Presidential Address.

S. A. A. T. F.

Dec. 1900

1. Thanks for honor of election to high office as leader of all Native Teachers in the Union.

2. Tributes to past President who paved the way of education for his successor through service in the field of education and leadership in the community.

3. Event since last meeting:
   a. The turning point of the day was the Transfer of Native Education.-
      - Continued the meeting up to the call of education leaders who met and discussed the matter.
   b. The promotion of educational work for Native Education.-
      - The promotion of educational work for Native Education has been under consideration.
   c. The promotion of educational work by Native Education.-
      - This was a dignified and justifiably held discussion.
   d. The promotion of educational work by Native Education.-
      - The promotion of educational work by Native Education has been a matter of discussion.

4. Special developments:
   a. The group of Native Education.-
      - The group of Native Education met and discussed the matter.
   b. The development of Native Education.-
      - The development of Native Education has been a matter of discussion.
   c. The development of Native Education.-
      - The development of Native Education has been a matter of discussion.
   d. The development of Native Education.-
      - The development of Native Education has been a matter of discussion.

5. The special development should not make us forget the major task of Native Education, which is:
   a. The promotion of educational work for Native Education.-
      - The promotion of educational work for Native Education should be the primary task of Native Education.
   b. The promotion of educational work for Native Education.-
      - The promotion of educational work for Native Education should be the primary task of Native Education.
   c. The promotion of educational work for Native Education.-
      - The promotion of educational work for Native Education should be the primary task of Native Education.
   d. The promotion of educational work for Native Education.-
      - The promotion of educational work for Native Education should be the primary task of Native Education.

6. The help given by Native Education will show how far.

7. The help given by Native Education will show how far.
South African Teachers Federation

Presidential Address, December, 1940

Gentlemen,

My first duty in addressing you today is to thank you for the signal honour you conferred upon me when you decided at your last conference to invite me to accept the office of President. The A. F. African Teachers Federation represents for us African Teachers the highest Council co-ordinating among African Teaching Organisations, combining as it does the activities of our financial organisations. It is therefore a small honour for me to be called upon to guide the destinies of such a body. It calls for the rare ability to guide effectively, with wisdom and with a due consideration for local problems, organisations which have been brought into being under varying circumstances and yet combined with the ability to see the uniting factors in our separate problems so that we can work towards a common goal — namely the development of a sound system of education for the African people of this country. On accepting this office I am emboldened by the fact that I was not entirely a stranger to the work of the Federation, having served in the past as a delegate from Natal, and certainly by the fact that I could understand in addition my own claim to more acquaintance with the educational problem of at least more than one Province, namely the life of Natal, and finally by the fact that my recent connection with the Royal Commission which recommended and upon higher education in East Africa had brought me into contact with educational systems on the continent of Africa — all which
According as I hoped would be of some service to the federation, and to my fellow African teachers. All of these considerations would not have been sufficient to induce me to accept this office had I not the additional conviction that this would be associated with me in the work were men of wide experience, wide vision, and unquestioned loyalty, and unquestionable loyalty to the cause of the African teacher, in particular, and African education in general. Your leadership of your principal organisations has led your colleagues to entrust you with the responsibilities of high office, and I am happy to know that your valuable counsel is being placed at the disposal of the federation. My own recollection of my connection with the federation was that of a body of men who recognized the continuing necessity, whatever re-arrangements and overlapping criticisms might which to many of my African organisations have made us familiar with the harmonious for the common good. The members of the federation have always shown themselves to the awareness of the fact that the problems of Native Education are so many and so weighty that they could not afford to waste away their time on fruitless discussions.

Before I go any further, I should like to take this opportunity to pay a well deserved tribute to our past President. I refer to Professor D. P. S. Jolowre who had the honour of giving the direction of the federation from its inception until our last Conference in 1938. Professor Jolowre was one of the prime movers of the federation. Deeply conscious of the necessity of unity among teachers, as indeed among workers in any other field, he alayed into others the task to establish this organisation and with all throughout the insatiable thirst of the federation.
has passed he has been a pillar of strength. Now that the has vacated the position of Chief we can only express the hope that the invincible in falls will follow without fail to the test which devolves on them. We hope that Professor's labour will continue to interest him in the concern which he helped to found. We on our part will always welcome him in our meeting and give him cordiality to any counsel which he may choose to give us.

