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EDITORIAL — OPINION

Teachers' Salaries and Allowances.—It was with a deep sense of gratitude that African Teachers learnt of the improvements which were to be made to their meagre salaries and poor allowances. Gratitude was felt by all, because, owing to the sense of resignation to the inevitable, due to the now-too-familiar phrase "lack of funds" or "funds not available" as the ready answer to all pleas for better remuneration, African teachers had ceased to regard it as a legal right to get their increments and improvements, even though these improvements should have been forthcoming annually, according to the 1928 Salary Scales.

The 1928 scales provided as follows:—

	Men	Women
Primary Lower Certificate	£66—3—108	£54—3—90
Primary Higher Certificate	£66—3—120	£66—3—102

Most Primary School teachers will know that, owing to lack of funds, instead of the 14 yearly increments of £3 each year to date, it has only been possible to grant three increments, viz: in 1930, 1940 and 1942.

The new salary scales are:

	Men	Women
Primary Lower Certificate	£72—6—150	£60—4—120
Prim. Higher Certificate	£96—6—180	£78—4—138

It will be seen, therefore, that, although both the initial salary, increments and the final notch have been raised somewhat, the scale itself is incompatible with the status of a teacher and insufficient to meet all the demands that are made on his purse. Semi-skilled labour is better remunerated at certain labour centres, according to the Smit Report on Social and Economic conditions in Urban areas, at rates ranging from £7, £10 to £14, a month—and teaching is a profession—and yet, even with these people very little beyond the very bare necessities of life can be met.

So that, although we do say "Thank you!" for all that the authorities have been able to do for us to relieve our plight, we also say "It is not enough." And of course it will never be enough until a more reasonable system of financing Native Education has been adopted.

The new system of allowances for principals of post-primary schools—that is Secondary Schools with us—will benefit less than ten out of over 4,300 teachers in the whole of the Cape Province. The previous allowances, that is those now in force, were even lower than what seems to have been the impression of both the Chairman of the Natives Representative Council and his Council namely:

	Men	Women
Under 100	£45	£30
100—149	£60	£40
150 and over	£75	£50

These allowances are exactly half those which, according to the 1928 scales, were prepared for European Principals in Native Schools. When the salaries of European teachers in Native schools were revised, these allowances remained without any people benefitting from them.

Albany and Bathurst Branch Association Page

The new system of allowances that will operate as from 1st April this year will be :

	Men	Women
Under 50	£60	£40
51—100	£90	£60
101—150	£120	£80
151—200	£150	£100
201—250	£180	£120
Over 250	£210	£140

Most if not all of the post-primary schools principally by our men will fall within the first three grades, and very rarely will they grow to grades four to six, until the Institution authorities in our in our Missionary Colleges extend the privilege of appointments to principalships of their post-primary schools to African teachers as well.

Financing Native Education : The addition of two sixth of the General Tax receipts that has been made available to Native Education between 1942 and 1943, bring the total expenditure on Native Education to £1,527,761 for the four provinces. But this has only been a measure to relieve the critical state in which Native Education already is, and will not in anyway place this institution beyond future handicap. Serious understaffing, lack of accomodation of any kind, poor equipment, etc., characterise this branch of education in all four provinces of the union.

In the Cape alone there were, up to last year, 400 African teachers in the waiting list, whose appointments had been recommended by the Circuit Inspectors as urgent. Also, there were in the waiting list about 200 unaided schools which had applied for grants and which will not all get assistance—408 teachers and 200 unaided schools—and all the funds from the Native Trust spent on Native Education. This is a very gloomy picture and calls for immediate steps to be taken to remedy this state of affairs.

The Cape has some 1908 schools, 4355 African Teachers and a total enrolment of over 210,000 school children; thus the quota per African teacher is nearly 50. What can one teacher with 50 children to teach, in a badly equipped school, with little encouragement from the undernourished children under his care, hope to do for even the five-hour-a-day period for which he has to give instruction? These facts must be made known to all true South Africans of whatever colour and calling, so that immediate steps to ameliorate these conditions be initiated. The industrial development of the country is retarded and hampered by the illiterate persons who form the majority of the permanent population of our land.

Improved Conditions of Service : The news that as from 1st April this year African teachers will enjoy the same sick leave privileges as their European and Coloured fellow-workers is welcome. This will mean that they will get 90 days on full pay and 90 days on half pay.

We do hope that funds will soon be made available in order to make it possible to extend to Africans as well such other privileges as pension rights, long leave, state built school rooms, better equipment, to mention only a few of our many handicaps that we as African teachers in state-aided schools, have to contend with.

Feeding the Hungry Thousands : In his budget this year, the Minister of Finance intimated that it had been felt necessary to vote large sums of money in order to feed school children. The

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Victoria East and Fort Beaufort Branch Association Page

Minister said the desirability to combat malnutrition among school children had been felt to be very pressing by the Department of Social Welfare. This scheme will include all school children, irrespective of race or colour. "In the various provinces," the Minister said, "there were schemes for the feeding of school children, but expansion was impeded by lack of funds. The Government helped through the milk and butter scheme, which had been introduced as a means of disposing of surpluses, but which could be better regarded as a means of combating malnutrition. We propose to expand a feeding scheme for school children which would have as its aim the supply, principally at State expense, and partly at provincial expense, of one meal a day to every school going child, irrespective of race or colour. The ultimate cost cannot be reckoned with certainty, but it will undoubtedly not be less than £1,000,000. It will, of course, take time to develop. In the first year we do not expect that it will cost more than £200,000, of which £150,000 is already provided in the social welfare vote for the milk and butter scheme. An additional £50,000 will thus have to be provided."

The scheme, when it has been started, we hope, will extend to all school children the same milk and butter schemes that have been enjoyed by European and Coloured children and had been denied the children of the worst-paid, the poorest, and the most needy members of the community—the African. Recent commissions all stress the fact that the Native children are over 50 per cent. ill-nourished. They have been the victims of a mis-construed financial policy. There are many more Native children out side classrooms, because of lack of accommodation. The present accommodation is taxed to capacity with children who need no compulsion to attend school, and the 500,000 odd children of school-going-age who are roaming the streets and valleys of their home towns and villages, are no less undernourished than the 500,000 that have been fortunate enough to gain admission to schools. Malnutrition among the younger South Africans of whatever colour or race must be definitely checked, if all the possibilities of future development of this country are to be realised; but, what is to be done with the thousands of African children, of school-going age, who are willing to attend school, but who are debarred from doing so because of lack of accommodation?

Like disease, malnutrition—a disease that is less distressing than what we ordinarily include under the term—knows no colour bar, and if less effective measures to combat it are used with African children than will be, and have been, used with white and coloured children, the state of health of the average South African will be as low after twenty-five years as it is now.

QUESTIONS AND ANSWERS

1. What are the staffing requirements in the various types of Native Schools?

Regulations to be observed in the staffing of Native Schools are published in the Education Gazette from time to time. As far as I remember, these are the latest regulations:—

Mission Schools :

- Average attendance of at least 20 for a single-teacher school.
- Average attendance of at least 40 for a staff of 2 teachers.
- Average attendance of at least 80 for a staff of 3 teachers.
- Average attendance of at least 120 for a staff of 4 teachers.
- Average attendance of at least 160 for a staff of 5 teachers.
- Average attendance of at least 200 for a staff of 6 teachers;
and one teacher for every 40 pupils thereafter.

Higher Mission Schools :

- Average attendance of at least 40 for a staff of 2 teachers.
- Average attendance of at least 75 for a staff of 3 teachers.
- Average attendance of at least 110 for a staff of 4 teachers.
- Average attendance of at least 145 for a staff of 5 teachers;
and one teacher for every 35 pupils thereafter.

Schools with Standards V and VI Only :

- Average attendance of at least 31 for a staff of 2 teachers.
- Average attendance of at least 61 for a staff of 3 teachers.
- Average attendance of at least 90 for a staff of 4 teachers;
and one teacher for every 30 pupils thereafter.

Practising Schools :

- Average attendance of at least 70 for a staff of 3 teachers.
- Average attendance of at least 100 for a staff of 4 teachers;
and one teacher for every 35 pupils thereafter.

Secondary Schools (Offering Tuition up to J.C.)

- Average enrolment of under 20 for one teacher.
- Average enrolment of 20-49 for 2 teachers
- Average enrolment of 50-79 for 3 teachers.
- Average enrolment for 80-109 for 4 teachers.
- Average enrolment of 110-139 for 5 teachers,
and one teacher for every 30 pupils thereafter.

High Schools (Offering Tuition up to Senior Certificate.)

- Average enrolment of under 25 for 2 teachers.
- Average enrolment of 25-49 for 3 teachers.
- Average enrolment of 50-74 for 4 teachers.
- Average enrolment of 75-99 for 5 teachers;
and one teacher for every 25 pupils thereafter.

(N.B.—I have no information about Training and Industrial Schools.)

2. What are the regulations for the granting of special leave to African Teachers?

Special leave without salary for a period not exceeding six months may at any time be granted to a teacher, provided the manager of the school and the Superintendent-General of Education are satisfied that proper arrangements are made for the discharge of the duties of such teacher during his absence. Such period of leave shall not be reckoned as service. (Proc. No. 195 of 1925.)

Special leave on full or reduced salary may be granted to a teacher for any period, or periods, not exceeding in the aggregate ten school days in any calendar year :

1. For the purpose of sitting for an examination conducted by the Department or other approved examining body.
2. Provided that the S.G.E. is satisfied that leave is urgently necessary for any other legitimate reasons.

UNITED CAPE AFRICAN TEACHERS' ASSOCIATION

The United Cape African Teachers' Association held its inaugural conference at the Peacock Hall, East London, opening at 9.30 a.m. on Wednesday the 16th December, 1942.

Mr. W. Ncwana was in the chair. He, after a few opening remarks, called upon Mr. P. M. Mango, President of the East London branch, to introduce visitors: Cr. A. Latimer, his Worship the Mayor of Greater East London; Cr. H. Shaw, Deputy Mayor; Dr. O. D. Wolheim, Principal of Welsh High School, and other prominent citizens.

The Chairman then called upon the Mayor to make an official opening of the conference.

The Mayor: We feel very proud that the inaugural conference of the United Cape African Teachers' Association should take place in East London. We are, however, sorry we can't do all we would like to do for you in the way of entertainment because of the heavy war demands. Your profession as teachers is a very noble one, for you are not only concerned with the teaching of the 3Rs but you are also a medium and a bridge between black and white—a means whereby better understanding between these two races will be attained.

May God guide you in your deliberations—Happy Christmas and a prosperous New Year and we hope our New Year will be a year of victory.

Mr. C. Singapi seconded by Mr. E. Jijana passed a vote of thanks. They were pleased to note that His Worship the Mayor recognised African teachers as a medium between black and white. The Chairman then supported Mr. Singapi and Mr. Jijana in a few remarks.

Deputy Mayor thanked conference for extending the invitation to him and wished conference every success in its deliberations.

Dr. Wolheim apologised on behalf of Senator W. T. Welsh who could not attend conference on account of an important call. Senator Welsh had through him sent well-wishes for a successful conference. He was glad he had been asked to address the inaugural conference of the United Cape African Teachers' Association. He thought the teachers association did not trust him but because of the invitation he had ceased to entertain such an idea. In this particular conference he was glad that such words as collaboration, amalgamation and union were used. "There are usually many associations, and the tendency is to fight against one another—'Union is Strength.'"

Native Commissioner: "In this city we are trying to provide educational facilities for all. I am a great believer in the Russian system. Russia made no progress 20 years ago. It was 95 per cent. illiterate and today only 5 per cent. is." May the conference prove a success in its deliberations.

Mr. C. Kadalie pointed out in short that education is the basis and without it no progress can be made. He himself had led one deputation after another to Education Departments, because of the importance he attached to education.

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F. H. M. Zwide, Esq., Page.

Professor D. D. T. Jabavu in his vote of thanks to the speakers highly appreciated their diversity of views which however were directed towards the same end. He mentioned the fact that the conference was unique and we were now facing the lion together, all differences forgotten.

Mr. Ncwana then handed over the chair to Professor Jabavu.

Professor Jabavu in his opening remarks as chairman, introduced Mr. Cecil Accom, B.A. He was glad to see him amongst us not because he was an ex-student of Fort Hare and a graduate, but because Coloureds do not want to associate themselves with us. He hoped Mr. Accom would convey a good report about African teachers to his people.

Press Reporters : Daily Dispatch, Mr. L. Vabaza; Imvo, Mr. S. P. Ngculu; Inkokeli, Miss C. Mazwi; Bantu World, Mr. Max Mesatya; Umteteli, Mr. Tsenyego; Umthunywa, Mr. A. Novukela; Bantu Forum, Mr. H. Mjamba.

Roll Call : After a discussion raised by Mr. F. Zwide, as to the nature of delegation to that particular conference, it was decided that each Branch Association should be allowed a maximum of five delegates. (The names of delegated and visiting teachers who attended the conference are with the General Secretary, Mr. H. Yako.)

Mr. F. H. M. Zwide was then called upon to read his paper on "The history of the Cape African Teachers' Association."

Mr. Zwide : The occasion is undoubtedly unique—an occasion of Union between the C.A.T.A. and the U.T.A.T.A. The C.A.T.A. came into being on the 24th June, 1921, at King William's Town and on the 24th June of this year (1942), we were celebrating the anniversary of its coming-of-age at Mount Frere. As far back as 1877, the late Daniel Time, affectionately called "Dinner Time" used to relate stories of how they struggled to form a Teacher's Association, mentioning the names of Kawa, Mtombi, Sinuka, Sikwebu, Tshongwana, Rulashe, Mbambisa, Mdolomba, Mvambo, and many others, as sponsors.

In 1907 there were already a number of isolated Teachers' Associations. Through an invitation from the Cape Native Teachers' Association (C.N.T.A.) of Victoria East and Fort Beaufort area, under the leadership of Messrs. G. Njokweni, (president), N. V. Cewu (secretary), C. R. Moikangoa, C. A. Sigila, B. B. Mdledle, J. Mayikana, M. Dlepu, J. Mohotshi, T. Matodlana, T. Ngodongwana and Misses Y. Malgas, S. Ndlazilwana, a union of these small associations was effected at King William's Town in June, 1921, under the wise guidance of Professor Jabavu. The Union adopted the name of the sponsors, viz. the Cape Native Teachers' Association (C.N.T.A.), which name was later changed into the Cape African Teachers' Association (C.A.T.A.). Professor Jabavu was elected president, Messrs. G. Njokweni, vice-president; N. V. Cewu, general secretary; Knight Marambana (now D.V.T.), vice secretary; Principal of Lovedale as Treasurer. Committee : C. R. Moikanga, S. E. Mqhayi, late D. Time, late J. Mojotsi, A. J. Ayliff and F. H. M. Zwide.

Important resolutions were passed at that conference and the late Dr. Alex. Roberts and late Dr. C. T. Loram, as members of the Native Affairs Commission, proved invaluable sympathisers.

In December, 1921, the same year we achieved our union, we effected at Bloemfontein the South African Federation of Bantu Teachers with Professor Jabavu as President and F. H. M. Zwide his Secretary.

All this time, the Transkei was a separate body inspite of repeated attempts at a Cape Teachers' Union. In 1929 we succeeded in forming the Cape and Transkei Teachers' Union (C.T.T.U.), with Professor Jabavu as President and the late J. P. Hermanus as Secretary.

In the history of the C.A.T.A., besides those already mentioned, names of Max Mashicila, one time recording secretary, Sol. J. Akena, also recording secretary, cannot be forgotten; C. D. Zulu, deputy treasurer, a humorist in the midst of conference strain, B. B. Mdledle, one time General Secretary, an austere critic. Later the C.A.T.A. was joined by a force of ex-Fort Hare men: Don Mtinkulu, P. Mosaka, S. Rajuili and M. L. Kabane, who are now serving outside this province. But fortunately we still have some with us carrying on the work.

As a Union you have a herculean task ahead. The so-called reconstruction of social security after the war will mean to you so much disillusionment and heart-breaking disappointment, that if your minds are not prepared for it now, you may be in danger of despairing, and in desperation you may be led into greater dangers. It will be a miracle if the Atlantic Charter should be interpreted without the usual reservations.

Today we are demolishing the artificial barriers emphasized by the Kei River, which are merely for administrative purposes. May this glorious achievement transcend the sands of time and be written in golden letters on the golden tablets of our hearts, that posterity may look back on this day not only with pride and adulation but with joy, gratefulness and steadfastness, in the faith to continue the good work.

