

12, 5, 4

Transvaal African Teachers' Association.

HONORARY LIFE PRESIDENT:

T. P. MATHABATHE,
P.O. Box 203,
PRETORIA.

PRESIDENT:

M. K. MOLEPO,
P.O. Box 76,
PIETERSBURG.

GENERAL TREASURER:

J. J. MUSI,
PIMVILLE GOVERNMENT SCHOOL,
P.O. PIMVILLE,
JOHANNESBURG.

ALL COMMUNICATIONS TO BE ADDRESSED

TO THE GENERAL SECRETARY:
S. P. KWAKWA,
105, SIXTH AVENUE, MARABASTAD.

PRETORIA, 19

THE T.E.D. REPLY TOTHE RESOLUTIONS FROM THE T.A.T.A.

Resolution 1. A definite uniform policy for the administration of Native Education is laid down in the Handbook of Instructions and the 'Courses of Training'. Further instructions are issued from time to time in the form of circulars to all Superintendents and Inspectors.

All such instructions apply uniformly to all inspection circuits, but it stands to reason that, as the circumstances of the schools are no means uniform, a rigid enforcement of the general principles accepted by the Department might in many cases affect adversely the progress of schools. In order to overcome this difficulty the system of administration must be necessarily, while based on certain uniform principles, possess enough elasticity to as regards the practical application of these principles to allow for satisfactory development of each and every school.

Resolution 2. The Department deplores the fact that, owing to the financial position of Native Education, it is not possible to pay regular increments to fully qualified teachers. It is felt that teachers who have served the Department for many years should receive a considerably higher salary than the teachers who have just completed their course of training. The Department cannot therefore endorse the resolution of the Transvaal African Teachers' Association which aims at removing what little differentiation there still exists between the experienced and the inexperienced teachers.

It is considered that it would be more opportune to raise this question when adequate provision for regular payment of increments has been made.

Resolution 3. The resolution is definitely in keeping with the accepted principle that the learning process, more especially during the first few years, should not be based on drudgery but should conform to the 'play way of learning' as much as possible.

On the other hand this is exactly one of the cases where it is extremely difficult to introduce a uniform regulation for all the schools.

In many rural areas the average age of the pupils in the grades is high and the pupils often leave school after such a short time, that it would appear unwise to curtail their opportunity of making progress by reducing the number of the school hours.

The children in the grades at urban area schools are usually still quite young but the parents more often than not would be very perturbed if their young children were not permitted to remain in school the whole morning, because they feel that they are out of harm's way as long as they are in the school under the supervision of their teachers.

The question of our young children is however so important and the Department is so anxious to facilitate the learning process in the substandards that it does not wish to give any ruling in this matter before both sides of this question have been more fully investigated.

The teachers are therefore invited to give this matter their serious attention and to discuss in the columns of our teachers journal, the best means of arriving at a satisfactory solution.

Resolution 4.

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Resolution 4. The abolition of school fees has been advocated time and again by ~~representatives~~ representatives of the teachers by representatives of Mission societies and by officials of the Department, but while practically everybody is convinced that the African children should have free education nobody ~~should~~ as yet been able to indicate the ~~source~~ sources from which the money for the equipment of the schools is to be founded if the Superintendents are deprived of ~~this~~ this income for their schools.

It is clear that no relief is possible unless a very substantial additional grant is given to the provinces. It is the wish of ~~the~~ all the parties concerned that this may come about in the future.

Resolution 5. The request of the Transvaal African Teachers' Association is not very clearly formulated. It is obvious that the principal of a nine teacher school finds it difficult to supervise the work of his school satisfactorily if he is at the same time ~~responsible~~ responsible for one of the classes. In a two or a three teacher school, on the other hand, it is quite possible for him to be class teacher and principal at the same time.

In passing their resolution the teachers undoubtedly had in mind the former type of school.

While the Department is in favour of relieving the principal of a big school of as much class work as possible it must be pointed out that it is very difficult to put this into effect as very many of our schools are still understaffed. Everybody will agree that as long as the Department is unable to apply the staffing quota which is given in the 'Handbook' it would be idle to give any promise in this connection.

Resolution 6. The Department is aware of the fact that very many of the teachers in this Province have never had the opportunity of learning Afrikaans, and it is therefore not the intention of the Department to reap where it has not sown. No teacher will be penalised because he is unable to teach Afrikaans, but efforts will be ~~made~~ naturally be made to appoint at least one teacher who knows Afrikaans to every school which employs more than one teacher.

Steps are also being taken to supply, free of charge a series of lessons in Afrikaans to all teachers in this Province. It is realised that correspondence lessons are a poor substitute for an actual course of training but the circumstances no other way of ~~reaching~~ reaching all the teachers can be found.

Resolution 7. Certain centres for vocational training have already been established in some of ~~some of~~ our big towns, but there should be many more schools with a vocational bias in order to satisfy the crying need for this type of training.

A proposal outlining the establishment of such schools in the urban areas was submitted to the Minister of Native Affairs early in 1939 and considered sympathetically by him. The Department has, however, now been informed that owing to the present abnormal conditions it is impossible to embark on such an ambitious scheme.

Resolution 8. At the April meeting of the Advisory Board a resolution was passed asking for the withdrawal of the instruction prohibiting Native Teachers from taking part in politics or serving on electoral committees,

This resolution

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This resolution was considered by the ~~Provincial authorities~~
Provincial authorities and the members of the Advisory Board were
thereafter advised that this instruction, which applies equally to
European and to African teachers, could not be withdrawn.