Let me turn now to a brief review of developments in Native Education since our last meeting. When we take stock of what has happened or to Native Education since 1938 I think we are bound to admit that there have been two or three developments which show up that Native Education is not in any state of heroism as I refer to the threat of transfer of Native Education from financial to the Federal Department or the Department of Native Affairs being entrusted with the administration of Native Education. Important principles were considered by this committee and the views which were expressed in this conference were carried to the Federal Department and have been treated at length and in many cases. I refer to the important Education conference which was held on that matter in Johannesburg. I believe I am right in saying that the resolution drawn up by the Federation of Native Education was finally adopted by the Johannesburg conference. Happily for the nation of the people that question is today no longer a live issue. The outlook
As was in September 1939, when the issue of the transfer of Native Education to the Native Local Authorities seemed to be within the realm of possibility, a change of government relegated this question to the limbo of forgotten things, much to the relief of everybody. Now, then that, you will remember that the key to the practical operation of the new system of Native Education was to be the provision of adequate funds. The Union government had been under pressure and it appeared that the new government, with the few terms of office education would be established a new system of financing Native Education, the main principle of which was that Native education would be funded entirely with money derived from Native sources in accord with the prevailing international practice. Let me quote the words from the famous Act of Union Finance. On the contrary it provided voluntary relief in amounts to be determined by the Colonies which it always brings a fund to meet the expenses. But we must not forget ourselves, while this Act the Union was to have been greatly benefited; we may be in a worse state of native Education and the new system of financing Native Education is going for good. Indigenous societies in South Africa have actively supported this in such a way as to provide voluntary aid, and this aid, in such a way as to provide voluntary aid, was substantially increased by the introduction of the Union Finance Act of 1933. As the Act was to do it again actuated by the view to the Union’s budget for the year when the Transfer of the native transfer in the Cape, was successfully carried out. This is a fact that the Union has been in a manner that is the same that we also have to this that to this step by step of native Education have been transferred and we have to defend the fact that the form will continue in the future and therefore we can say no very slowly our efforts in the steps that were taken in this matter. Now, it is still to this extent to add up to the education and educationists of the name. We must continue to fight our way through these problems to that we may able to offer continued suggestions on the question of the remuneration of our chief with those of other sections of the population. For our rights to education is a blessing which we cannot afford to lose for a man of pity.
They have been able to develop the system of native education.

The increase of the number of native secondary schools

These new secondary schools are proving a godsend to the people

The existing Native institutions which have been continued to

The secondary departments where they did not have them before. Nevertheless

Bringing new problems with it, and these secondary schools

The first place there is the question of the

we must record our gratitude to the first African Leader Time for

yesterday's leader is the building of the school, and the

This is a recognition of which the municipalities can be grateful.

The police in their work or whose duties are much of the prosperity

The famous urban areas referred to the question that has received

is the matter of staffing of these schools, especially in regard to

We have concluded that this is a deviation on

which some of our graduates have been with distinction in

in the older secondary school could be given an

The emancipation of African education is an important factor

as regards the Native. All kinds of reasons have been put forward

as reasons why the principalship of these small schools can not be

appointed for Native teachers. The to a large extent

of the Native public, parents, teachers and students have

resorted to the attitude and in some places, this resentment has

has been unchecked to such an extent that it has found expression

in unfortunate ways. To this extent for these in authority in Native

Education to take note of the ingrained state of race consciousness

away the Native. We are not prepared to go on having what

man do for us what we fail to do ourselves. This genuine

his predictions of good intentions in this matter. Unfortunately, in some

often been said against us in the past, must be reassured. Black African parents

wished others that results can be secured. We are further from a state of

in some places the responsibility for these secondary schools have taken
shape, e.g. in both Okigbo and Anambra. Some have undertaken a develop-
ment which will help them to play a more vital role in rural development.
In the Cape Verde there are now four secondary schools with Native
principals, namely, Mackenzye, Cape Town, Demargna and now
Lady Forte, to which I refer later. We congratulate these African
leaders who have occupied these appointments. These school committees
which have appointed and helped that these schools will be more
widely followed.