As the two stalwarts, the C.A.T.A. and the U.T.A.T.A., die a natural death, in their wake rises a palace of art, the United Cape African Teachers' Association, whose potentialities we scarce can fully gauge as we lay the foundation and construct the walls. The finishing touches to the edifice we shall leave to generations yet unborn.

Mr. J. Q. Mnyani: "On the history of the United Transkeian African Teachers' Association." He traced the history of the Transkeian Teachers' Association (T.T.A.) as far back as the days of Cecil Rhodes' Ministry, when a deputation from the T.T.A. led by the late George Pamla, principal at Butterworth Mission School, interviewed the Prime Minister at Butterworth. On that occasion Captain Veldman did all he could to make the deputation a success. Among the founders he mentioned the names of Messrs. Mpondo, Lusaseni, Ndwanda, Piliso, Xabanisa and Bulube.

At its beginning it only embraced Fingoland, but grew to include all the districts of the Transkei proper. As years passed fresh hands took over the machinery. When the late Jonathan P. Hermanus took over the secretarial chair with the late Langa

Masiza as president, the T.T.A. made big strides. In 1920 both the late J. P. Hermanus and the late Langa Masiza were sent on a deputation to Cape Town to interview on teachers' salaries, the late Sir Frederick de Vaal, then Administrator of the Cape Province. Later the Presidency was taken over by the late L. D. Dambuza with A. W. Mbuli as secretary.

In December, 1939, the T.T.A. amalgamated with the East Griqualand Teachers' Association under the name of the United Transkeian African Teachers' Association. This was not enough. In the following year, December, 1940, the U.T.A.T.A. took steps to see a United Cape African Teachers' Association, the result of which was the meeting of the U.T.A.T.A. and C.A.T.A. Executives at Grahamstown in June, 1941—representing the U.T.A.T.A.: Messrs. J. Q. Mnyani, E. G. Ndandani, V. V. Hermanus, N. P. Bulube and H. Mjamba, and the C.A.T.A.: Prof. Jabavu, Messrs. I. D. Mkize, H. Yako, Z. K. Matthews and R. Tutshane. Here we are today to effect that Union. Let us forget our past differences, real or imaginary. Let us sink them in the Buffalo Harbour and set sail in the new ship, the United Cape African Teachers' Association, and may God bless it with a successful voyage through the perilous seas.

COMMENTS were made by Mr. G. Njokweni who as one of the veterans showed what sacrifices they made to keep the life of a teachers' association amidst difficult times—heart-rending to hear.

Mr. V. V. Hermanus of the younger generation exhorted the younger generation to remain worthy sons of their fathers, the ripe stock.

Mr. Gulwa also supported Mr. V. V. Hermanus. A vote of thanks to Mr. Zwide and Mr. Mnyani was passed by Mr. Z. B. Maya, seconded by Mr. J. Shumane. Finally the chairman made brief comments on the significance of union, congratulating the T.T.A. for taking the initiative. He further proposed that the lectures should be preserved and printed by the General Secretary.

May God steer this new ship, the United Cape African Teachers' Association, through halcyon waters.

Mr. Zwide responded: The difficulties we encountered were a real blessing. Here we are to-day. Thank you for your kind words.

A lecture by MR. HENRY JORHA: While not posing as an authority on the teaching of music, he appealed to all teachers for more enthusiastic teaching of the art in the Primary Schools. Teachers should take a real interest in Music to win the interest of their pupils and should not regard it as a period of relaxation. Music is degenerating in the Primary Schools due to bad methods of teaching for purposes of attending concerts.

In the first place, there must be a good choice of songs. There is a craze for African music, quite a welcome idea, but the type of African music chosen is not of the right type. We cannot afford to drop Western Music so quickly, but we are fortunate to have African composers in Mr. Masiza and Mr. Tyamazashe, who are able to compose lasting music.

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Secondly, the correct use of chromatic notes, a rarity in our music, should be attempted, for chromatics are the spice of music. Finally, classification of voices is another important factor in the teaching of music.

Mr. Magobiane, D.V.T. in Music, commented: Teachers are inclined to concentrate on the artistic side rather than on the technical side of music, resulting in general low standard of our school music. The choice of song is very important—some songs are meant for adult concerts, not for children; not to discourage other composers like Messrs. Masiza and Tyamazhe. The theme of their music is elevating.

Music must be well interpreted—crude and rustic movements accompanying it must be avoided. The fundamental rules in the teaching of Music are the “d’ t d’” and the “f m f” rules—study the grammar of harmony.

Mr. Masiza commented: Music must be a profession among the Bantu people who have a natural gift for music. Sound methods of teaching it must be studied and this can only be done by enthusiasm. Avoid waste of time, teaching monotonous and meaningless notes. The blending of voices is important. No voice must be heard alone in a choir because of a mother who goes to a concert to listen to a daughter's or a son's voice ringing above or below others. The classification of voices is also very important.

The chairman made the final comments, thanking Mr. Jorha for his justified boldness and not audacity. He criticised evanescent music for lasting music. Closing at 4.10 p.m. 4.30 p.m. Joint-executive meeting to consider the draft constitution, closing at 7.30 p.m. 8 p.m.—Reception at the Peacock Hall—a happy occasion, closing at 12.0 p.m.

On Thursday morning, the 17th December, 1942: The Chairman introduced Senator Malcomess—mentioning his untiring services for the cause of the African.

Mr. H. Mjamba, seconded by Mr. J. N. Hlekani, was then called upon to lead a discussion on “Pension Scheme for African Teachers.”

Mr. Mjamba reviewed the conditions under which an African teacher receives a pension based on receipt of a Good Service Allowance as stated in Pamphlet No. 9 of the Cape Education Department—a system fraught with many weaknesses.

After discussion on the papers the following points were adopted:—

- (1) Full State responsibility for the financing of Native Education as is done to the other sections of the people in South Africa.
- (2) Adoption of the Federation Scale as against the 1928 scale. Best scale is the O.F.S. Scale, but only for post-primary teachers. The Federation Scale is good for primary school teachers.
- (3) A direct contribution by each teacher to a pension fund subsidised by the Central Government from the Consolidated Revenue Fund.
- (4) That contribution should be relative to a teacher's salary and be operative immediately after employment.
- (5) Merging of the G.S.A. into the salary scale and a similar adjustment made to pensioners. We claim these as a second instalment of elementary justice.

It was then decided to send a deputation to the Prime Minister.

SENATOR MALCOMESS : As your representatives it is highly important that we keep in touch with you. I am determined to do a lot for Native Education in the next session of Parliament. The State should take full responsibility for Native Education as is done for the other sections of the population of South Africa. Financing of Native Education at present is a hand to mouth policy.

This war is going to make a good change. We are getting converted by the brave efforts shown by the African soldiers in the war effort. The Atlantic Charter is no use to the Africans unless it provides for them a number of things, Education, Good Health Conditions, etc.

I have, as member of the Provincial Council, tried to get the G.S.A. abolished in favour of the Pension, but Mr. Welsh as C.I.N.E. (Chief Inspector of Native Education) always stated that I will have done much disservice to the African teacher. The four Provincial Departments of Native Education have tried in vain to get you a pension but the Native Affairs Department has always stated that there is no money. You suggest that a deputation be sent to the Prime Minister, but I suggest not. Send your representations through your parliamentary representatives.

I am aware of all the disabilities of Native Education. In this country we depend on the African and if we should educate the African, we shall be doing ourselves a lot of service.

MR. YAKO suggested that financing of Native Education should be considered first and then Pension.

MR. NDUNA : A deputation had better be sent right away. Procrastination is the thief of time.

MR. ZULU stressed financing of Native Education and that a deputation be sent at once. 1928 scales should be cast overboard. He finally remarked about the abolition of Std. VI classes as a block to the progress of Native Education.

MR. SHUMANE wanted to know why a deputation to the Prime Minister should be delayed. Senator Malcomess replied that the Prime Minister was to-day hands full in the war effort. "Send a deputation to the Minister of Native Affairs and the Minister of Education.

MR. NOVUKELA : What did Mr. Welsh mean by saying you would be doing us disservice in abolishing the G.S.A.? Senator Malcomess : Because he thought the crux of the question was good financing first.

MR. NOVUKELA. Is it dangerous to educate a people? Senator Malcomess : Education is a weapon and to retard it by those interested is a safeguard.

The Chairman commented on the Senator's paper, pointing out how much interest the Senator takes in Native Education. Mr. Gulwa, seconded by Mr. Ganga, passed a vote of thanks on the papers read by Messrs. Mjamba, Hlekani and Senator Malcomess.

ADOPTION OF THE CONSTITUTION.

MR. GODLO stated that the last session of the N.R.C. was a very high one. It considered a number of items on Native Education and whole-heartedly endorsed the recommendations made to the Minister of Native Affairs by a joint-deputation of the Natives' Representative Council, African National Congress, Location Advisory Boards Congress, and African Teachers' Federation in Cape Town early in the year, viz :—

- (1) Full state responsibility for the financing of Native Education;
- (2) Provision of School buildings and Equipment by the State;
- (3) Free Public School system controlled by the Government through Provincial Education Departments;
- (4) Formation of School Boards for the management of African Schools with African Representatives on such boards;
- (5) The payment of adequate salaries to African teachers with a definite civil service status and pension rights compatible with the requirements of this profession under modern conditions;
- (6) The appointment of qualified Africans to any post in African Educational Institutions;
- (7) Increased opportunities for scholastic education and technical training for employment in all sections of the Native Civil Service and skilled trades.

The N.R.C. dealt with estimates for education, with the scale to come into operation in 1943, and the new allowances for Post Primary teachers : £90; £120; £150, according to the grade of the school, as against the old £60; £90; £120.

The N.R.C. has obtained concessions in connection with sick leave—same as for Europeans : 90 days on full pay and 90 days on half pay.

With regard to pension, the four Departments of Native Education would rather have the salary increased than continue the G.S.A. No decision has been arrived at—still at the melting pot.

The following discussed points raised by Mr. Godlo; Messrs. Zwide, Max Mesatywa, Njokweni, Mahlasela and Mr. Nwana, stated that the alleged old allowances have never been applicable and he was supported by Mr. Mahlasela from first hand information, that the allowances applicable are £45, £60, £75 according to the grade of the school. Mr. Godlo stated that he did not know that the allowances given as "old" in the N.R.C. have never been applied. Mr. Mzamane thought that teachers were entitled to the difference retrospectively.

Mr. Gulwa wanted to know the functions of a Departmental Visiting Teacher and the position with regard to appointment of African graduates as inspectors. Mr. Godlo was sorry he could not reply to these questions.

DR. XUMA : We cannot build without recognising those who have gone before us. Prof. Jabavu has been for a number of years the mainstay of the Teachers' Associations, and by the way I have a sin of omission which I must confess—I did not congratulate him on his promotion to the professorship. I take this chance to do so.

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I am glad to note that you are to-day coming together. This is a sign of progress. I can well appreciate the difficulties which caused separation between the Transkei and the Cape. Early this year I was a leader of a deputation of the Natives' Representative Council, African National Congress, Location Advisory Boards' Congress and African Teachers' Federation, to interview the Minister of Native Affairs in Cape Town. We made a number of important resolutions on Native Education as read to you by Mr. Godlo. By collecting this deputation from many African organisations, I was trying to show more unity among the Africans and thus prove effective. We made it clear that we want transfer of Native Education to the Union Government, though not ungrateful to the Missionaries and quite willing to leave some of the schools under their control. We of the National Congress feel that Africans must be left to do things for themselves.

Mr. M. Toni, seconded by Mr. Ezra Mesatywa thanked Dr. Xuma and Mr. Godlo for showing such a keen interest in Native Education. Mr. Godlo thanked the teachers for inviting them and exhorted them to join Advisory Boards.

ADOPTION OF THE CONSTITUTION.

Telegrams Received :

- (1) May the Union abound ad infinitum.—Mdaka.
- (2) Regret owing indisposition unable to attend conference. In wishing conference all success may I stress following points :
 - (i) Need for a draft ordinance and regulations governing non-European teachers with view bringing them into line with other members in relation to terms of service and discipline;
 - (ii) The substitution of a permanent increase for Good Service Allowance;
 - (iii) The abolition of good service or other allowance as requisite for pension rights;
 - (iv) Pension system based solely on salary contribution plus period of service.

I assure you of my full co-operation at all times.—

Gordon Hemming.

- (3) Congratulations, wish conference success in its deliberations.—Honono.
- (4) Wishes for successful Conference, complete agreement, the amalgamation anticipated.—Mazwi.
- (5) Good wishes for successful conference.—Dandala/Tsotsi.
- (6) Wishing U.C.A.T.A. every success in its inaugural conference.—A. C. Jordon.

Closing at 6 p.m. 8 p.m.: Adoption of the Constitution and closing at 10.30 p.m.

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ON FRIDAY, 18th DECEMBER, 1942: Final adoption of the Constitution. The chairman supported by Messrs. Mnyani and Zwide encouraged the younger generation to steam ahead, and thanked them for the kind words said to the ripe stock by Messrs. Kwinana, Mzamane, Sofute, Mjamba, Manuel and Mr. Zulu, neither young nor old.

In honour of the recently late J. P. Hermanus and Dr. W. G. Bennie, late Chief Inspector for Native Education, the chairman asked conference to stand for half-a-minute, made comments on the departed and asked the General Secretary to write letters of sympathy to the bereaved families. He then chanted "Ndifikile eYordane" in honour of Union.

Messrs. Makongolo, Tabata were introduced, and also Mr. Matthews who had just arrived from the meeting of the Natives' Representative Council.

Dr. A. Kerr, Principal of the South African Native College, addressed conference on :

THE TEACHER'S PROFESSION

There are a few exceptional people who are able to shine in many walks of life, but the average "one talent" human being is hard put to master one career in his lifetime. It is an illusion to judge other professions superior to our own, if we use the true measuring rod—the enduring satisfaction of work done, not the reward.

As we grow older, and our view of life becomes more comprehensive, we begin to view our career, not as something belonging to ourselves, but something the community has asked us to undertake and make it possible for us to do.

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There is no occupation that cannot be improved and vigilance is needed, so that the essence is not neglected for the appurtenances. In education the essence, for the community is the selection, training and maintenance of teachers.

The real teacher has an urge to teach. This implies a philosophy—the realisation that community life has a structure the principles of which must be introduced to the rising generation. This implies not maintenance of things as they are but maintaining the present good and nursing the vision of a better future.

A spark of missionary zeal is the chief principle upon which teachers should be selected. There is no limit to the education required for the instruction of a child. When formal education stops, self-education must continue, primarily for the continued vitality of the teacher's mind and not the production of a walking encyclopaedia.

Thomas Okay, who began life as a basket maker and later became Professor of Italian at Cambridge University is an example of a system of education free from examinations.

A complete education would include a knowledge and appreciation of the scene of our existence, an understanding of man, including his communal and political groupings, his cultural activities, skill in communication, measurement and craftsmanship of many kinds. All this is not possible to every man. We who live in communities must compensate for one another's shortcomings.

We learn from experience—provided we have been trained to know how to learn. Modern methods involve the danger of inadequacy of teaching practice. The "old pupil teacher" system meant that the student spent four years helping to teach under the supervisory eye of an experienced teacher. Headmasters should strive to retain what was valuable in this idea by working alongside and supervising the college bred tiros and be made free enough of the drudgery of the register, record, and correspondence to be able to do so.

To sum up, the teacher's education should be as complete as possible, his training theoretically sound, scientific and humanistic, his practice more thorough than at present, and his first few years after certification much more supervised and guided.

But the most important factor is no external agency, but the man himself—life will teach him many things. Above all he must preserve the faith he set out with and realising that life is too complex for unassisted management, walk humbly with his God.

Mr. Mahlasela passed a vote of thanks to Dr. Kerr, who as a layman had been appointed Moderator of the Presbyterian Church. He was the right man to baptise the newly born babe. Dr. Kerr, he said, had done quite a lot for Fort Hare. He confirmed missionary zeal as stated by Dr. Kerr, but, said he, we tend to be disappointed by the missionaries in most cases.

Mr. H. Hermanus seconded Mr. Mahlasela. The chairman then made a few remarks thanking Dr. Kerr.

Dr. Kerr replied: The work done at Fort Hare is not the work of one man. Fort Hare is a community of enterprise—a collaboration between Government bodies and Missionaries. He was glad to learn there are 23 ex-Fort Hare men present. He

said according to the Presbyterian Church, he could not as a layman baptise this new association, but, said he, I give it my blessings.

MR. BURMAN was introduced by the chairman as a man who is sacrificing in the interests of the Native people even though entitled to very little remuneration compared to other Native representatives in the House of Assembly and Senate.

