. Health conditions, more than any other single factor, have hitherto retarded the advancement of African peoples. Little intellectual and moral growth is possible where physical health is wanting. The school both requires as its foundation, and at the same time can do much to promote, better physical conditions. It can give instruction in practical hygiene, inculcate sound habits of health, and explain the need and methods of improved sanitation. But its efforts need to be supplemented by curative medicine, and instruction in school is likely to be ineffective if the children return to homes in which the lessons taught in the school are entirely disregarded. By the time the children have reached adult life what they learned in school will have been long forgotten. Health propaganda among the young will be to a large extent wasted effort unless it is linked up with a campaign conducted by the medical department among the adult members of the community, and very specially among the women. The teaching in school will be effective in proportion as it is supplemented by the practical instruction of adults and by reforms in the general habits of the community. (para 6).

5. An equally intimate relation exists, or should exist, between the school and agriculture. Its activities need to be correlated with the efforts of the agricultural department to improve the economic life of the community. It is not the function of the elementary village school to produce or train practical agriculturists any more than it is its function to turn out carpenters or masons. In places where there are no resident agricultural demonstrators, the village teacher whose training has been related to the practical needs of village life can grasp more quickly than the ordinary villager the new ideas which the agricultural agent is seeking to propagate, and in the intervals between his visits can do much by advice and explanation to encourage the villagers to persevere in experiments. There may also be simple improvements in agricultural methods which can be introduced in the cultivation of school plots and which the pupils, after practising them for some years in school, may be expected to carry out when they become farmers on their own account. The village teacher can also, by the promotion and assistance of young farmers' clubs, and in other ways, keep alive the interest in rural life aroused in school. The agricultural department, on the other hand, can assist the school by the preparation of simple text-books on nature study and on the local flora and fauna required by the village teacher. (para 7).

6. As an element in a general effort to improve the life of the community and linked at as many points as possible with the other agencies concerned with rural betterment, the village school will have as its central aim to create in the minds of its pupils an interest in their environment, for only so will they enjoy living in it; to enable them to understand it, in order that they may be able successfully to cope with it; and to inspire them with the desire to improve it. This may seem a purely ideal statement outlining an impossible task. But in the best village schools, as, for example, through the work of the "Jeanes" teachers in Kenya, the ideal has in considerable measure been realized. Men with no great scholastic attainments but trained for community service have been able not only to achieve much in schools under their own hands but also to inspire other teachers with fewer advantages to move in the same direction. (para 10).

7. The school which we have in mind as striving to realize these aims is the village elementary school, i.e., the school that has at least one fully-trained and certificated teacher, and not less than three or four years of consecutive instruction. But since all depends on the teacher, for a long time to come the aim can be realized only at a limited number of centres where teachers are available who have been specifically trained for this kind of work and where the work of the teachers can be supplemented by other agencies, e.g., by dispensary workers under the direction of the medical department or a missionary doctor and agricultural demonstrators under the department of agriculture. (para 11).

8. The fundamental importance of the education of girls as essential for community advance has been mentioned, but the difficulties to be overcome are great. Large numbers of little girls may attend the village schools, but their school career seldom lasts long and little of the teaching remains with them after they leave. With the changes in social conditions which make it possible for African women teachers to teach in village schools, girls will be able to stay longer and gain more from these schools, but for areas where this time has not yet come the mission station schools and boarding schools under European women will remain the chief opportunity for girls to have an education which will serve them through their life. Girls

educated in station and boarding schools who marry teachers and go with their husbands to a training school where they can have a course such as that offered at the Jeanes schools to teachers' wives can do much for their fellow-villagers, even though family duties limit the amount of formal teaching they can undertake and the extension of such training is greatly to be desired. But since for many years to come the educational progress of African women and girls will depend more largely than does that of boys upon a steadily increasing supply of European women teachers, the appointment recently made in several territories of qualified women to the staff of the government education department is greatly to be welcomed. (para 12).

9. The extent to which a school can contribute to a programme of community betterment depends almost wholly on the teacher. The foundation of the whole undertaking, therefore, is the selection and training of the men and women on whom will rest the responsibility in the village of conducting education on these broader lines. Selection is the more difficult of the two, since the qualities required often develop only when the teacher is actually at work. Since the number of suitable men and women is often insufficient to meet the demand, it may be inevitable at certain stages to accept for the time being second-rate material, but a good deal can be made even of relatively poor material if there is adequate supervision and continuous training by efficient visiting teachers The teacher's wife is of scarcely less importance than himself, and provision needs to be made wherever possible for the special training of teachers' wives, either during the initial course or in refresher courses. The man alone can do little to teach the community as a whole without effective help from a married woman, and his work will always be crippled if his wife is entirely uneducated and unable to carry out even in her own home the rules of health which her husband is trying to teach in the school (para 16).