Notably, the next serious question raised by these secondary
schools is the fact they are the only schools. Their primary
schools are a new feature in rural education and anyone
have already been addressed in some questions on the whether the spiritual,
character and moral training of these students if these school will
receive the attention they deserve. This question is no serious
in the case of those students who can reside with their parents, for
after all the home in the field, place for moral educational education
and the African will be the least to admit that the boarding school
can take the place of the home. But it's another serious in the
case of those children from the rural areas in the vicinity of these
schools who don't take advantage of the facilities that offer.

Although some of these students away from home board with
relatives, it is certainly not wise to put too much strain upon
the distant relationship system. It would offer self consideration
whether will have to be given to the establishment of both or for students
from rural areas, i.e. the drastic reduction of fees for secondary
education in the large native institutions especially in the
areas where schools are still required to find one third of the
teachers' salaries, (3) the establishment of these day secondary
schools in suitable rural areas. If these measures were
taken then it might be possible to refuse admission
of all students not residing within their home or in
approved hostels in order to safeguard the moral welfare of
our boys and girls.
The last question I want to mention in connection with these schools is that of their curricula. In these days when so many new-fangled theories have come up about Native Education are kept trotted out—there is a danger of our children being given an education which will be more for headlines than anything else to them. We demand for our children an education which will take due account of the fact that they are living in the modern world in an environment which includes both Western and African elements worked together indissolubly. Any curricula which purports to prepare students for a purely African environment is just as stupid as most of these schools still exist in South Africa will not be tolerated by Africans. Nor will we have any wish to do with a curricula so intended for those who do not remain long enough at school which neglects the interests of those who do remain at school. We do not advocate a slavish following of the requirements of European schools. Both European and African schools could seek with advantage much of the best material which they now sorely criticised, but we cannot insist often enough upon the necessity for constructing our school curricula in such a way that all children can be led into the common heritage of the mankind in all fields of human knowledge.

At this stage I must direct your attention to a new development which in Native Education which has been much publicised especially in the Cape Province. I refer to the school farms which have been established at Livingstone, the Transkei and particularly with the Ciskei. The idea of these schools which started as primary schools, but are now developing secondary departments is to conduct the education of those who attend them in close relation to their everyday life. The schools as the names indicate are situated on fairly large farms. The pupils are drawn entirely, or mainly from rural areas, part of their time is spent in running the farm while the rest of their time
...margined for this agricultural work
is devoted to school activities, the two aspects being perfectly
co-ordinated and inter-related both theoretically and practically.
These schools are still in the experimental stage and those responsible
for them have expressed themselves as being well satisfied with
the results so far. In fact as I have indicated above, one of these
schools — the one at lady birtles is due to start a secondary
department next year. At another similar
school for girls is being established. What is the new
attitude to these schools? Opinions on these are divided.

Primaq I welcome these schools as so far as they
represent experiments in the field of education,
which might lead to the development discovery and
development of new methods of education which might be
with modifications be adopted in all rural schools.
A system of education which has no experimental schools,
which
where every school follows the same dull routine as any other
school is bound to be lifeless and unattractive. On all
sides it is admitted that the teaching in our schools requires
to be revitalised. It is only through small experiments of this
kind which are limited to a particular area or to one or
the other in an individual
two schools that what happens can be discerned. No shelter
would be entirely different from attempts were made to turn
all our schools into farm schools, before the last
had proved themselves. We shall watch these schools with
keen interest to see if they will provide the answer for
the ills of our rural schools, but just as we hope, we
shall not reject any new principles which they emerge from them,
not least those responsible for them, will not hesitate
to close them down if they prove a failure.

These are other developments of educational significance
to which I cannot omit to refer. Early next year there is to
be opened in Penrith a new school for the training of
non-European social workers under the able directorship of Dr
Ray Phillips, the famous missionary and social reformer, has observed in his capacity as an
under-the-tape of the African to make satisfactory adjustment to the complex conditions of modern social life, this seems to be guided
considerably by men and women of the right type who have received
special training from experts in sociology and sociological adaptation.
Christian social workers have done excellent social work among
Africans, but social work is becoming more and more specialized
and, if schemes devised with the best intentions are not to suffer
shipwreck, those who choose to enter the field must be provided
with facilities for training. We welcome this school and congratulate those
responsible for it for their cunning and their vision in beginning the
work in this direction and the immense effort has already been made
in this[.] We hope that Africa as a whole will take advantage of this school
and prepare themselves for the many careers of useful service likely to become available to them who have undergone this training.