MR. BURMAN: I am glad to be present at this historical conference. I am one of those who believe strongly in a union and I stress the value of uniting your people, as leaders. The Provincial Council sees to a number of things: Education, Hospitalisation, Roads, etc., and it is difficult for it to do justice to all these. I am however glad to say we work hand in hand with Captain Moulton, but we are like a drop of water in the sea. We have succeeded in a few things not by demanding them as a matter of right but of educating the rest with difficulty. The money we receive from the Government is too inadequate and not until we receive enough money from the Government that we shall be able to effect any changes as a Provincial Council. I have tried to improve the conditions of the Native soldiers and appealed to Colonel Deneys Reitz to see that the wives of Native soldiers are not done injustice in the present war. I might remark that you are not making good use of your vote. Some don't register, and even those who have registered do not vote. I am glad to say Mr. Tsenyego has increased the number of voters on the roll in East London. Educate your people to value their vote.

MR. NOVUKELA: Why does the Government make it legal for qualified Europeans to vote and not apply the same law to Natives? Mr. Burman: It is the policy of the Government to do so. The Government is looking after its own interests and you must look after your votes. Mr. Nduna: There is a teacher in the front who has not received his annual increments and G.S.A. Why? Mr. Burman: Send me the details about the matter. Mr. Sofute stated that a teacher from his own school was receiving increments and G.S.A. Mr. Matthews: What prevents the Provincial Council from spending from its own funds, if the Government is not giving enough? Mr. Burman: We have made special grants for examinations, for example last year out of sympathy. Mr. Matthews. I am not satisfied. There is nothing preventing you from spending from your own funds. You are making the Government a screen. The Provincial Council spend accidentally out of its own funds. We have been informed in the N.R.C. that as a Provincial Council you want to have no responsibility at all.

MR. MJAMBA: Is it effective to send resolutions to the Provincial Council?

Mr. Burman: Resolutions are taken to the Cabinet.

Mr. Xabanisa: Do you know that when a Native teacher terminates his services, the Department confiscates his contributions to the pension, but it is not so in the case of Europeans and Coloureds? What is the reason for such injustice and irresponsibility? Mr. Burman: There is no reason for injustice. It is due to lack of conscience. Mr. Xabanisa: Why is it that the interests of a Native teacher are not protected by the S.G.E. Mr. Xabanisa then went to prove his own case with the Education Department and confused Mr. Burman by quoting clause after

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clause of the Ordinance, profusely. He finally asked why Mr. Burman seemed unaware of these things as a member of the Provincial Council. Mr. Burman asked Mr. Xabanisa to supply him with facts concerning his complaint against the Cape Education Department. Mr. Matthews in passing a vote of thanks remarked: The Provincial Council is doing nothing for us. I would certainly like to see it abolished. We however do not blame you much for you are too few to effect any drastic changes. I am glad you are following up the case of Poll Tax deductions made to wives of Native soldiers. Our people will not register for they do not see the need. The Provincial Council is not even known. We shall however do our best to see the number of voters rise. Mr. Manuel seconded Mr. Matthews: You have a fight indeed. Wear down the stone bit by bit as a drop of rain water does.

The Chairman made a few remarks, thanking Mr. Burman and then introduced Mr. Malunga a member of the South African Teachers' Association.

ELECTION OF OFFICE BEARERS

President Emeritus Prof. D. D. T. Jabavu.
 First President Mr. J. Q. Mnyani
 President Elect Mr. W. Ncwana
 General Secretary Mr. H. Yako
 Assistant Secretary Mr. V. V. Hermanus
 Treasurer Mr. C. D. Zulu
 Editor of The Teachers' Vision Mr. E. G. Jijana
Editorial Board; Messrs. Lusaseni, Nduna, Shumane, Novukela, Klaas.

Finance Board: Messrs. Ndandani, Kwinana, Nombe, Masi-za Singapi.

Book Committee: Messrs. Zwide, Max Mesatywa, Lekhela, Gushman, Mjamba.

Life Members: Messrs. Zwide, Njokweni, Ndandani, Ngculu, Nguza and Mlomzale.

Messrs. Ncwana and Matthews were elected delegates to the Cis-Kei Missionary Council.

U.T.A.T.A. financial statement, by Mr. E. G. Ndanani (Treasurer):—

£41 6s. 2d. to pay out £4; balance £37 6s. 2d.

C.A.T.A. financial statement by Mr. C. D. Zulu (Deputy Treasurer):—

These are the three funds:—

General: £9 14s. 0d.; still to deduct expenses for a delegation to the Federation.

Teachers' Vision: £21 16s. 3d.; still to deduct for the last issue of the Vision.

Legal Defence Fund: £40 5s. 7d.

Mr. Zulu explained the aim of the Legal Defence Fund and promised to send its constitution to Branch Associations.

The Chairman thanked the Treasurers for their good work and was glad to state we were not starting in debt. He was seconded by Mr. G. Njokweni. The Chairman further thanked the local branch for catering so well in difficult times.

He then announced the two teacher-teams, tennis and cricket, to play against East London on Saturday the 19th and further arrangements for sightseeing.

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The meeting closed at 5.15 p.m. by singing the National Anthem.

(Signed) V. V. HERMANUS,
(Assistant and Recording Secretary.)

Department of Education,
P.O. Box 13,
Cape Town,
6.4.1943.

Mr. E. J. Jijana,
The Editor,
Teachers' Vision.

Dear Mr. Jijana,

I am pleased to inform you that the necessary proclamations have appeared and that I am now able to reply in detail to the questions raised by you in your letter of the 15th February.

As from the 1st April all African teachers are entitled to the same sick leave privileges as European and Coloured teachers, namely to 90 days sick leave on full pay and 90 days on half pay in every cycle of 5 years.

As from the same date new salary scales are being introduced for teachers with the N.P.L. III qualification and for those with the P.H. II qualification. The old P.L. III scale, £66-3-108 for men and £54-3-90 for women is being replaced by the scale £72-6-150 for men and £60-4-120 for women and the old P.H. II scale, £78-3-120 for men and £66-3-102 for women, is being replaced by the scale £96-6-180 for men and £78-4-138 for women.

All teachers with these qualifications are being put on to the new scale as from 1st April, 1943, and the £32,000 needed to do so, has already been provided by the Native Trust. All the teachers concerned are to be put up to the nearest notch of the new scale above their present substantive rate of pay. Every one will thus get more than he is getting at present but some only £1 more while others will get as much as £18 more. This, I am afraid, will cause a certain amount of heart burning if not actual dissatisfaction. We tried to work out a plan whereby the beginners would not benefit quite so much and the older teachers with long service would benefit more. But such a scheme was found to be impracticable. I feel that the wisest way for the teachers to look at it is that as a body they are getting £32,000 more than they would have got under the old scales and that for the future they are all on a notch of the new scales ready to go up to the maximum extent of each increment that becomes available.

In addition the War cost of living allowance is to be continued. That should mean roughly another £51,000 for African teachers for the present financial year.

A new scale not of salaries but of allowances for African head teachers of Secondary and High Schools has been introduced. It is based on enrolment and is as follows:—

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You raise the question of whether Primary teachers will get regular yearly increments. The Education Department will pay yearly increments if the Trust provides the money and the Trust will make every effort to find the money. Whether it will succeed, I cannot say, but the sums involved are very large. This year the Trust has been able to provide the necessary £32,000. An increment for all next year will mean this £32,000 over again plus roughly £25,000. An increment the following year will mean £32,000 plus £25,000 plus £25,000. And so it will go on, an extra £25,000 a year for the next ten years when the Trust will be having to find £282,000 a year more for salaries than it had to find last year. The Trust's heart is very good but personally I doubt whether its pocket is sufficiently long. I am hoping very much that we will be able to manage the increments for the next few years at any rate. You will notice the new increments are £6 and £4 p.a. not the old £3 p.a.

Teachers have really got much more than their share of the money available for development this year, but we in the Department feel that this is only right as for many years Native education developed largely at the expense of the teachers' increments.

I am pleased to see from your letter that the teachers have amalgamated their various associations into a larger and more representative body. In this way any recommendations they may decide to make, will carry more weight.

Wishing your United Association a successful year.

Yours sincerely,
S. R. HOBSON.

THE HEALTH OF THE SCHOOL CHILD

(By Dr. Ryno J. Smit)

Very little is known about the health of the Bantu school child and the reason for it appears to be that there is no medical inspection of schools in rural areas. Except for an extremely valuable contribution in respect of Native schools in urban areas by Dr. Hellman of Johannesburg the field of the rural school child remains unexploited. Preservation of health and the saving of life have become a socio-economic rather than a medical problem, a question of education and prevention rather than treatment, in which housing, personal hygiene, prejudice, custom and superstition play an important part.

The most important factor in the health of the school child is agriculture, its relationship to health problems and its bearing on education. This fact has not been sufficiently stressed nor has it been presented in a form which is interesting as well as attractive to children. It is fully realised by health authorities that without the close co-operation of Agriculturalists and Educationalists nothing at all can be achieved in the field of preventive medical work. The school child is dependant primarily upon good food, a well-balanced and nourishing diet, intended not only to nourish the body but also to maintain that aptitude for learning which is essential, and today we know that certain food stuffs do that. So it follows that some instruction must be given in rudimentary agriculture not only to primary schools but also to secondary schools. Not only must the children be taught how to till the

land, but they must know how to plant, reap and prepare the food they grow. It will give them an idea of food values and also stress the importance of the dignity of manual labour.

The first attempt at getting data in connection with Bantu rural schools in the Transkeian Territories was made in 1940 when a survey was undertaken with the assistance of school inspectors and teachers. Some 11,000 children were investigated primarily from the points of view of numbers of meals consumed per day and the nature of the food eaten. It was ascertained that 84.5 per cent. of children had only one meal per day, 14.9 per cent. had 2 meals per day and .6 per cent. had 3 meals per day. It was further disclosed that the majority of school children attended school breakfastless, and that the same number of children had their first meal in the afternoon on their return home from school. It was for this reason that co-operative feeding schemes were started by Mr. Van der Plank of Fort Cox, Mr. F. J. de Villiers of Lady Frere and many other enthusiasts in the Ciskei (Healdtown, Burnshill, Freemantle School, Mt. Arthur, etc.) and these feeding schemes have already had a marked effect not only on the weights of the children but more markedly on their aptitude for learning. Recently such a scheme was started at Tabase in the Umtata District and I understand that another is being inaugurated at Isilimela.

The survey further revealed that all children consumed mealies in some or other form, but that only 39.4 per cent. had milk (quantity not stated), 28.3 per cent. had beans (either alone or mixed with mealies), 14.6 per cent. had meat, 8.4 per cent. had green vegetables, 8.2 per cent. had pumpkins and 7 per cent. had marewu. Of 720 children examined by Dr. McGregor 43 (nearly 6 per cent.) showed marked signs of malnutrition and 65 (nearly 9 per cent.) suffered with chest complaints; 32.1 per cent. of children between the ages of 2 and 16 years (excluding whooping cough) were found to be suffering with chest diseases, while 9.1 per cent. had some or other variety of deficiency disease.

This information, although somewhat incomplete, is alarming and indicates very clearly that the Bantu school child is not getting a balanced diet, a most important factor in its well being.

Since the commencement of the Umtata Health Unit, efforts have been made to institute regular inspections of school children by the nurse in charge of the nearby clinic and the full-time medical officer. School clinic cards have been made available and every school child has its own card. The children are weighed and inspected regularly and their illnesses and complaints entered on the card. In this manner very valuable information has been obtained in regard to school children e.g. the average weights of school children have been ascertained. Interesting information in connection with children's defects have come to hand and various tables and graphs are being prepared in this connection.

Apart from the mere examination of children, efforts have also been made to introduce popular talks and to encourage preventive inoculation. Many hundreds of children were immunised against typhoid during the past 2 years and quite a lot suffering with bilharzia were dealt with.

A constructive educational health programme in rural areas is intimately associated with all sorts of factors, the most important being the soil and the preservation thereof. With fencing and controlled grazing all children will be able to attend school and the first object lesson will be the rapid recovery of the land, the improvement of the stock and a consequent increase in the present greatly depleted milk supply. The other object lessons follow viz.

pure water supplies, latrine accomodation, adequately ventilated and constructed school buildings with satisfactory desks and school equipment.

At the White Houe conference on Child Health and Protection in 1932, it was decided that "children in the elementary school should be given such knowledge as will make meaningful their daily life activities and environment in proportion to their ability to understand and use such knowldge."

As the large majority of the Bantu school-going children in the Transkei enjoy only primary education the time has arrived to produce a school syllabus which makes health teaching meaningful to them and to give them a background best suited for them to use after they leave school. Health and Agriculture problems are extremely closely related to each other and both are of primary importance to the school child so it is only reasonable to say that such knowledge can and should be disseminated through the medium of the primary school. It is the only means whereby it can ever be hoped to produce a healthy Bantu school child and a future healthy Bantu race.

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United Cape African Teachers' Association

Notes and Notices.

All Branch Associations are requested to send their affiliation fees to the Treasurer, U.C.A.T.A., P. O. Lovedale, before conference meets in July at the Freemantle School, Lady Frere.

N.B. :—The Affiliation Fee for each Branch Association is £2.

All Conference Motions must be in the hands of the General Secretary, P. O. Box 207, Umtata, *before May 30th*, so that they may be published in the June issue of the "Vision".

The Annual Conference of the United Cape African Teachers' Association will be held at the Freemantle School Farm, Lady Frere, on July 1st and 2nd, 1943. (See Advertisement elsewhere in this number).

The Constitution of the U.C.A.T.A. which was passed at the East London Conference in December, 1942, will be published in the June issue of the "Teachers' Vision". Remember to provide yourself with a copy, as, owing to restrictions in the use of paper, as a war measure, it may not be possible to prepare a special booklet of the constitution for some time to come.

The Primary School Syllabus Revision Committee will be sitting some time in May. Branch Associations are requested to send their suggestions and recommendations to the General Secretary by the first week of May.

We wish to apologise to our readers for the late issue of this number of the "Vision". The delay was unavoidable as one of the printing machines of our press broke down and it was some time before it could be put in running order again. We promise that, unless some unforeseen mishap occurs, the June number will be posted at the latest during the 14th to 19th June, week.
Ngxe bahlekazi!

United Cape African Teachers' Association Programme : U.C.A.T.A. Conference : June, 1943.

Date of arrival at Freemantle School ...	Wednesday, June 30th.
Reception in the Freemantle Hall ...	Wednesday, June 30th.
Dates of Conference	July 1st and 2nd.
Hall for meetings	Freemantle School Hall.
Charges for Board and Lodging ...	4/- per head, per day.

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and Sat. |
| (iv) From Johannesburg | 9.30 a.m. daily, save
Sat. and Sun. |
| (v) From Springfontein | 8.28 a.m., Tues., Thurs.
and Sat. |
| (vi) From Cape Town | 8.28 a.m., Tues., Thurs.
and Sat. |

Fare from Queenstown to Fremantle School 4/- return. Buses run daily before 2 p.m. except Sundays.

N.B.—Special arrangements will be made to fetch delegates from Queenstown Station **at 11 a.m., on Wednesday, 30th June.** Charges—4/- return. Those intending to avail themselves of this means of conveyance are advised to write to :—

The Organising Secretary, G.G.A.T.A., P.O. Box 20, LADY FRERE.
 Farewell Function Friday, July 2nd.

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VISION * * * *

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The Official Organ of the
UNITED CAPE AFRICAN TEACHERS' ASSOCIATION.
Established in 1934.

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President-Emeritus : Professor D. D. T. Jabavu.

All communications for publication and other relevant correspondence must be addressed to the Editor, to reach him not later than the second week of the second month of the quarter. All such correspondence for publication must be clearly written on one side of the paper only.

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The Editorial Board does not necessarily agree with all the views expressed by correspondents in the pages of this journal.

EDITORIAL — OPINION

An All-In War Against Ignorance : We welcome Mrs. Rheinalt Jones's Memorandum on the Finance of Native Education prepared by her for the Institute of Race Relations, and likewise do we welcome the constructive suggestions made by Miss E. Hawarden in the "Forum" of 20th February, 1943, based on Mrs. Jones's proposals.

The subject of the financing of Native Education, inspite of Government commissions, scores of articles from various pens in the popular press, and our own humble efforts—and, indeed, with us, it has become a hobby-horse—still bristles with problems, which unaccountably to us, have hitherto defied solution. Mrs. Jones, however, with a true womanly insight, has gone straight to the root of the matter, and she has made proposals which, in their simplicity, stand in contrast with the stupendousness of the problems she has essayed to solve. Will those in whose hands lie the destinies of the African people move forward, or hesitating, and deliberately blind, grope for the way which has been blazoned out for them ?