10. If teachers are to be successfully trained for community betterment on these broader lines, there will have to be a change in most of the existing institutions for the training of teachers. It is at this point more than at any other that the problem has to be taken in hand if the desired results are to be obtained. The village school can be ruralized only if the normal school is ruralized. Part of the difficulty will be to find in sufficient numbers staff, both European and African, for the training institutions who have the necessary rural outlook and interest and sufficient experience of the type of work in question to give the required training. A first step may be to secure for those in charge of training institutions who desire to progress along these lines, the opportunity of studying the methods which have proved successful elsewhere for the improvement of rural community life. Moreover, it is practically impossible for training institutions located in urban centres to give the kind of training necessary. They must be established in a rural setting. Again, if the teachers in the village schools are to collaborate with the agents of other departments, such as those of agriculture, health, and co-operation, the training ought to be given where they will have the opportunity of direct touch with these other activities. In any case those who are directing them should be called in to assist in the training of the teachers. These should know before they go out to teach what help is available to supplement their own efforts and how to relate it to their work. (para 17).

11. Incidental references have been made to the education of the adult members of the community. But the subject is of such importance in relation to community betterment as to deserve a separate paragraph. There is much evidence to show that the progress of a backward community will be greater and more rapid if the education of the adults is taken in hand simultaneously with that of the young. This is likely to be specially true in Africa where society is undergoing rapid change. If the difficult transition from traditional ideas and institutions to forms better adapted to the rapidly changing environment is to take place successfully, conscious and deliberate efforts must be made to guide and assist the evolution. Even at the cost of some temporary restriction of educational facilities for the young, provision needs to be made for the promotion of adult education and for the appointment of agents, European and African, who are specially trained to develop this type of education, including such activities as farm demonstration, assistance in the marketing of crops, and instruction in health, hygiene and sanitation, which are already being carried out by the agricultural and medical departments. It will be part of the task of these agents to render more permanent the results of their teaching by organising the people in formal groups to carry out what they have individually realised to be desirable. Without this the influence is not likely to prove lasting. (para 19).

12. Voluntary societies having as their purpose the improvement of agriculture, the marketing of crops, the building of better houses, the improvement of school attendance, the combating of social evils, the promotion of thrift, the cultivation of interest in the activities of rural life and the profitable and enjoyable use of leisure, would provide new bonds of social cohesion which might in the course of time constitute forms of community life strong enough to replace those which are unable to maintain themselves under the stress of modern conditions. It is encouraging that at least two African Governments have granted special leave to officers to study the methods of Co-operation in other countries with a view to promoting it in Africa. (para 20).

13. Education as a whole in Africa is still very far from realising the broader aims which have been described. The view of education as an effort to improve the whole life of the community in spite of its apparent obviousness implies a definite and indeed radical breach with the traditional, more scholastic conception of education, and its whole-hearted acceptance may be expected to result in progressive and far-reaching changes in existing educational practice and administration. The time seems ripe for definite further steps to give effect to the principles that have been enunciated. This requires, in the first place, in the case of each community the formulation of a comprehensive plan for the improvement of all sides of its life. Such a plan can be arrived at only by the co-operation of all the agencies interested in social progress. Secondly, a means must be found for the effective coordination of the practical efforts of these various agencies in the execution of the common policy. Only by such collaboration can the most advantageous use be made of the relatively meagre resources available for the education and advancement of the peoples of Africa. (para 22).

14. The kind of educational programme which we have come to see to be necessary is one which requires the combined effort of various departments under the guidance and direction of the government of the territory. (para 24).

15. It is obviously desirable that the Native Authorities should be related as closely as possible to the execution of any comprehensive programme for the improvement of the life of the community, since the success of such a programme depends on the assumption of responsibility and initiative by the people themselves and on the enlistment of the living forces in the community in the task of social progress. But while the time may come when Native Authorities might be the proper body to be entrusted with the task, they lack at present the knowledge and experience necessary for planning a comprehensive, co-ordinated programme for meeting the whole needs of an area. (para 25).

16. Few things are more important than that selected experienced African teachers and elders should have the opportunity of visiting other territories in Africa and countries abroad with a view to widening their outlook and making themselves familiar with what the best educators in other territories and countries are attempting to accomplish. (para 29).

17. A general advance will become possible only after further experience has been gained in carefully conducted experiments and when a large number of persons have received a special training in methods of adult education and community welfare work. (para 30).

18. One of the first steps necessary for advance is that opportunities should be provided for selected individuals, whether administrative, educational, medical, or agricultural officers, missionaries or Africans, who have shown an interest in this type of work and proved their capacity for it, to equip themselves more fully by further study and travel. We doubt whether any expenditure for the purposes of this broader type of education would be more remunerative than assistance to a small number of carefully selected persons to enlarge their knowledge of methods of rural betterment. (para 31b).

19. To carry out the broader educational programme that has been advocated it is first and foremost essential to train a new type of African worker. Fortunately, in attempting this task experience on which to build is not wanting, since successful experiments have already been made at a few centres, such as the Jeanes School in Kenya. But, speaking generally, far-reaching reforms will be required in most of the existing training institutions for teachers. One of the most important lines of early action is that steps should be taken in the various territories to ensure that there is at least one training institution in the territory in which the desired type of training is given by a staff specially equipped for the task, and that the work of other training institutions should progressively be brought into accordance with this standard as rapidly as the right staff can be enlisted and the necessary funds provided. Training institutions which are prepared to move in the desired direction by broadening the course given, by making provision for present members of the staff to take special courses of training, and by strengthening their staff and equipment, should receive all possible encouragement to do so. (para 31e).

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