At present time there is, for new social workers, a lack of centers with which to identify. On the top, a doubt they will have a
newer school as liberating will be required for their initiative. Planning
a library is not merely a matter of finding a book and receiving
it when they are returned. The librarian must be a person
charged with reading and the collection of suitable materials for
students. The Jan Hofmeyr School of Social Work will do
needy, provide us with the men and women who can perform practical
work, and the types of social work. Abroad, they are
institutions which in the future, if giving a new
type of training which is much needed in the country, will be the
creation of an interpretive course at this stage. In a country like South
Africa, where the population is not merely of people of different
cultural backgrounds and speaking different languages, the task of
interpreting is of vital importance for the successful and just administration
of justice. Thus far, in the case of interpreters for work we have
freelance school education and to rely on men who had received no special training, and
although many of these men have done excellent work, the time has
arrived now for those who have the inclination and the aptitude
in this kind of work to submit to special training so as to broaden their education and to increase their efficiency. It has been said that superficial criticism has been levelled against this course that an interpreter is born not made. No one sort of thing need be said about the teacher, but home teachers have found that specialised training makes their talents and gifts for teaching more effective. The same applies to interpreters. To believe that
in these days we can continue to rely on men drawn from in the ranks of the constables, with little or no educational background, is to do the native people a disservice and nature's bitter and positive injustice. Through training, for years past, there had been a tendency among native teachers to increase the number of European teachers. But if thus to
we feel a step in the wrong direction and we lose it as the authority of European points that this policy is not to be adhered to. That is a field of service which the native
might try to give preference and the difficulties usually put forward as reasons why this cannot be done are not insurmountable.
We hope that we have not made many changes in this field but we hope that those young men who come forward to take up this course will not be discouraged by the department concerned. One of the chief ways in which natives are discouraged from taking up new types of work is which will enable them to put their
hopes a much needed kind of service is that of the individual concerned has spent a great deal of money and several years in obtaining the necessary training, he offered the same salary as the man who has not taken the trouble to prepare himself especially for the
job. In the case of the section of the department special training always receives some sort of recognition in the way of additional remuneration, why on occasion should not a man spends in this case if better will always remain a source of dissatisfaction among our people.
What I have said has applied to native methods to the
new Agro-tech course in Agriculture established at Fisk Home
for the training of new teachers in the higher grades of the
Native Agricultural Service. The ordinary agricultural
education received by the
Demonstrator is a man who has passed standard 12 and then
enrolled in introductory
2 year training in Agriculture. This type
of demonstrator has done valuable service in the Native Reserve, but
with the passage of time it has become increasingly clear that this
type of instruction is not entirely satisfactory, especially as the age of those entering the course
is increasing. For this kind of work is a much more active
informative to
the men with a better general education than among my primary
school course and a higher standard of scientific education.
As the new course at Fisk Home has seen this has improved
and their motivation, but have taken the "Year B.Sc.
Agriculture" and in addition they receive two years training in
both theoretical and experimental agriculture. One of the men who
recently completed this course at Fisk Home is holding a B.A.
degree. I contend that the men who complete this course
will be ready to serve
field
staff to be employed as Senior Agricultural Officers
by the Rural Councils, as well as rural councils of the
agricultural training of teachers in agriculture in training to
high schools and serve as lecturers in Native Agricultural
Schools. This again we meet with the same reluctance
on the part of the Councils either to employ these men
or to offer them a salary commensurate with their
training or with the salary involved in getting the necessary
training. Fortunately the Education Department has
The Transvaal Territory. Rural Council is not prepared
to employ these men at salaries better than what offered
at the ordinary demonstrator. Fortunately the Education
Departments recognize the significance of this fact and are prepared to employ these men at reasonable rates
of remuneration. Thus we have the spectacle of the Native
Departments of Native Agriculture refusing to encourage
Notices to specialise in agriculture as a career at the same time when the development of the Native Reserve administration is said to be a major problem. Such an attitude was calculated to inspire confidence in the Native Affairs Department or the Council, periodical which fall under its direction.