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Miss Howarden, commenting on Mrs. Jones's findings that out of a possible 1,920,000 African children of school going age to-day, not more than 510,000 or roughly 26.5 per cent. may be taken to be receiving any schooling of any kind, makes us think of the other 1,400,000 that "are growing up, some in the reserves, barred from any acquaintance with civilized habits of life, . . . and the others are growing up in town slums, disorderly, undisciplined and learning as they roam the streets (for every child learns—it is only a question of what he learns) the crime, dishonesty, the brutality, and the immorality that our slums impose on their inhabitants."—The tale is not all told, nor has the worst been said, for of those "African children in school, many are taught by unqualified teachers," a great majority of those teachers who are qualified hold as low a certificate as Standard VI plus a three year professional training! and all alike, qualified or unqualified, are paid such low salaries that they are "perpetually harassed by anxiety, debt, and insecurity." Add to these, that the African teacher looks forward to no adequate old age pension!

It is contended, and rightly too, that the little that is done in the urgent task of educating the African is performed in a very unsatisfactory manner. We shall, again and again, lift our hands against the gross injustice of making the African—himself the poorest member of the community—to pay out his bitter poverty "for those services that are directly his own."

The estimates for the current financial year show that out of about a million and a quarter pounds that come directly from "African pockets by way of the poll tax," only a paltry £340,000 comes from the general revenue of the country. It is the right of all African children of school-going age to be in school, and, if the right steps are taken, within ten years, all such children can be in school. The goal is a magnificent one, and if it is too much effort on the part of the dominant race, to strive to win it solely in the interests of the Africans, then at least, let no effort be spared, and no cost should be too much to win it for the advancement of the country which it has pleased God to make a joint home for us all. South Africa "cannot afford to carry a vast uneducated population unable to play its full part in the development of the country." Over and above, this magnificent goal is practical. Miss Howarden suggests: (1) That provision be made for enough secondary education and teacher-training facilities to ensure the necessary supply of teachers.

"(2) For the next four years provision must be made for a 20 per cent increase in school population, and in the next six years, a 10 per cent. increase be made. In that way 56 per cent. of the children could be sent to school and within 17 years, all children could receive at least a primary education. With a modicum of attention to adult education, South Africa could be a literate country."

We are fully aware that this will cost money. It cannot possibly be extracted from the African by raising his poll-tax, for, docile and willing as he is, the paying capacity of the African has reached its furthest limits, and those who know best how desperately poor he is, plead, on his behalf, that the poll-tax he pays, should be reduced or even abolished altogether.

The cost of the education of the African child, should, like that of the children of other races in this country, be defrayed out of general revenue, to which directly and indirectly the African contributes so largely. The members of the dominant race in this country, while they will readily assume the role of "guardians" and "trustees" over the Africans, have, however, never fully accepted the implications and corollaries of their position. With the position should go the responsibilities. Well did the bard sing:

"Uneasy lies the head that wears the crown."

While we do not subscribe to the "standard of living" argument, threadbare, fallacious, unconvincing and unjust, we shall, nevertheless lean on the side of reason and moderation. As against the £21 p.c. p.a. voted for European children in this country; in fairness, we hold that the princely sum of £5 p.c., p.a., will for the time being, tide over the financial difficulties encountered in connection with the education of the African child. At the same time the African, well nigh truculent and highly suspicious of the intentions of his white overlord, will feel that at last his conscience has been aroused to his duties as a neighbour. And gratefulness has always been the badge of the African people.

Compared with the present expenditure of £340,000 p.a. on Native education, the sums that will be required to make this "ten year blitz on Ignorance" will seem unduly large. When however, we consider what an enormous benefit to the country it would be to have a literate African population, we must admit that it would be well worth the cost.

Instead of spending large sums of money annually on remedial measures—on law, order, and protection, hospitalisation etc., etc., why not make the sound investment of educating the African people, and waging a real "blitz" on their ignorance, which has always been the cause of their maladjustment to their environment? These things will

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have to be done, and that soon, if as Profors Frankel says, "We in the Union are to "travel with other people in the new road to world economic progress." Or will white South South Africa prefer the alternative scheme "the policy of the economic exploitation of the many by the few ?" If so, she must be prepared to take its consequences."

NOTES AND NOTICES

1. All delegates and Visiting teachers are asked to provide themselves with the June Quarter Teachers' Vision containing the resolutions.

X X X X X X

2. Teachers travelling by train will be allowed Teachers' concession certificates as usual. There may be restrictions as regards breaking journeys. Early bookings are necessary.

X X X X X X

3. All Branch Associations will be required to affiliate to the U.C.A. T.A. by paying £2 before conference opens on July 1st at the Freemantle School.

X X X X X X

4. With referce to the recommendation that teachers holding the N.P.L. III qualification should after twenty years' service be placed for salary purposes on the N.P.H. scales, the S.G.E. replied, "The Departmental Examinations' Committee felt that it would be very unwise to encourage the idea that length of service could place a teacher in a category for which he does not hold the necessary academic qualification."

GRAHAMSTOWN AND ALBANY AFRICAN TEACHERS' ASSOCIATION

A brief resume of the Presidential Address delivered by Mr. Nduna before the members of the Association.

"To-night, ladies and gentlemen, I stand up to deliver for my first time, since the inauguration of this Association, what has appeared on the agenda as the 'presidential address.' The undertaking has given rise to a nervous and hectic attitude, due, first, to my knowing how my predecessor used to give you food for thought in his addresses, and secondly to the fact that I stand as one enveloped by a threatening atmosphere of the present war—a war whose news shouts out the rape of national independence, brutality and butchery of countless of innocent souls—a veritable reign of terror unparalleled in history. Well may one stop to ponder over the accuracy of every sentence one utters "for fear of being misconstrued and misrepresented by that ubiquitous and elusive traitor—the fifth columnist." With the above as some minor form of inducement, went on the speaker, "I wish to give you a resume of the current year's work.

1. First and foremost, the speaker placed on record "his cordial thanks to the Executive Committee of his Association for their exemplary spirit of co-operation throughout the year. Likewise, he expressed,

on behalf of the Association, his indebtedness in general to all those who had at various times, willingly prepared and read addresses before the Association, and in particular to Messrs Siwisa and Mketani and to Mr. R. Currey, M.A., principal of St. Andrew's College.

2. The Association, reported the speaker, had been strengthened by the joining "en bloc" of the Alicedale teachers. While this itself was highly gratifying, it was on the other hand deplorable that the "number of teachers present in any meeting, hardly ever tallied with the number on the roll." Whence this contagious scourge and lethargy which paralyse and thwart united action among those who need it most, in the face of countless baffling problems which demand it, and at a time when even fools have mobilised their forces to achieve their objectives, be they good or evil? Continuing, Mr. Nduna said that this was about the only opportune time when we could with advantage club ourselves together and call for our rights. India has done it. Let us follow her example both as an association and as individual members of the teaching profession, with a loyalty untrammelled by all forms of waywardness and self-seeking motives.

3. Speaking about this unreserved loyalty, the speaker reminded his hearers of the laudable practice in the Grahamstown branch of the As-

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sociation of giving farewell and reception parties for any of the teachers who either leave us or come to join our ranks. But here again, one is disappointed by the poorness of the attendance. Is it possible that this indifference, apathy, and lack of a sense of duty and responsibility are due to some lurking spirit of jealousy that forbears to hear the praise of another? One wonders.

4. At this annual General Meeting, went on the speaker, "when all of us with any sense of our profession, should be here, is it not appalling that as an inducement for a successful and well attended meeting, it is necessary to resort to such subterfuge as the presence of some fantastic inspector, who as the wielder of the G.S.A. grants must be placated at all costs! Still trying to account for the lack of response among the African teachers in supporting their own organisation, the speaker wonders if it was due to a love of solitude, in which case he remarked, whosoever delights in solitude is either a god or a wild beast and should not have been in the noble teaching profession, which among other things, seeks for and aims at establishing bonds of true friendship, and a co-operate spirit among its members. In the Association, we should find true friends to whom we may communicate our joys, fears, and aspirations, and whatever lieth on the heart to oppress it." The Association should be a kind of civil shirt, and its secrets treated as those of a penitent by his priest and confessor.

Alas! how sadly we have failed in this our duty! lamented the speaker, who to substantiate his remarks, referred to the cases of Messrs Lusu and Mjele—men who had come hopeful of appeasement in their grief, but who found instead, a resentful and scornful handling of their cases: Victims already, they were further victimised by their would-be helpers and protectors. When, asked Mr. Nduna, will happiness and trustworthiness spring up, and reign supreme in a united body?

5. Bowing to custom on such occasions, Mr. Nduna touched on the question of the meagre salaries of the African teachers. He gave the substance of a talk between himself and one of the leading local educationists who, besides what he already knew about the financing of Native Education, had had an interview with Mr. Story, who had recently, held the position of Acting Chief Inspector of Native Education. In answer to the question, what should be done to improve Native education? which appeared in a questionnaire submitted to the Grahamstown Branch of Joint Councils, by the Institute of Race Relations, this educationist said: (a) You want improved school buildings, and good furniture; (b) You want individual classes in each school to be properly staffed, i.e. the quota for each class teacher to be standardised to 40 pupils. (c) That Native education be financed on a 'per caput' basis.

All these things require money, said Mr. Nduna to his informant. But where will it come from in these difficult days? In reply he said, to use his own words: "Oh man, the Government have lots of money, and they work co-jointly with the Education Department." He then started enumerating, up-to-date, the various increments which have been made towards teachers' salaries since the beginning of the war—as well as the cost of living allowances payable to all teachers. This went to show that there is money somewhere. Further, this man revealed that the Government had given towards the Native Development Account, a sum of £21,000! He also referred to a certain commission which had recommended that Native education be financed on a 'per caput' basis—suggesting that a sum of £3-12-8 be made available for each school going African child. The Department, he went on, had decided on the payment of £4 for each African child. That certainly, was good news.

6. This gentleman had further told Mr. Nduna that Grahamstown might be one of the very few centres where experiments in compulsory education of African children would be tried out, and it was to get ma-

terial and data for this scheme, that Mr. Hobson, then the local Circuit Inspector, had asked to be supplied with what, under the circumstances, was considered a fair estimate of the number of African children of school going age who were not in school then. From the above it is clear enough that the Government have money available. The question is, how to get it?

7. It is an indisputable fact, asserted the speaker, that our country will prosper as it should, only when higher wages are paid, and a better standard of living is thereby made possible for the lower classes. He commented that co-operation, among African teachers, is of slow growth, but, he went on to say, if the teachers want to advance their interests, they must become members of the Teachers' Association. Teachers' organisations have the ear of the Department, and the more representative an association is, the stronger will be its voice, and the more likely will its requests be considered by the Department. The Association, like God's rain which falleth for both the wicked and the righteous, has benefitted all teachers without discriminating between members and non-members—and it will continue to exist, giving those in authority what it considers is the rightful way of financing Native

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education, until all those who think that the African is a hewer of wood and a drawer of water, are crushed and silenced.

This is the time to strike. "There is a tide," went on Mr. Nduna, soaring to dizzy poetic heights,—"in the affairs of men, which, taken at the flood, leads on to fortune; omitted, all the voyage of their life, is bound in shallows and in miseries."

On such a full sea are we now afloat, and we must take the current when it serves, or lose our ventures.

UNITED CAPE AFRICAN TEACHERS' ASSOCIATION CONSTITUTION

- I. NAME. The name of the Association shall be the United Cape African Teachers' Association.
- II. OBJECTS :
- To guard and promote the interests of African Teachers in the whole Cape Province.
 - To serve as a recognised mouth-piece of African teachers before authorities.
 - To arouse interest in and to stimulate discussion on all matters vitally affecting the Education of the African people.
 - To provide annual conferences in order to integrate the activities of the affiliated branch associations, and to arrange for addresses by competent lecturers.
- III. MEMBERSHIP :
- All African teachers engaged in Education.
 - Life-Membership, voted at an annual conference for meritorious service to the association.
- IV. AUTHORITY :
- The supreme authority of the Association shall be vested in the Annual Conference of delegates elected by the Branches.
- V. ANNUAL CONFERENCE—Composition :
- The Association shall meet in conference once a year normally in June at a place to be decided by conference.
 - (a) Each Branch whose affiliation fees are paid shall be entitled to elect a maximum of FIVE delegates to conference.
(b) Members of Affiliated Branch Associations other than delegates, who shall have a right to take part in discussions but not vote.
(c) Affiliated individual teacher members.
(d) Members of the general public as approved by Conference. They shall have the right to take part in discussions but not vote.
(e) LIFE MEMBERS who shall take part in discussions and not vote.
(f) Proxy.
 - No member shall be allowed to take part in the discussions of the of the Association if his Branch has not paid up its dues to the Association.
 - THE QUORUM at a General Conference shall consist of at least one-third of the total number of Branch Associations affiliated at the previous conference.
 - VOTING shall be by ballot or by show of hands according as the meeting may decide, but the election of office-bearers shall be decided by ballot and multiple ballots where necessary.

6. (a) **CONSTITUTION AND POWERS**: The Annual Conference shall be the supreme governing body of the Association.
- (b) Conference shall receive and adopt reports from:—
- (i) Delegate to the Advisory Board.
 - (ii) The Federation of African Teachers' Associations.
 - (iii) The Treasurer.
 - (iv) The General Secretary.
 - (v) The Editor of "The Teachers' Vision."
 - (vi) Reports from any other delegation.

VI. OFFICERS :

The Officers of the Association shall be : (i) a President, (ii) a Vice-President, (iii) a General Secretary, (iv) an Assistant Secretary, (v) Treasurer, (vi) Editor of the Teachers' Vision. The Officers shall be elected in such a way that at least two of them shall be primary school teachers.

VII. DUTIES OF OFFICERS :

- (a) The President shall be installed annually and shall hold office until the following conference. He shall preside at all annual conferences and Executive Council meetings, and shall be responsible

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proper conduct of business at all such meetings. He shall have a casting vote. He shall sign the minutes of each meeting at the time they are approved. He or his deputy shall countersign all orders for payment by the Treasurer.

- (b) The Vice-President shall become President-Elect.
- (c) The General Secretary shall be elected at an Annual Conference and shall hold office for three years. He shall conduct all the business and correspondence of the Association and shall carry out the instructions of the Annual Conference or the Executive Council.
- (d) The Assistant Secretary shall be appointed for one year. He shall record the minutes of Conference and of the Executive Council meetings and generally he shall act as a relieving officer to the General Secretary.
- (e) The Treasurer shall be elected annually. He shall be responsible for all the finances of the Association. He shall prepare a signed Financial Statement for the Annual Conference. In conjunction with the President he shall open an account in a Bank. All withdrawals shall be made by means of cheque signed by the President, the Secretary, and the Treasurer.

VIII. THE EXECUTIVE COUNCIL :

- 1. The Executive Council of the Association shall consist of the following :
 - (a) All the Office-bearers of the Association.
 - (b) The President Emeritus.
 - (c) Such Life members and other members of Conference who may be co-opted for the duration of the Conference in question.
- 2. In the event of a seat falling vacant in the Executive Council, the members of the Council who remain shall be competent to fill the vacancy pro tempore.
- 3. QUORUM : Two members including the General Secretary shall form a quorum at meetings of the Executive Council.

IX. FINANCE :

- (a) All Branches shall be required to pay an annual affiliation fee of £2 due and payable at least 30 days before the date of Annual Conference.
- (b) Life members and individual teacher members shall pay an annual affiliation fee of four shillings per member.
- (c) No funds shall be expended except by a vote of the Association when in session or by the Executive Council which shall report thereon at a subsequent annual conference.
- (d) The travelling expenses of the Officers of the Association when attending Annual Conference shall be defrayed out of the funds of the Association.

X. MOTIONS :

Motions and notices of motion must be registered with the General Secretary not later than two months before Conference.

XI. EMERGENCY MEETINGS :

On a requisition formulated by at least five Branch Associations, the President and the General Secretary will have the authority to summon an Emergency Meeting of the Executive Council at any convenient time, the travelling expenses of the Executive Council incurred thereby being defrayed from the funds of the Association.

XII. THE ANNUAL CONFERENCE MEETINGS—CALLING OF :

The Annual Conference of the Association shall be called by means of notices sent to all Branches at least three months before the sitting of the Conference and also by advertisements.

XIII. REPRESENTATION ON OTHER BODIES :

The Association's representatives to (i) The Advisory Board on Edu-

cation, (ii) The Federation of African Teachers' Associations, (iii) and other organisations shall be elected at Conference when such elections fall due.