Signed H.W. Burrough,
SECRETARY: TRANSVAAL EDUCATION DEPARTMENT.

A. The following seven points constituted the substance of Dr. Eiselen's exposition of present educational policy:-

1. N.A.D. has budgetted for an overdraft on total expenditure of Native Development and Trust Fund during coming financial year. Government is being asked to meet this overdraft.
2. T.E.D. has put forward the proposal to finance Native education at the rate of £4.5.0. per head per year, calculated on present enrolment; with a 20% increase of enrolment each year for 5 years, and a 10% increase p.a. thereafter.
3. So long as the above proposal is not adopted, the present policy of the Department is to slow down expansion of primary schools (and increase of enrolment - but see sect. 7 below) and use available funds to improve Teachers' salaries and emoluments.

Proposed salary scales:

- (a) Lower Certificate: £72 - 6 - 150
- (b) Higher " : £96 - 6 - 180

These scales are still below those asked for by the T.A.T.A. But, all Provinces are agreed that their first duty, at the present time, is to improve salaries and raise increments from £3 p.a. to £6 p.a.

In addition, good service allowances, local allowances, and cost-of-living allowances, are to be paid.

4. T.E.D. also has a plan for assisting Native parents by meeting cost of school-books. N.A.D. has allowed Transvaal £19,000 for this purpose during the current school-year, this sum being half of the estimated total expenditure (primary schools only) of £38,000. Hitch in getting scheme authorised: Cape wants parents to buy books at full price and claim a refund of half purchase price. Transvaal wants books in stock to be sold direct at half-price. Settlement of dispute not reached yet.
5. Posts to be found for all qualified candidates from Training Schools.
6. Growth of Secondary Schools must, for the time being, be continued. Also, Industrial Centres (Manual Work and Domestic Science) to be attached, along the Reef, to certain Secondary Schools, e.g., in W.N.T.
7. 100 additional teachers authorised for a programme of double sessions in certain primary schools on Reef and in Pretoria. Owing to difficulty in building new schools, this is the only expansion measure in the field of primary education.

B. Next, Dr. E. dealt with points raised by the Executive of the T.A.T.A.:-

1. Promised to consider sending monthly salary cheques direct to principals of schools for distribution to staff, instead of, as at present, to Superintendents. Recognises that present method often leads to long and vexatious delays. Present method due to salary payments having originated as grants-in-aid to schools. E. afraid Missions may object to change.

Missions for their

2. Re request that ban on teachers becoming elected members of Location Advisory Boards be lifted: Dept. has ruled that teachers may serve as members of A.B.s only if they are either elected unopposed or nominated by the Municipality. No teacher to be a candidate in a contested election.

E. promised to put before authorities a suggestion by R.F.A.H., viz. that teachers might be candidates in a contested election, provided they take no personal part in canvass and election-meetings, i.e. provided their supporters do all the canvassing and speaking.

3. Re request that staff of Native Section of T.E.D. be increasingly "Bantuised":- Dr. E. reminded meeting that, when present block-grant of

£340,000 from Union Govt. was fixed, as representing the total annual expenditure, at the time, of the four Provinces on Native education, Natal and O.F.S. were careful to include the salaries of Inspectors, clerks, messengers, and in general of the administrative staff, whereas Tvl. and C.P. failed to do so. The Union Govt. refused subsequent requests for rectification of this anomaly. As a result, Tvl. and Cape have to find these expenses out of general Provincial Revenue, which - with the possible exception of a proportion of the proceeds of the Entertainment Tax - comes out of the pockets of White tax-payers. Hence, Provincial Councils concerned likely to insist on employing Whites in all the positions in question.

Possible ways of meeting the request: (a) Ask Native Trust to finance some additional appointments at Headquarters. (N.B. Trust even now pays salaries of Native Supervisors, attached to Inspectorates); (b) transfer of Native Education to Union Government. - Dr. E. promised to put request both to the Provincial Executive and to the Native Trust. Points out that in Natal, where the Native Trust pays the salaries of the H.Q. Staff, the appointees are all Europeans. (? Position in O.F.S. presumably the same? - R.F.A.H.)

4. Re request for Native Inspectors of Native Schools:- Dr. E. reminds meeting that he was first to introduce, unasked, the appointment of Native Principals of Native Secondary Schools. This experiment successful on the whole, though the staffs of 2 or 3 Native Secondary Schools have expressed a preference for a European principal. Native Inspectorate would be easiest to introduce if Native Schools were State Schools. So long as they are mainly State-aided Mission Schools, many Superintendents may not look on proposal with favour. E. asks meeting to have patience and let him judge when time is ripe for the experiment.
5. Re request for extension of Milk and Soup Schemes of Social Welfare Dept. to Native Schools:- Dr. E. points out that, at present, the Dept. has been given no funds for this purpose. To get additional funds voted by Parliament, "Europeans must learn to take a more liberal view of the obligations of Trusteeship."
6. Dr. E. agrees that, in due course, posts in Secondary Schools must be graded into A,B,C posts, as in European Secondary Schools.
7. Impossible to appoint teachers, promoted from Primary to Secondary schools, at higher ~~xx~~ salary notches in recognition of years of service in Primary Schools. Proper remedy for present anomalies is to make the upper end of Primary salary scale overlap with lower end of Secondary ~~xx~~ salary scale.

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