It is pleasing that in this country where it is always the custom that the public are not specially created to serve native interests which show the greatest generosity and sympathy towards the native. Its most significant example is the recent decision of the University of the Witwatersrand— a body on which it might be said that the native people have no direct claim and which to provide facilities for the full medical training of limited number of native men in the country. We owe a deep debt of gratitude to the University of the Witwatersrand for its patronage and encouragement. We only hope, their action on their feet will not prove embarrassing to the and their own European students who take advantage of this offer will acquire themselves creditably in every work and not at any time cause the university authority to regret the step they would have taken in making this significant contribution to the solution of the health problems of the native in South Africa. This training will be costly even though it is going to be given in this country. In this connection we welcome the decision of the Johannesburg Native Council to award a limited number of scholarships to suitable applicants to enable them to take advantage of this training. It is the belief that the Natives Administration bodies such as the Colonial Council, the Protectorate Administration and even Mission Bodies will also come forward with assistance for the training of their native students. It might be mentioned that the young Native students trained in the medical periodical which fall under its direction.
referred above are very greatly indeed but they must
not lead us to forget that the major task of Native education
is not special developments but the building up of
a sound system of elementary education for the masses
of our Native population. The provision of Native
Schools who receive no kind of education at all except
what they can pick up in the street or on the job and ground
is not only to be encouraged but urged. Of those who do enter school the vast majority—say so-
do not remain long, often only one or two years at school. To this the
problem of illiteracy can be truly said we have hardly begun
to tackle the problem of illiteracy, genuine appreciation burned.
Publicly signify which on which the infrastructure of secondary
high and special education must be broadened. We have not,
but done anything to develop any forms of adult education so
as to make and reduce the number of adults who have
never received any education themselves or as in a position
to sit in proper perspective to help for education among their
children. Finally any attention has been given yet to the
problem of ensuring an educated Native in both African
society. The development of technical
education for Natives extended to such a large extent
by the late Labour policy and the poor health of
Native society even to its low economic position has been
united, talking by those who have native interest at least.
All these developments if they are going to be tackled
require money and through the evolution of
a satisfactory method for financing Native education
mane elastic method that the present one which can
be fully described in no way than a financial
strangulation of the education of the wage sector
of the Native population is now needed. The financial
position of this country has now for many years been
interlinked extraordinarily properly. Again again for me
have emphasized the soundness of the financial position of
the country, but as long as it is in time that the vast
bulk of the people of this country are placed in ignorance and
subjection so long will both Africa remain a backward
country with its financial position being on the shaky
foundation of a staunch and determined Native Republic.
No wealth of a country lies in its people not in its gold.
I should be failing in my duty if I were to conclude this address without a reference, however briefly, to the war in which the world is now engaged, and our relationships to the South Africa is at war, and if I were to dwell on the question as to whether South Africa was justified in getting into this war. It seems to me that that is an idle question at this stage. The war is now got stuck in the mud, that is no line for achieving the ultimate question or in which, if we should have got into the mud at all, the immediate question of the world is to get it out of the mud, to some degree, and the most useful person on that stage is the one who can add to the strength of the labour of pulling it out of the mud. For since the outbreak of the war the British people have taken up the attitude that if South Africa has got into the mud, they are not going to extricate the line of those who are trying to get the country out of this predicament by keeping it further down. They have instead demanded a share in the task of extricating the country from its difficulties, and in making the demand they have offered the greatest service which anyone can render for his country or theirchildren, and their lives. It has been an effort for a disappointment to them that the full measure of their offer has not been accepted, because there are still some elements in the country who do not wish that Africa be a full citizen of the country of its birth. Their disappointment not being lessening, African have come forward to participate in the war in the kind of military service asked of them. But British have done well the world to see that the interest of those who have accepted this call and those of their dependents and do not suffer eclipse. The British people are not entirely satisfied with all the arrangements that have been made, but it seems to me that in the whole the British have made a slight advance on the conditions under which Africans have participated in past wars.

How is this war likely to affect Natives? What will happen and after the war? This is a question which is causing serious concern, and with my degree of certainty. The most we can do is to indicate the ways in which we hope it will not affect Natives entirely. We hope that the war will not lead any serious reduction in the funds available for Native services. First, all Natives services are just because we really believe services placed on