XIV. STANDING COMMITTEES :

The following Standing Committees shall be appointed for two years in order to expedite the various departments of Conference work.

- (a) Resolutions' Committee : Convener—The General Secretary.
- (b) Editorial Board : Convener—Editor of "The Teachers' Vision."
- (c) Finance Board (incorporating the Legal Defence Fund and the Teachers' Vision Maintenance Fund).
- (d) Book Committee : Convener—The President.

XV. AMENDMENT : The fore-going Constitution of the Association shall not be amended, altered or added to, in any manner except by a two-thirds majority of members present at an Annual Conference, provided that there had been a written notification setting forth the particulars of the proposed alteration or additions to all Branch Associations, circulated by the General Secretary at least one year before the Conference in question.

U.C.A.T.A. CONFERENCE AT FREEMANTLE SCHOOL

1st and 2nd JULY, 1943

WEDNESDAY, 30th JUNE.

- 4 p.m.—6. Executive Committee Meeting.
- 8 pm. Reception in Freemantle Hall.

THURSDAY, 1st JULY.

- 9.30-10.30 Opening Ceremonies.
 - (a) Opening address—Resident Magistrate.
 - (b) Opening Address—Chief K. D. Matanzima, B.A.
 - (c) Opening Address

10.30-11 Roll Call and Appointment of Reporters.

11-11.30.

TEA INTERVAL.

- 11.10-12 Reading of minutes of last Conference.
- 12-1 p.m. Presidential Address.

1-2.30 p.m.

LUNCH

2.30-6.30 p.m. Conference Business—Motions.

6.30-8 p.m.

SUPPER

8-10 p.m. Conference Business—Motions.

FRIDAY, 2nd JULY.

9.30-10 Conference Business—Motions.

10-11 Address—Inspector F. J. de Villiers.

11-11.15

TEA INTERVAL.

11.15-1 Conference Business—Motions.

1-2.30 p.m.

LUNCH

2.30-3.15 Address—Primary School Teacher.

3.15-4.15 Conference Business.

3.15-4.15 Reports (a) Finance.

(b) "The Teachers' Vision."

(c) Federation of African Teachers' Associations.

5.15-6 Election of new Office-Bearers.

6 p.m. Conference Closes.

CONFERENCE MOTIONS

1. Thanks to the Minister of Finance and Education for including African children in his proposed feeding of school children.
2. The Education Department's attention be drawn to an unkind practice of some School Managers for keeping teachers waiting for salaries long after they are due.
3. That teachers should find out why on the whole the Matriculation results were so poor last year. The teachers, having found the cause, should uproot it.
(Victoria East—Fort Beaufort Teachers' Association).
4. That the U.T.T.G.C. be requested to give financial aid to such schools in the Transkei as need and deserve a government grant till the Administration takes over the matter.
(Tsolo Branch of the U.C.A.T.A.)
5. That this association respectfully requests the Department of Education to enforce some form of compulsory education for Native children in the rural areas.
E.M.A.T.A.)
6. That the U.C.A.T.A. make representation to the Education Department to make provision for publication of examiners' reports in the Std. VI Departmental Examinations for the Teachers' information, as is done in all other Departmental Examinations. At present teachers are at a loss where their children fail with the result that they repeat the same mistakes over every year, as they do not know what the examiners really expect from the candidates.
7. That the Education Department be respectfully asked to give its ruling to the appointment of Secondary School assistants, so as to provide that the Principals of such school should have the last word in the appointment of assistant teachers in their schools.
8. That the Department be respectfully asked to discontinue the practice of prescribing set books with extracts and unrelated episodes in the vernacular, and prescribe complete novels or stories, as is the practice with the official languages.
9. That the U.C.A.T.A. make representations to those responsible, for the abolition of payment of perpetual rent by teachers in Institutions or any Boarding School, where such is the practice.
10. That the U.C.A.T.A. be requested to seek direct representation in the meetings of Heads of Institutions.
11. That the U.C.A.T.A. deplores the practice of Managers of filling vacant posts without prior advertisement, and this conference feels that the interests of the schools would be better served if all posts were advertised and applied for in open competition, and that all unsuccessful applicants be written at the space provided in the Nomination form, for the Department's scrutiny.
12. That the Education Department be respectfully requested to employ experienced undergraduates permanently in post-primary posts so as to meet the demand accelerated by the speedy growth of the Post-primary Schools.
13. That the Education Department be requested to employ the services of qualified Nurses to serve as School Nurses and these should be distributed in the same manner as Jeanes' Teachers in African work.
(Willowvale African Teachers' Association).
14. That History in Std. VI should be examined internally, the paper being set on a scheme submitted by the Principal Teacher, and approved by the Circuit Inspector.

15. That the Examiner in Std. VI Arithmetic be requested to limit his questions to Std. VI syllabus, and also in Hygiene ; and in Xhosa questions should be varied, and not to dwell on one particular part of speech.
16. That the U.C.A.T.A. appreciates the increments to Teachers' salaries ; nevertheless it expresses surprise that the length of service, additional academic qualifications, and allowances based on enrolment, have been left out of account.
- (Bantu African Teachers' Union)
17. That the Education Department is most respectfully asked to state clearly what they mean by "Appointment Extended" concerning the employment of Native Teachers, when the probationary period has expired.
18. That in the examination of Native Primary Schools, the School Inspectors are most humbly asked to stop the practice of testing

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the subject more than once if the children happen to do it excellently, as children are likely to produce unsatisfactory results of subsequent tests of the same subject and thus jeopardising the report of the school.

(Mount Frere Branch of the U.C.A.T.A.)

19. That in view of the inconvenience incurred by Mission teachers in supervising practical teaching of Student Teachers, the Education Department be respectfully requested to limit strictly the scope of practice teaching to Practising Schools, especially as teachers in Mission Schools do not get any remuneration for services thus rendered.
20. That while the U.C.A.T.A. expresses its grateful appreciation of the recent raising of salaries of Primary School teachers by the Government, the U.C.A.T.A. however respectfully request the Government:—
 - (a) To guarantee that the annual increments stated in the scales will be regularly paid to the teachers.
 - (b) That as in the case of the European and Coloured, the salary scales of all African teachers in Primary schools, should go up to a common maximum.
 - (c) That the minimum notch of the 1943 salary scales of the said teachers be raised.
 - (d) That teachers receive increments corresponding to the number of respective terms of service in the employ of the Education Department, and not merely be placed on the minimum of the recent scale; and in recognition of services already rendered all teachers who were in the service since 1928 be placed on the maximum notch of the 1928 scale.
21. That the Education Department be respectfully requested:
 - (a) To extend the sick leave privileges published in the Education Gazette of the 6th May, 1943 to all teachers, irrespective of the number of years of service under the Education Department.
 - (b) That such furlough privileges as are enjoyed by European and Coloured teachers be extended to African teachers as well.
22. In view of the increased avenues of employment of Africans in the Civil Service and in other Commercial pursuits, the Government be respectfully requested to erect special schools to prepare Africans for such services.
23. That the appropriate Missionary Bodies be requested to recommend the appointment of qualified Africans as teachers in Missionary schools and institutions whenever and wherever vacancies occur in such schools and institutions.
24. That in view of the fact that the Departmental Visiting Teachers are executing the same work as Circuit Inspectors, i.e. inspection work, this conference respectfully requests the Department to place them on the same status with designation of the work they are doing.
25. That the U.C.A.T.A. be respectfully requested to consider the advisability of classifying the Cape Province into four regional branch associations of the U.C.A.T.A. to effect: (a) more effective organisation; (b) less expenditure on members of the association.
26. That the U.C.A.T.A. be respectfully requested to compile a membership roll of all the members of the association.
27. That the U.C.A.T.A. consider the advisability of creating a permanent consulting agency in Cape Town for the purpose of:—
 - (a) Expediently dealing with: (i) the association's negotiations with the Education Department, namely resolutions.

- (ii) Supplying the individual teacher with a means of obtaining any information re his relations with the Department, i.e. in the case of any discontent.
- (iii) Affording the teacher that expert advice and service so badly needed by our teachers on many occasions.
- (b) That (i) The head of this agency be Mr. I. D. Mkize, B.A., M. Ed., ex-President of the U.C.A.T.A.
- (ii) That this be an acknowledged authority on all problems relevant to the conditions of every grade of school in the Province.
- (iii) This agency to co-operate in all matters of policy with the General Secretariat.
28. That the U.C.A.T.A. be respectfully requested to consider the advisability of formally opening negotiations in the near future with the N.W.D.T.U., with a view to effect amalgamation between the two associations. (Kimberley Branch of the U.C.A.T.A.)
29. That this Association welcomes the Department's sympathy in raising the Primary Teachers' Salary Scales; but expresses great dissatisfaction at its failure to consider the length of service of indivi-

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dual teachers in assessing annual increments. This association therefore humbly but earnestly requests the Department :—

- (a) To improve the annual rate of increment, due regard being paid to length of service.
- (b) That the annual increment be raised so that Male teachers with 10 years' experience get £9 p.a. as increment ; 15 years—£12 and 20 years and over get the maximum salaries, and the same rate of increment apply to Female teachers.
- (Idutywa Branch of the U.C.A.T.A.)
30. That the U.C.A.T.A., recognising that the struggle for better facilities for Native Education is inseparably bound up with the general struggle for democratic rights for non-Europeans declares its readiness to co-operate with and affiliate to any generally acceptable national organisation which fights for this end.
31. That in view of the fact that the Branches of the U.C.A.T.A. are far-flung, conference consider ways and means whereby the mother-body can encourage individual Branch Associations to improve their organisation and guide their policy, and that particular attention be paid to the practicability of electing a Travelling Secretary.
32. That the U.C.A.T.A. request the Education Department to consult the N.A.D. with a view to employing suitably qualified returned African Soldiers as Physical Culture Instructors in Native Schools on the same basis as D.V.T.'s.
33. That the U.C.A.T.A. request the Education Department to extend the Cost of Living Allowance payable to teachers in Urban Areas to teachers in Rural Areas, as these teachers live under the same conditions as those in Urban Areas.
- (Lady Frere Branch of the U.C.A.T.A.)
34. That the U.C.A.T.A. should place on record the appreciation of teachers throughout the Cape for the steps taken by the Education Department to improve the salaries of teachers in primary schools and also the financial recognition of African Head teachers in Secondary Schools.
35. That the U.C.A.T.A. should request the Government to consider the possibility of placing teachers of long service (15 years and more) at the top notch of the new scales considering the fact that they would long have reached the top notch of the 1928 scales.
36. That the U.C.A.T.A. request the Education Department to approach the Native Trust to make clearer its policy of supplying building material to Native Schools in Rural areas.
37. That the Cost of Living Allowance should be given to teachers in Rural Areas as well, as it is given to those teaching in Urban Areas ; in view of the fact that no lands are set aside for teachers' use and also that the land question is becoming more and more acute.
- (Lady Grey Branch of the U.C.A.T.A.)
38. That African Education be financed from the general revenue of the country instead of from the amount derived from the general tax.
- (Umtata Branch of the U.C.A.T.A.)

THE TEACHING PROFESSION

(BY G. LETELE)

In the previous article of this series, I pointed out that subsequent articles would attempt to analyse the few careers that an educated African may choose ; the intention is to give one some idea of what to expect from any one of these careers.

The first career I wish to deal with is the teaching profession. This profession is within reasonably easy reach for most Africans, and offers sure employment. As a result of this attraction, unfortunately, many people who are not suitable for such a profession have come into it; in some cases people have regarded it as a stepping-stone to some other profession. Unfortunately, space does not allow me to express myself at length against people who regard the teaching profession as anything but one which deserves their very best preparation and devotion.

Broadly speaking, there are three grades in this profession: the primary grade—from the sub-standards up to std. VI., the secondary grades—after standard VI and up to Matriculation and Primary Higher; and, the post-matriculation grades.

Teachers in the primary school are considered qualified to teach up to Std. IV if they have taken three years' professional training in a teacher training school; that is, as far as the N.P.L. III or equivalent. Now-a-days, however, it is not wise for a man to stop at N.P.L. III; at least Junior Certificate and N.P.L. III, is the minimum. Were it not for the fact that each year there is a demand for women teachers to replace those

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who leave school (for matrimony), there is little doubt that the N.P.L. III by itself would be coming to an end by now. Nevertheless, I could safely suggest now that any who wish to teach in Primary schools should at least aim at possessing an N.P.H.2 Certificate or equivalent.

This would mean two years' professional training after the Junior or Senior Certificate stage.

This training, however, only qualifies one for general teaching in the primary school; to teach special subjects such as domestic science, sewing, agriculture, woodwork, etc., specialised training is required. For instance, after qualifying as above, one may take a year's specialised training for the Infant-teacher's Certificate. (At present the practice is to take a year after N.P.L. III to acquire this special qualification). To specialise as a domestic science teacher, one has to take a course in domestic science which should be about one or two years after N.P.H. or N.P.L. III.

Fort Cox provides a year's course in agriculture for people who have qualified as teachers. At present there is no provision for training as woodwork instructor.

The average salary for a teacher with an N.P.H. II Certificate in the Union is £96-6-180 for men, £72-6-150 for women. The general practice in some areas, is to raise one higher up this scale in recognition of special qualifications. Principal teachers receive special allowances ranging from £6-£24 p.a. according to the number of pupils in the school. These figures vary, of course, according to whether the school is primary, higher boarding or practising. There is also an allowance (subsistence) for those in urban areas and so on; some scales are pensionable, others pay good service allowance.

The second class of teachers are those in secondary schools, that is, those who prepare pupils for Junior and Senior Certificate examinations, and also train pupil teachers up to N.P.H. II etc. Teachers in this field must, at least, have a post matriculation teachers' diploma which implies some academic training beyond matriculation. The average teacher in this field is generally required to have a degree and a professional certificate (teacher's diploma, or even N.P.H. II). It is advisable that people who intend entering this field should choose their degree subjects in such a way that they will have at least two courses in any of the subjects they are to teach.

Here too special training is required of those who are to teach special subjects such as domestic science, woodwork and agriculture. A two-years' post-matriculation course is provided at Healdtown Intitution for women who wish to qualify as domestic science teachers in secondary schools. (Unfortunately, at present there are no facilities for training towards the standard university B.Sc. degree in domestic Science).

Some schools, such as the Farm Secondary schools, require specially trained agricultural instructors. A science degree and an advanced diploma in agriculture as offered at Fort Hare (in conjunction with Fort Cox) are considered suitable for this purpose.

As far as I know there is no centre which offers the necessary training for one who wishes to qualify as a woodwork instructor in a secondary school. On the average teachers in this field (Secondary Education) receive a salary ranging from £180-9-306 in the case of men, £120-6-204 in the case of women. (O.F.S. £200-10-360 men). The above scale applies to one with a degree and a professional certificate. Here too there are variations according to area, etc.—Some scales are pensionable, others are not.

I have not dealt with the higher class of teachers in the University simply because the field here is very narrow. The most that one could advise those who are aspiring to become lecturers is that they specialise

as fully as they can in the subject they choose, and having done that quietly wait for an opening which may or may not come.

The post of Supervisor of Schools is usually given to teachers who have experience already. The task of these supervisors, as stated, is to visit various schools in order to guide and aid teachers to better and more efficient methods of teaching. In practice many of these supervisors do the work of inspectors. There is no special training required for this work—a fully qualified teacher who has some experience is eligible to this post. The salaries for supervisors are in the vicinity of £222x10-£333 for graduates, and £140x10x£240 for non graduates. There are allowances, such as travelling allowances, etc.

I have dealt with this subject in a general way and have left out much detail. As this is only intended to give one a general idea of what prospects there are in the teaching profession, it should not prevent one from seeking fuller information on this subject from other sources.

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WHITHER NATIVE EDUCATION ?

In South Africa the term "Non-European," in all its variations of "Native," "Coloured," and "Indian," has become so thoroughly mixed up with disabilities of one kind or another, that it becomes really difficult to say which section of non-European life suffers most. Yet it cannot be disputed that Native Education is by no means the least of these many sufferers.

The growth of child delinquency in the urban areas, the hundreds of children that have to be turned away from school every year for lack of accommodation ; the growing number of schools that cry for Government aid ; all these are eloquent signs of the miserable condition of Native Education.

Why does the Government do nothing about it ? Why this indifference to the needs of four-fifths of the country's population ? Is it perhaps because the Government is not informed ? The abundance of Government Committees and Commissions fortunately rules out this possibility.

The Government may do nothing about the poverty of Native Educations, but it is fully informed. With regard to the financing of Native Education, the Native Affairs Commission in its report for 1932-1933, made the following statement :—

"We claim, therefore, that the arrangement come to in 1925 (£340,000 plus 1-5th of General tax, increased to 2-5ths after 1936) is not sufficient to meet the ever increasing demands of Native Education, and that some other arrangement is necessary." (par 251 N.E.C. Rep. 1935-36).

The Inter-departmental Committee on Native Education three years' later, endorsed the above statement by the N.A. Commission (par. 251. N.E.C. Rep. 1935-36).

The Financial Relations Act of 1922 not only made a scandalously inadequate provision for Native Education, but did worse by implying a vicious principle of class taxation, namely : "that the extension of Native Education and Native development beyond the level reached in 1922 is a **Native liability**" (N.E.C. Rep. 1935-36, para. 225). This principle was reaffirmed by Parliament in Act No. 41, 1925, when it specifically stated the objects for which the Development Account was to be used.

"It is not usual in treatises on Public Finance to consider taxation and public expenditure from the point of view of any one class of persons ; the expenditure which the State considers necessary is regarded as a charge against the "whole community" and it is the task of the Government to distribute this equitably among the various classes of persons which constitute the State. The view generally taken is that if expenditure from which any class of persons (e.g. old age pensioners) gain a differential advantage is considered necessary, the taxes required for meeting it may be raised from another class, even if no individuals in that class (e.g. payers of super-tax) derive any direct benefit from such such expenditure. Public expenditure is, therefore, "joint expenditure," not expenditure in which any particular class has to raise the whole amount of money expended by the State on that class. The question whether such expenditure is necessitated by the presence of any class of persons does not therefore normally arise, because it is not considered to be a true criterion of the amount of revenue which should be raised from a particular class." (par 1058).

The Native Education Committee then recommended :

"That inasmuch as Native Education is a National responsibility, and as the bulk of Native revenue is paid into the general revenue of the Union, the responsibility for the financial support of Native Education (in so far as the State is responsible at all) (?) should fall upon the Union and not the Provincial Administrations—the State's contribution being made by means of an annual per caput grant per pupil in average attendance to be paid into a Native Education Fund—provided that this grant in any one year be reckoned in respect of not more than 110 per cent. of the number of pupils in average attendance in the previous year." (para. 304).

That was in 1936. And today, seven years later, the position is not much improved. During 1942-1943, two-sixths of the General Tax receipts have been made available to Native Education, bringing the total expenditure on Native Education for the four provinces to £1,527,761. But what is that to so many?

"The inelasticity of the Fund has proved a serious handicap to Native Education in various ways because it could not keep pace with even the most essential needs of Native Education, far less expand beyond the minimum." (N.E.C. Rep. p. 300). The arrangement is still "not sufficient to meet the ever increasing demands of Native Education."

What then must be the reason for the Government's obvious refusal to remedy a deplorable state of affairs which has been pointed out by commission after commission within the last decade?

In its recommendations for the control and administration of Native Education, the Education Committee proposed the creation of a National Board of Native Education, of which the Minister of Education and the Secretary for Native Affairs were to be members. The Committee pointed out the advantage of the inclusion of these officers in these terms:—

"The fact that the Minister of Education is a member of the Cabinet and the Secretary for Native Affairs a member of the Board is sufficient guarantee that educational policy will not be out of touch with general Native policy in the Union." (iii. para. 331).

And that is the crux of the matter. Native educational policy must "not be out of touch with general Native policy in the Union."

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Need we tell our readers what the "Native policy in the Union" is? Is there any African who is not aware of disenfranchisement, segregation and discrimination, poll-tax and passes, a land hunger calculated to force the African out of the reserves and to dish him out to the mines and farms as cheap labour? This is the policy with which any Native educational policy, if it is to be acceptable at all to the powers that be, must be in harmony.

How can any educational policy worth the name, be harmonised with such a callous Native policy? By basing it on this mediaeval aim propounded by the Education Committee:

"The Education of the white child prepares him for life in a dominant society and the education of the black child for a subordinate" (para. 458).

That is the educational policy in keeping with the Native policy of the Union. The Black child must be taught to serve. He must be taught to be humble, patient, obedient, and generally a *goeie Kaffer*" i.e. he must be taught to **know and keep his place.**

There is this unfortunate feature of the present system, that it gives birth to forces which contribute to its own disintegration. A Native who can read and write is more useful to industry than one who cannot. But a Native who can read and write can also read and imbibe ideas which will make him refuse to sing:

"Oh, let us love our segregations,
Bless the boss and his relations
Live upon our daily rations
And always know our proper stations."

The aim of Native Education as expressed after the Anglo-Boer War, "was to make provision 'in the first place for the combination of manual training with elementary instruction, and in the second, for the shaping of that elementary instruction, so as to **equip the Native for a more intelligent comprehension of any industrial work that is set before him.**" In 1903 the Superintendent of Native Education deplored the enormous loss of energy occasioned by the lack of a common language medium between white employer and Native employee, and urged the necessity for the teaching of English in all Native schools. (N.E.C. Rep. para. 102).

Even as early as 1891, the then S.G.E., Dr. Dale, realised that whilst an educated Native was good for industry, he was not so good from the political point of view. The white community wanted labour, especially labour for the farms, and he expressed a doubt whether educated Natives would be willing to work as cheap farm labourers. He gave the assurance, however, that as long as a cautious system was pursued, i.e. as long as a Native education was merely tolerated and not encouraged, as long as no form of compulsory education for Natives was introduced, "no social inconvenience or practical danger can result." "Knowledge is power even to them," he cautioned. (N.E.C. Rep. para. 26).

In order that "no social inconvenience or practical danger can result," Native education is tolerated in the Union. It is not regarded as a "National responsibility." That is why the Committee waters down its suggestion for State control by saying in brackets "in so far as the State is responsible at all." How can the State have a limited responsibility if Native education is a national responsibility? The Committee accepts as it must, the Government's refusal to shoulder any responsibility for Native Education beyond what the provinces had done in 1922. The proposal by the Committee, therefore, that a scheme of partial compulsory education be initiated cannot be taken too seriously. Compulsory education means the extension of present buildings, the erection of new ones, and the employment of additional staff. Can this be done with the meagre funds available?

"The fact, therefore, that Native Education has been tolerated rather than actively fostered by the European has been due partly to fear and partly to indifference." (N.E.C. Rep. para. 455). But a policy of "laissez faire" cannot be followed indefinitely. The strategists of native policy in the Union cannot be indifferent for long to the ever growing number of educated Natives. Signs are not wanting that before long, Native Education will be brought into line with Native policy.

It is obvious from the foregoing, that we have not much to hope for from a government whose primary interest in us is to keep us as cheap labour. As long as we have such a government, so long shall any hope of a comprehensive improvement of Native education remain a pious dream. It follows, therefore, that if we want any improvement in Native Education, if we want an enlightened Africa, whose sons and daughters will be on an equal footing with other peoples of the world, if we do not want to be condemned to a life of druggery and toil, then, I say, we must take an intelligent interest in the government of our country. We must see to it that we have a government whose obligations to its citizens are not determined by the colour of their skins. We must have a government that will realise that the population of South Africa is 10 millions, not two. Only when we have such a government, and then only, can Native Education receive the attention that it deserves.

(The emphases are ours—C.M.K.)

C.M.K.

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Presidential Address by Mr. J. Q. Mnyani

A POST WAR ORDER IN NATIVE EDUCATION :

In the preparation of my presidential address, I had a number of subjects to choose from, and it was with difficulty that I made my choice. However, during the whole period of indecision, this particular subject kept ringing in my mind, as the most suitable for the occasion.

It is a wide and difficult subject to treat, and if I should fall short, I implore your sympathies.

Today much is talked about in connection with post-war reconstruction in various spheres of life. For Native Education, what is our post-war reconstruction—what do we want? What is our hall-mark? What are we doing when other races of men are scratching their heads for a new world order? The present war has stimulated thought and evoked a chorus of demands for a post-war world fashioned on securer and more humane lines than at present. Will our reforms in Native Education be a meet or a cynical reward for the sacrifices made by our men?

The new order must in every sense be democratic, ensuring respect for human personality, admitting the right of the individual, without reservations about race, creed or colour, to full and free development. In a word it must make equality of opportunity practical.

FINANCING OF NATIVE EDUCATION :

In Native Education equality of opportunity will mean full state responsibility for the financing of Native Education from the General Revenue of the country on a per caput basis. Do the people of South Africa realise that their failure to provide sufficient money to finance Native Education is a flat refusal, on their part, to accept the responsibility of educating 70 per cent. of their population adequately?

The new order will mean higher salaries for African Teachers and adequate pension schemes enjoyed by all civil servants. We cannot rest until we have attained this goal in the financing of Native Education. There can be no democracy until the glaring economic inequalities of the present social system disappear. Extremes of poverty and wealth are not in keeping with a democratic way of life. It is evident that inequalities will persist as long as the control of wealth is in the hands of a group of private persons, concerned with profit making and not with national well-being.

The new salary scales have been in operation since the 1st of April of the current year. These leave much to be desired. They are fraught with many weaknesses. The adjustment to various notches has made no appreciable rise to a Teacher of long-standing, who, theoretically is owed by the state a number of increments. The Department feels that each and every one should get the satisfaction that we are benefiting as a race. There is not even a guarantee that yearly increments will be paid.

CONTROL OF NATIVE EDUCATION :

The time is once more ripe to bring this contentious question to the fore front, not that I have any cut and dried solution for it. Within the same province I consider it very healthy for Native Education to run along side that of Europeans. To shelve it to a Central Authority is to introduce (involve it in) an arena of politics and naturally its deterioration. In centralising education, we shall further more sacrifice the influence of local interest and bodies. Whatever the

Fort Beaufort and Victoria East Page.

final outcome of the issue may be, the opinion of the Native people themselves should tip the balance, the opinion which may be ascertained from the Native Representative Council, Teachers' Associations and local bodies.

I cannot drop this question without passing a word on the already existing control bodies. The African people must receive a liberal representation in these. The invitation extended by Northern Provinces to representatives of the people in the Natives' Representative Council to sit in the Native Advisory Board on Education cannot be strongly complemented. We have had African people under the Cape Education Department sitting in its Native Advisory Board in a non-representative capacity but they have been people who are publicly admitted to have the interests of their people at heart. This representation could be improved with much confidence of the African people if it could invite the Cape members of the Representative Council to send a few representatives to its sessions.

The missionary schools must be expected to conform to this ideal. No educational institution on which public funds are expended can justify its existence as a one man's show. The existence of boards, committees, and Governing Councils, appointed on democratic lines cannot be left to be a matter of choice. The piper must call the tune.

TYPES OF SCHOOLS.—I. NURSERY SCHOOLS :

I have so far dealt with financing and control of Native Education, I shall now touch upon its stages. To begin with I want to say that Nursery schools ought to become indispensable adjuncts of our primary schools, to supplement home environment which is not altogether congenial, to give the children happy and healthy starts in life, an ideal meeting ground for the teacher, the nurse, and the parent ; for are not our physical ills traceable to the neglects and omissions of the early period in our lives ?

2. Primary Schools : The education of the bulk of our children ends at about Std. III. for a variety of reasons. There is no single reason which can be held as being the sole cause. To cite the most outstanding, I would mention under-staffing, lack of accommodation, voluntary education whose removal waits upon additional funds being made available. We have over 1000 teachers on the waiting list. They would very much like to be on the front line against ignorance. Then there is the unattractiveness of the school due to lack of appeal to the basic instincts of the children. The battle against this particular reason has begun in the headquarters which we occupy to day.

Because a very small number of pupils emerge from the primary school, an attitude has now developed to concentrate all our efforts on this period so that those who enter the primary school shall leave it equipped with much more than the rudiments of reading, writing and arithmetic. It is felt, justifiably, that they should till the soil, develop physically in order to escape the clutches of the scourge of tuberculosis. The African, in addition, expects perhaps not wrongly that after the primary school period, a type of men will be turned out with a right to vote for a representative Government, alert to guide and criticise the men he entrusts with power.

All expectations may be legitimate but they may be bound by their own limitations. There is another important aspect to this issue. There is the child himself, a living organism spurred by the dynamo

of existence to self-realisation and release of energies and potentialities within himself for the enrichment of the world and his own happiness. The adoption of agriculture as a project method makes the learning process interesting. It solves the question of malnutrition. You will no doubt remember that in his budget speech, the Minister of Finance, Mr. Hofmeyr, indicated that a provision had been made for the granting of one free meal a day, to every school child irrespective of race or colour. We thank the Minister of Finance for this gesture of good will and far-sighted scheme, and I ask this conference to consider the possibilities of meeting the scheme. The introduction of feeding schemes should certainly be followed by medical inspections in order to attain best results.

Hygiene, with disease rampart, must be regarded of paramount importance. History, in a country with heterogenous population and haunted by ghosts of racialism is very important. There are languages, for communication, crafts and drawing as skills. Why should I tire you by citing individual subjects? No one subject must preclude the others

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for there is none against which nothing can be said. Even agriculture looked upon by others as the Messiah has its limitations. Van Eck has emphasised the poverty of arable land.

In short, primary education as the word implies is but a beginning. African children have their education ended at this beginning not because they are incapable but because of artificial reasons. Even those who pass Std. VI cannot all be absorbed in Secondary education because of the poverty of their guardians and lately lack of accommodation. These are situations which could be remedied by a network system of rural and urban secondary schools. This is now a matter of urgency.

SECONDARY EDUCATION:

Secondary education, for a long time associated with difficulties of mathematics, the enchanted island of the Native child and his Native parent, must be shorn and clipped of all this magic relation and put in its proper perspective. It is the next step after the primary education which should be brought to the doorstep of all Higher Mission Schools.

The variety of subjects which its curriculum offers supplemented by co-operation between inspector, teacher, guardian around the child will be a sufficient security against mass production of careless parrots. Man must be trained according to his natural aptitudes.

Secondary education should be regarded as a gateway to the teaching profession while the actual admission to the profession must be selective, a pupil's ability for the course detected at the raw material stage of Std. VII. For, if Standard VII persists to exist, it must not be looked at as a regular part of the J.C. course. The J.C. course is a two years' course after Std. VI which European and coloured children do in two years. A Std. VII must be a nursery to the secondary education, a raw material class with elastic curricula mainly for the enrichment of a child's mental experience, a purgatory for the sins of our primary school department while those who have passed Std. VI above an aggregate of 70% should be passed straight to a regular J.C. course. The courses of those who take secondary education with an eye to a Teachers' professional certificate will have to be supervised.

The openings after a child's secondary education are on the increase, the nursing profession, medicine, agriculture, higher education are still in their infancy while not even the crust of the legal profession has been completely broken. Opportunities in technical education have still to be provided as well as in subjects of cultural value, like music, art and sculpture.

TRAINING SCHOOLS:

The ground which we have traversed will be held by professional men, well trained teachers to fit the many types of schools, the nursery school, the primary school, the secondary school, the one teacher's school and specialist teachers. To produce these men is the special task of the Training Schools.

For efficiency, Training Schools must be undenominational, centralised and must be specialist. Much good work escapes through the fingers of decriminatory denominationalism and scattered efforts. Half of the number of the existing training schools would do the work better from the point of view of quality. A well trained teacher can serve his profession under any denomination. But, while denominational schools exist and managers are the sole employers strife will persist and frustrate our efforts.

UNIVERSITY EDUCATION :

What of University education! University education for the present supplies only teachers. There are no courses open for those who would wish to qualify in engineering, agriculture, domestic science, law, medicine. Yes medicine! Medical education is so important for our very existence that if the Universities of South Africa cannot fling wide their doors to Native students, the State must immediately organise an African Medical University for the training of African students.

ADULT EDUCATION :

I cannot end this address without a word on adult education. When formal education stops, self education must continue primarily for the continued vitality of the mind. "Education should, therefore, last as long as life itself. Adult education should be a regular State institution. We must not, nevertheless, overlook the fact that, as far as this type of education is concerned, the salaries and wages are so meagre that it is difficult for one to subscribe even to a single paper.

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These remarks of mine, without any presumption on my part, must be taken for what they are worth. To probe the future while not forgetting the present must constantly preoccupy the thinking man.

"A people without a vision perish."

The advent of a war whose dimensions have staggered our senses, a war which has dragged society from complacency and indolence, forces upon my mind the mental outbursts of Shakespeare's Marcus Brutus under the convulsions of the mind :

"There is a tide in the affairs of men,
Which, taken at a flood, leads on to fortune,
Omitted, all the voyage of their life
Is bound in shallows and in miseries.
On such a full sea are we now afloat;
And we must take the current when it serves
Or lose our ventures."

THE CREED

I believe in the education of the whole community wholly financed by the State.

I believe in the efficiency and ability of my people to rise to the highest standard of learning.

I believe in equality of opportunity, equal pay for equal work.

I believe the best for my people will be attained when they are represented by their own men in Advisory Boards, Governing Councils, School Committees and any other bodies exerting influence on African uplift.

NOTES AND NOTICES

Regret is expressed at the late publication of this number of the "Vision."

* * *

Owing to lack of space we have had to hold back a few more articles, including editorial comment, in this number.

* * *

Our readers are kindly requested to advise the Editor as early as possible of any change of address.

* * *

The attention of readers is directed to the "U.C.A.T.A. Creed." Every member of the profession is asked to read it, digest it, sleep and wake up on it, and know it as well as he knows his or her own name (and also pass it on where it will do most good). This will be genuine service to the nation.

UNITED CAPE AFRICAN TEACHERS' ASSOCIATION

Freemantle School Farm, Lady Frere, was the venue of the first Annual Conference of the United Cape African Teachers' Association on the 1st and 2nd July 1943.

WELCOME ADDRESSES

Mr. Pinkerton (Resident Magistrate) dealt with the responsibilities of an African teacher in the uplift of his people.

The meagre salaries, which the teachers receive, he hopes, will be improved after the war.

He states the need for rural education in a rural environment, and considers the inauguration of Nyanga School Farm, and its more developed offspring, Freemantle, under the patronage of inspector de Villiers, to be a development in the right direction.

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In these schools, the boys receive an Agricultural training, while at the same time pursuing their Academic studies.

After completing their courses, they will certainly make their influence felt in the districts from which they come. Chief D. K. Matanzima says that the Poll Tax cannot expand any further to cover the past development in Native education. A fresh basis of financing this service will have to be found.

He hopes that tendencies towards realism, in the content of the curriculum, and teaching methods in the Primary School will not turn out to be a ruse for the maintenance of an undeclared colour-bar in education.

In order that the disabilities of the African people should receive a square deal in post-war reconstruction, he advocates representation of Africans by their own men in the relevant committees.

He ended his address with an exhortation to the teachers to be "constructively dissatisfied" to "strive for the best and not second best."

Cr. Mzazi of the Glen Grey District Council supported the previous speakers.

Time was allowed for comments, and Prof. Jabavu passed a vote of thanks.

PRESS REPORTERS

Daily Dispatch, Mr. Magodla; Imvo, Mr. Nombe; Umteteli, Mr. Max Mesatywa; Bantu World, Mr. Gcanga; Umthunywa, Mr. Zwakala; Bantu Forum, Mr. Mjamba.

ROLL CALL

1. Fort Beaufort and Victoria East: Messrs. Ezra Mesatywa and Mbatani.
2. Kimberley: Messrs. Thlomelang and Bambani.
3. Albany and Bathurst: Miss Mahlakaza and Mr. Pango.
4. B.A.T.U. (Cape Town): none (present, Mr. Jobodwana).
5. Elliotdale and Mqanduli: Mr. Nombe.
6. Engcobo: Misses Shiele and Gcanga, Messrs. Gcanga and Dandala.
7. Qumbu: None.
8. Umtata: Messrs. Maya, Zwakala and Moshesh.
9. B.A.T.U. (Port Elizabeth): Mr. Tutshana.
10. East London: Messrs. Klaas, Magodla and Manuel.
11. Glen Grey: Mrs. Kuse, Messrs. Matyila, Tsotsi Makula and Siyengo.
12. Keiskama: None.
13. King and Central: None.
14. Libode: None.
15. Lusikisiki: None.
16. Moount Frere: Mr. Mapekula.
17. Midlands: None.
18. Ngqeleni: None.
19. Peddie: None.
20. Port St. Johns: None.
21. Stockenström: None.
22. Umzimkulu: None.
23. Komgha and East London: None.
24. Nqamakwe: Miss Kota, Messrs. Shumane Mjamba and Msengana.
25. Tsomo: Messrs. Mtala, Mbeki, Koyana and Magida.
26. Willowvale: Messrs. Max Mesatywa, Honono Maja and Mzamo.
27. Mkemane: None.
28. Mandileni: None.
29. Mount Fletcher: Mr. Nkwali.
30. Tabankulu: None.
31. Mount Ayliff: None.

32. Matatiele: None.
33. Butterworth: Messrs. Ndandani and Nguza.
34. Idutywa: Messrs. Gulwa, Sipuka and Matsiliza.
35. Kentani: None.
36. St. Marks: None.
37. Flagstaff: None.
38. Tsolo: Mr. Njongwe.
39. Herschel: Mr. Khakha.
40. Individual Member: Prof. D. D. T. Jabavu.

Executive: All present.

There were also visitors from the following Teachers' Associations: Burghersdorp and Aliwal North, Miss Soga; Tarkastad, Mr. Ntloko; Queenstown and Molteno, Mr. Makalima.

Minutes of the inaugural conference were passed as a correct record.

COMMENTS ON PRESIDENTIAL ADDRESS :

For the success of the Hofmeyr feeding scheme, Conference felt that if possible, the money should be requisitioned for, on average

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attendance, and this should as much as possible be spent on the local African producer, by Teacher, Manager and Committee.

On the very vexing question of unemployment of teachers, the position would be remedied with adequate staffing and compulsory education.

There is a great demand for various avenues of training in University courses but the question which faces the Association is whether it is wise to create facilities for training in these, without a guarantee that our men will find employment after the training. Such courses might lead to a blind alley as has been the case with our men who qualified for the Fort Hare Diploma in Agriculture.

The Bunga itself, our own institution, has no use for these men. The next address was given by Inspector de Villiers on:—

Rural Education In a Rural Environment.

To illustrate the need for rural education in a rural environment, he took the Glen Grey district and the Freemantle School Farm as examples.

Supported by the following approximate figures, he declares that the Glen Grey district as an Agricultural venture, must be regarded as a total failure. Not only are its production figures negligible but the methods employed by the residents in their efforts to squeeze a livelihood off the land are destructive.

Overstocking has denuded the veld and started soil-erosion on a large scale. In twenty-five years' time, nothing of the district will be left, even for residential purposes.

Population :

72,000—one-third of whom are tax-payers and therefore men, one-third women and one-third children.

If 4 members make a family, there are 18,000 families.

Distribution of Land :

Of the 18,000 families, only 8,000 enjoy possible benefits of arable allotments.

Family Income :

(a) Stock. The average family owns 7 sheep, 3 goats, 1 ox, 1 cow, and 1 calf, the cow being equal to a goat in her powers of milk production. Cash income from this source is calculated at 4s. per month.

(b) Arable allotments. These are about 80,000 acres in extent, and the total production of grain estimated at 40,000 bags per year or half a bag per acre, which is equivalent to 5 bags per family in the case of 8,000 families who have the use of arable lands. Its cash value may be set down at £4 in the current market.

But to produce this meagre crop, the family had to provide production costs. The net income is therefore, the difference between £4 and these costs, which is equivalent to 3s. per month.

Total income is 7s. per month for those who possess both stock and arable allotments and 4s. or 3s. for those who possess either.

The results of such a low monthly income are obvious.

SOCIALISED AGRICULTURE SUGGESTED.

Agriculture is a highly developed science and as shown by the following figures, he states that, a small holder will only succeed if he possesses a high degree of skill. Where this skill is lacking, as in a Native Reserve, he must be placed under direction and control.

Small-holders' yields in bags per acre (grain only)	½ bag
Small-holder helped by demonstrator	2.3 bags
Demonstrator's lands	4.7 bags
School Farm communal lands	5.6 bags
School Farm project lands	6.5 bags

Under supervision, the Glen Grey Secondary and Freemantle Primary School Farms produce, during the last season amounted to 428 bags of grain, 177 bags of potatoes, 10 bags of beans, 10 bags of peas, 7 bags of Soya beans, 5 bags of peanuts, 20 bags of sweet potatoes, 35 bags of pumpkins and 80 bags of vegetables, equivalent to 5 bags per boy per season—food produced in his spare time.

The present system of individual farming "without the skill or direction and control" is a "sabotage of the land."

After questions and comments, a vote of thanks was passed by Mr. Newana seconded by Mr. Gulwa.

Conference also had the pleasure of a visit from Senator Malcomess and Mr. Burman, M.P.C. (Native Representatives).

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Duitse Taaloefeninge vir Senior Sertifikaat en Martikulasie , by F. C. Avenant.	3	0
Exercises in Arithmetic for Junior Certificate , by Hugo and de Wet.	4	6
Answers and Solutions in Afrikaans only	3	6
Oefeninge in Aardryskunde vir Standerds VI tot X	2	9
By H. Hutchinson and Nankivell. English Edition.	2	6
Moderne Duitse Leerboek , by C. H. Winckler.	In the	Press.
Practical Afrikaans for English Students , by M. C. Botha and J. F. Burger.	5	0
English Language through English Literature for Senior Classes , by M. E. Wright.	3	0

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Senator Malcomess dealt with financing and control of Native Education, appointment of African principals in Secondary Schools, compulsory education, vocational training and teachers' salaries.

As soon as financing of Native education is put on a proper basis, a pension scheme will be possible, he hopes.

In his representative capacity he did not limit himself within the sphere of Native education, but dealt also with problems affecting the African people in general.

The two races in South Africa are interdependent, and the progress of one section depends on the progress of the other.

"You can live on the prosperity of your neighbour and not on his adversity."

Discussion and questions followed and Mr. Tutshana seconded by Mr. Sipuka passed a vote of thanks.

Mr. Burman spoke very briefly on the work of the Provincial Council and referred Conference to the Provincial Council's Report drawn up by Capt. Moulton and himself.

He stated that the present Native Representation is too weak to be effective.

The teachers must value their vote and educate their people about its value.

In a short time, the Provincial Council elections will be taking place, and he hopes the Transkei will not oppose him on the grounds that he is not a Transkeian. He has visited the Transkei only to find a few voters attending or none at all.

After discussion and questions, Mr. Majiza seconded by Mr. Maya passed a vote of thanks.

RESOLUTIONS

To the Minister of Finance and Education.

1. That the U.C.A.T.A. expresses its high sense of gratitude, for including African children in his proposed feeding of school children.
- ### Education Department.
2. That the U.C.A.T.A. places on record the appreciation of teachers throughout the Cape, for the steps taken by the Education Department to improve the salaries of teachers in Primary Schools, and also the financial recognition of African Head teachers in Secondary Schools.
 3. In the application of the 1943 scales, the U.C.A.T.A. requests the Education Department to make the following provisions:—
 - (a) A scale be drawn for various academic qualifications and a professional certificate
 - (b) All scales of teachers in primary schools should range to common maxima.
 - (c) A scale for allowances of head teachers in Primary and Higher Boarding Schools, based on average enrolment should be made available in print.
 - (d) Increments should recognise a teacher's length of service.
 - (e) Teachers of long service (15 years and more) should be placed at the top notch of the new scales considering the fact that they would long have reached the top notch of the 1928 scales.

- (f) A cost of living allowance of teachers resident in the four major municipalities of the Cape i.e. Cape Town, Port Elizabeth, East London, and Kimberley be raised.
4. That the Education Department's attention is drawn to an unkind practice of the Provincial Accountant of keeping teachers waiting for salaries, long after they are due.
 5. That the Education Department is most respectfully asked to state clearly what it means by "Appointment Extended" concerning the employment of Native teachers, when the Probationary period has expired.
 6. That the Education Department be respectfully requested to place teachers in such Mission schools, as are used for practice teaching by adjacent Training schools on the same salary basis (as practising school teachers.
 7. That in view of the fact that the Departmental Visiting Teachers are executing the same work as Circuit Inspectors i.e. inspection
-

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work, the Association respectfully requests the Department to place them on the same status with designation of the work they are doing.

8. That such furlough privileges as are enjoyed by European teachers be extended to African teachers as well.
9. That the cost of living allowance should be given to teachers in Rural areas as well, as it is given to those teaching in Urban areas, in view of the fact that no lands are set aside for teachers' use and also that the land question is becoming more and more acute.
10. That the Education Department be respectfully requested to employ the services of qualified nurses to serve as school nurses, and these should be distributed in the same manner as Jeanes' teachers in African work.
11. That this Association respectfully requests the Department of Education to enforce compulsory education for Native children in such areas as desire it.

For Teachers, Public, and sanction of the Cape Education Department:

12. In the writing of Xhosa letters :—
 - (a) The address should as far as possible be in Xhosa except the name of the Post Office, e.g.

Esinaleni eDikeni,
P.O. Lovedale.

11 kweyo Mnga, 1943.

- (b) For the endearment or terminology in general, the following with their corresponding abbreviations should be used :—
Mr., Mnumzana, Mnu. ; Mrs., Nkosikazi, Nkosk. ; Miss, Nkosazana, Nkosaz, Nkosk. ; Rev, Mlungiseleli, Mlu. ; Teacher—Mfundisi, Mfu ; Sir—Nkosi ; Madam—Nkosazana, Nkosikazi, also with their corresponding abbreviations.

To General Councils.

13. That General Councils be requested to give financial aid to such schools as need and deserve a government grant till the Administration takes over the matter.

14. To Heads of Institutions and Boarding Schools.

That the U.C.A.T.A. makes representations to those responsible for the reduction of payment of rent by teachers in Institutions or any Boarding school to the barest minimum.

15. That the U.C.A.T.A. requests for a direct representation in the Association of Heads of Institutions.

To the Secretary Native Affairs Department.

16. That the U.C.A.T.A. requests the Native Trust to make clearer its policy in regard to putting up school buildings in rural areas.
17. That the U.C.A.T.A. requests the Government to create facilities for the training of Africans for the civil service and commercial pursuits.

To Bantu Welfare Trust.

18. That in view of the fact that the Branches of the U.C.A.T.A. are far flung, conference consider ways and means whereby the mother body can encourage individual Branch associations to im-

prove their organisations and guide their policy, and that particular attention be paid to the practicability of eliciting a travelling secretary.

N.B.—Financial Committee is asked to communicate with the above body on this matter.

19. **General Secretary.**

To open negotiations in the near future with the N.W.D.T.U. with a view to effect amalgamation between the two organisations.

20. **To Branch Association Secretaries.**

Branch Association Secretaries are asked to send their membership lists to the General Secretary.

Notice of Motion : Kimberley.

21. That the U.C.A.T.A. be respectfully requested to consider the advisability of classifying the Cape Province into four regional Branch Associations of the U.C.A.T.A. to secure : (a) more effective organisation (b) less expenditure on members of the Association.

Motions referred back to Branch Associations for further consideration.

1. That the U.C.A.T.A. make representation to the Education Department to make provision for publication of examiners' reports in the Std. VI. Departmental Examinations for the Teachers' information, as is done in all other Departmental Examinations. At present, teachers are at a loss where their children fail with the result that they repeat the same mistakes over every year, as they do not know what the examiners really expect from the candidates.
2. That the Examiner in Std. VI Arithmetic be requested to limit his questions to Std. VI syllabus, and also in Hygiene ; and in Xhosa questions should be varied and not dwell on one particular part of speech.
3. That in the examination of Native Primary schools, the School Inspector's are most humbly asked to stop the practice of testing the subject more than once, if the children happen to do it excellently, as children are likely to produce unsatisfactory results on subsequent tests of the same subject and thus jeopardising the report of the school.
4. That the U.C.A.T.A. consider the advisability of creating a permanent consulting agency in Cape Town for the purpose of :—
 - (a) Expeditiously dealing with (1) the Association's negotiations with the Education Department, namely Resolutions. (2) Supplying the individual teacher with a means of obtaining any information re his relations with the Department i.e. in the case of any discontent. (3) Affording the teacher that expert advice and service so badly needed by our teachers on many occasions.
 - (b) That (1) The head of this agency be Mr. I. D. Mkize, B.A. M.E.D., ex-president of the C.A.T.A. (2) That this be an acknowledged authority on all problems relevant to the conditions of every grade of school in the Province. (3) This Agency to co-operate in all matters of policy with the general secretariat.
5. That the U.C.A.T.A. recognising that the struggle for better facilities for Native Education is inseparably bound up with the general struggle for democratic rights for non-Europeans declares its readiness to co-operate with and affiliate to any generally acceptable National Organisation which fights for this end.

On the following motion :—"That History in Std. VI should be examined internally, the paper being set on a scheme submitted by the Principal of a School, and approved by the Circuit Inspector." Conference felt that this might be due to the indefiniteness of the Std. VI History Syllabus.

Mr. Tsotsi who had been asked in a previous C.A.T.A. conference, to draw up what he considered a good syllabus for Std. VI was asked to give the following report :—

HISTORY SYLLABUS FOR STD. VI.

The idea that Native Education is different from European Education in aim as well as in content has found favour even among acknowledged educationists in South Africa. Its protagonists have sought to justify their claim by differentiation in the syllabuses. Thus in Native Primary Schools great emphasis is laid on the cultural aspect of history, and little attention is paid to civic, while in the European syllabus this position is reversed. The native children in standards I, II, III, and even IV, and V, must be taught the stories of great and great deeds," as ends in themselves. These must be "stories of all time and of all places. . . for it helps to widen the child's outlook to hear even the names of strange nations—"Parthians and Medes and Elamites and the dwellers in Mesopotamia"—the great rollcalls stir the dullest ear . . the heroes belong to that fine company whom to know is an education in itself." (Book of Suggestions, p.228). European children in Stds. I, II, III, on the contrary are introduced straight away into the life of the community and stories told subserve this end. Even Professor Hattersley, after describing the function of the historian in the European school as to "concentrate his attention on what possesses significance to his own generation . . . to equip the citizen of the future with an indispensable minimum of information concerning the framework and traditions of the community," says, "The chief emphasis in Native schools is inevitably on Christianity and the inculcation of morals. A curriculum suited to European schools would be of little value. What is required is a course which will help to build up character and enlarge the imagination. Character training must take precedence over book learning." (History teaching in schools, p.p. 3, 8, 142). The fundamental implication of all this is of course that the European child has a moral, while the Native child has an immoral heritage—a very questionable proposition, to say the least of it. Overlooking this, overlooking even the facts that (1) Native schools are Missionary schools which European schools are not. (2) There is a special provision for religious and moral instruction including an imposing array of desirable qualities of which the European syllabus cannot boast, the question that interests us is whether history should be made preceptive. History, we agree—does develop character, but does it do so by direct inculcation or by sympathy? Should the teacher be encouraged to point the moral or must he leave it to the children to form their own judgments? Many centuries ago Bacon said : "It is the true object of history to represent the events themselves together with the counsels and to leave the observations and conclusion thereupon to the liberty and faculty of every man's judgment." If this is correct then the development of character should not be the immediate aim of history teaching.

THE PLACE OF CIVICS IN THE CURRICULUM

A striking difference between the European and Native Primary School Syllabus is in the time devoted to civics. Professor Hattersley says: "To instruct the youth, the function of history should be to aid comprehension of contemporary life and thought by revealing the process by which they have come into being." In other words the child must be taught that he is a member of a society whose institutions and beliefs have a past. The teaching of civics thus becomes of paramount importance. In the European syllabus it is specially stipulated, "attention should be given to the teaching of civics," and in Stds. I and II children are taught about events and industries of their locality, schools, markets, post offices, police, railways, the child's privileges and duties as a citizen in the home and at school. Already in Std. III he is beginning to connect South African history with events abroad, while the only thing that the Native child at the same stage does is, "stories of great men and great deeds simply told," a fair percentage being taken from the Old Testament. Civics does not begin until Std. VI, and then it starts with the King, Governor-General and Parliament, and not with the headman, magistrate, inspector, etc.

THE PLACE OF SOUTH AFRICAN HISTORY

In the Native syllabus the first mention of South African History occurs in Std. IV: "Simple stories and biographies from South African (including Native and local) History." "A simple outline of South African History" has to be taught in Std. V. Then come stories and biographies of great men from General History. In Std. VI "a review of South African history with lessons on the institutions of Government in South Africa," has to be made. No particular emphasis is laid on the study of South African history. Compare this with the European syllabus which states, "South African history should, as far as possible, be the starting point for all instruction in the subject. South African history should be taken in all classes. The history of other countries in so far as it has had a direct effect on the course of South African history is regarded as part of South African history." In European schools South African history is compulsory while world history is optional being studied for "general cultural purposes," and is not examined in Standard VI.

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THE UNWIELDLY PRIMARY SCHOOL HISTORY SYLLABUS

There is one aspect in which the Native and the European syllabuses are alike, and that is in their unwieldiness. But the European child has the advantage not only of knowing English at an early age, but also that of forming part of the community about which he chiefly studies. Every aspect of public life is within easy reach of him, and sooner or later he becomes acquainted with the terms used in connection with the administration of the State. The Native child has none of these advantages. If anything warrants differentiation in the syllabus, to me it is this fact. The unwieldiness of the Native syllabus is admitted even by its framers. "The sketch of World history presented has as its aim to broaden the child's mind by telling him of other races and civilizations. The field is wide and to cover it thoroughly would demand more time than the time-table allows." "Book of Suggestions, p.232). It is true that the teacher is at liberty to leave certain portions out, but now that Std. VI is examined Departmentally, no teacher dare risk that. I feel that as in European schools, World history should be optional and not subject to examination in Std. VI. After all the purpose of teaching history in the primary school is not so much to cram the children with information, especially when most of it is outside their experience, but to cultivate a love for and an interest in the subject.

THE PLACE OF THE NATIVE IN SOUTH AFRICAN HISTORY

The Native in S.A. has been thrown into the vortex of a rapidly changing environment, and the task of the historian should be to teach him "to adapt himself to the momentous economic and social changes which are transforming Native life." He must know the historical process which has brought about his present relations with the white man. So far from engendering hatred, this knowledge will breed a broad and tolerant spirit. The Native child must realise that he is not merely a cog in the wheel of European advancement, as he is so often represented, but that he is an indispensable element in the progress of our common land. He must be taught neither to despise his heritage nor to lament its modification by civilization. If this view is accepted the history syllabus will have to be revised.

South African History must be presented as an attempt to find an equitable adjustment of the relations between white and black. This attempt at adjustment begins with contact on the banks of the Fish River and the resultant conflict over land. The so-called "Kaffir Wars" are too often represented as the punishment of the Bantu by the Europeans for thieving and plundering. As Mrs. Ballinger says, "All that our European children learn of the place of the non-Europeans in the world is provided by a dreary record of Kaffir wars, not even represented as the struggle of two equally virile peoples for survival but as an inevitable conflict between civilisation and essential barbarism." This totally erroneous idea must be dispelled. The struggle must be represented as that of two virile peoples for land and the failure to reach an agreement as being due partly to (1) the rapacity of both elements, (2) Difference of ideas about land tenure. (3) Continual treatment of Europeans with minor chiefs. (4) Conflict of the liberal and reactionary attitudes towards the Bantu.

The Great Trek should be seen as a natural result of the attempt to find a solution of the Boundary Problems. As a result the Europeans came into contact with the Zulus, that great military power, the strongest in Africa. The contact with the Basutos and the diplomacy of Mo-

lesh should be studied. The part of the Bantu as a pawn in the rival aims of Boer and Briton will readily be appreciated. So will the role of the missionaries as the precursors of the European trader and administrator as well as the bearer of Christianity and Education.

Suggested syllabus for Stds. IV, V, and VI. (N.B. Special attention should be paid to all facts which throw light on the relations between black and white).

SOUTH AFRICAN HISTORY.

1. White settlement at the Cape.
2. Migratory movements of Boers and their causes.
3. Migratory movements of Bantu and their causes.
4. Contact of Boer and Bantu on Banks of the Fish River, and the struggle for land.
5. The Northern Frontier—The Griqua States.
6. Problems of the Frontier—Trade and labour.
8. The Philantropists—Dr. Philip and D'Urban.
9. The war of 1835 and D'Urban Settlement.
10. Lord Glenely and the Reversal of the Settlement.
11. The Great Trek.
12. The Voortrekkers and the Zulus.
13. The Trekkers in the North—Griquas, Basuto, Bechuana and the missionaries.
14. The British attempt to take control.—The Treaty Policy of the North.
15. The Treaty System on the Eastern Front.
16. Beginning of Conquest 1842-8.
17. The annexation and abandonment of the North 1848-54.
18. The granting of Representative Government to the Cape.
19. Sir George Cathcart and the Expropriation of Native Land.
20. The decline of the Xhosa chiefs—The cattle killing episode.
21. The Policy of Sir George Grey.
22. The Economic position before 1870.
23. The Industrial and Agrarian Revolutions—The Bantu as servants.
24. The Development of Self-Government at the Cape.

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25. The Glen Grey Act and the System of Native Councils.
26. The Boer War.
27. The Union of South Africa and its Native Policy up to the present.
28. The Granting of Dominion Status to South Africa.
29. The Economic Position of the Bantu in the Reserves, on European farms and in urban areas.

CIVICS.

1. Government by African Chiefs.
2. Modifications due to contact with Europeans.
3. (a) The constitution and duties of District and General Councils, Municipal Councils, Divisional Councils, School Boards etc.,
(b) Their place in the Provincial System.
(c) Taxes of these systems.
(d) The duty of the child towards the plant and animal life of the locality.
4. How the country is Governed—The Parliamentary system and
(a) The making of laws.
(b) The administration of laws, (court, police etc.).
(c) Protection of persons and property.
5. South African democracy and the Africans.

STUDY THEMES FOR STANDARDS V—VI.

In addition to the compulsory study of S.A. History, a study should be made of World History for general cultural purposes.

The following are study themes from which general knowledge of world history may be acquired. From 8-10 themes will represent a year's work. They may be drawn from the following list. The school is at liberty to adopt other themes in consultation with its Inspector. The study themes will not be inspected at the Std. VI stage.

1. From cave—to city dweller : South Africa as the starting point for the study of civilization.
2. **Religious** : The great movements and their effect on world history
3. Systems of government and administration beginning with the rights, duties and privileges of the citizen.
4. **Trade** : Media of exchange (money and others), means of transport.
5. The Book, up to modern printing, newspapers, periodicals etc.
6. Voyages of Discovery.
7. Communication and Transport :—
(a) Before coal, to electric trams and aviation.
(b) Before telephones, to wireless communication.
8. Slavery.
9. History of Health work : Jenner, Pasteur, Lister, Nursing etc.
10. Education : Schools of olden times, preparatory, Primary and Secondary Schools, Vocational Schools, Universities, etc.
11. Human types : Similarities and differences : races and their habits etc.
12. The development of factories and industries and the modern world of machinery.
13. **Colonisation**.
14. The British Commonwealth.
15. Cultural Studies : Literature, music, painting, sculpture, the stage and the cinema.
16. Biographical studies of World figures e.g. Caesar, Luther, Napoleon, Lincoln, Garibaldi, Bismarck, Mussolini, Hitler, etc.

17. Wars.
 18. The East : India, China, Japan, etc.
 19. Russia.
 20. The League of Nations.
 21. The Renaissance.
 22. The Revolution and other revolutions.
 23. Holland and Spain.
 24. Aboriginal and Native Peoples.
 25. Writing.
 26. Shipping.
 27. The Influence of the Greeks and Romans on our civilization.
 28. Excavations and what they teach us.
 29. America.
 30. Germany.
 31. Italy.
-

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Teachers are asked to give this Syllabus their special consideration. Representative on the Primary School Revision Committee, Mr. J. N. Hlekani.

MATTERS RAISED.

1. Teacher in a High School has been appointed Xhosa examiner for the Junior Certificate in 1943.
2. Minister of religion has been appointed principal of a secondary school. Conference was interested to know reasons for these appointments.
3. Omission in the Constitution, as published in the June issue of the Vision.—Clause VII subscription (f) 'The Editor of the Teachers' Journal shall hold office for 3 years.
4. Two days for Conference is too short. Conference must be spread over a larger period with 7 hours business a day, so that business is not hurried over.

TELEGRAMS.

Telegram of well-wishes for a successful conference were received from the following: Messrs Mkize, Hlekani, Ngculu, and Malunga and a word from Mr. Matthews per Senator Malcomess.

RESOLUTIONS OF THE CISKEI MISSIONARY COUNCIL NOVEMBER, 1942.

RELIGIOUS EDUCATION

- (1) That the Council endorse the four recommendations of the Cape Advisory Board on the teaching of Scripture in Training Schools:
 - (a) That the Training School courses be so modified that Religious Instruction may be made a subject internally examined by written test;
 - (b) That an optional question on the teaching of Scripture be included in the 1943 and all subsequent method papers;
 - (c) That the attention of Principal Teachers of Training Schools be directed to the necessity of including definite instruction in Scripture teaching in their courses of Method; and
 - (d) That Managers of Schools be required to report annually to their Circuit Inspector on the teaching of Scripture in the schools under their control.

- (2) That this Council, recognising that the teaching of Religious Knowledge in Schools needs more sustained and adequate attention, urge that special Post Primary Courses for teachers in this subject be established.
 - (3) That it is desirable to arrange Refresher Courses in Religious Education for Native Teachers already at work.
 - (4) That the Christian Council be invited to devote one of its series of study pamphlets to the subject of Christian Education.
-

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The Editorial Board does not necessarily agree with all the views expressed by correspondents in the pages of this journal.

EDITORIAL — OPINION

CRISIS IN NATIVE EDUCATION.

In September last a deputation which was appointed at the June conference on Native Education, convened and held under the auspices of the Institute of Race Relations, waited on the Ministers of Finance and Native Affairs. The deputation, it is reported, urged that the Union Government should now pay a subsidy for every child in average attendance in Native schools. It will be remembered that this year (1943) the last sixth of Native Poll Tax was surrendered for Native Development, chiefly Native Education, and therefore no further development is possible in Native Education unless the government contributes more money from the Treasury. At present only £340,000 out of about £1,500,000 estimates on Native Education comes directly from the Treasury. It was further noted that the present expenditure on Native education is less than the amount would be if the rate were £3 per Native child. The Native Education Conference had estimated that £7 per child was necessary to make Native Education efficient. This amount, we make bold to say, would soon prove inadequate. At best it will save a crumbling institution, due to lack of necessary financial support, from chaos. The seven-pound-per-child estimate is a minimum standard estimate and does not allow scope for natural development.

The Minister of Finance said that the time had come to decide whether or not Native Education should be brought directly under the Union Government. The views of the U.C.A.T.A. were expressed before the Welsh Committee on Native Education eight years ago, and, as far as is known, no change has been expressed. We welcome the Minister of Native Affairs' promise that the representations would be given careful consideration.

FEEDING AFRICAN SCHOOL CHILDREN.

A month ago the Secretary of Social Welfare, speaking in Johannesburg, said that it might take another three months before the scheme for feeding children could be launched. The discussions necessary for the proper planning of the scheme for feeding a million children and the desire on the part of Government and Provincial Authorities to build the feeding scheme on a firm and well-laid foundation have necessitated some delay. The intention of the Government to introduce meals in all schools is assured. The Government will pay 2d. a meal per child and each province will pay the remaining 1d. per child per day to bring the total for each child per day to the estimated 3d.

Part of the scheme would be the establishment of feeding committees of five members, to be approved by Inspectors of Schools, consisting of Principal, Manager and Parents or other responsible persons. The committee would keep daily accounts of the money spent and meals provided, look after the money on hand and provide a store room for utensils and food.

The U.C.A.T.A. in conference last June made its observations in this connection by urging that the money should be requisitioned for on average attendance, and should be spent as far as possible on local African produce. This would provide admirable training ground for African business among Africans themselves in their own areas; besides, it will encourage the small scale gardener with a ready market

for his produce. Incidentally a plentiful supply of green vegetables will be made available for child and parent in just those areas where malnutrition and other forms of deficiency diseases are most rife, the Native areas.

We strongly urge that whatever difficulties are on the way the delay in supplying that section of the community, the African people, which is most deserving of this scheme will not be unduly long.

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I believe in the education of the whole community wholly financed by the State.

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I believe the best for my people will be attained when they are represented by their own men in Advisory Boards, Governing Councils, School Committees and any other bodies exerting influence on African uplift.

NOTES AND NOTICES

Elsewhere in this number we publish a full report of the Native Education Conference that was held in Johannesburg in June last. It provides interesting reading.

Owing to lack of space we were unable to print the full minutes of last U.C.A.T.A. conference. We have great pleasure, however, to supply our readers with the balance of the minutes together with replies to resolutions adopted at that conference.

The Editor takes this opportunity of wishing all readers of "The Teachers' Vision" a Merry Christmas and a Happy New Year. May next year bring all that we wish for, all we have fought for in Native Education and, above all, VICTORY for the Allies.

Report of the South African Teachers' Federation Conference

(By S. LEKHELE, Delegate).

The South African Teachers' Federation met at the Social Institute on the 3rd December, 1942.

The following provinces were represented: Transvaal, O.F.S., Natal and Cape. The General Secretary, Mr. Nhlapo explained that due

to his attendance of the N.R.C. and other conferences, Mr. Matthews, the President, had unfortunately been prevented from attending the Federation.

Mr. Mtimkulu was then asked to preside. The minutes having been read and adopted, the chairman asked for Provincial Reports.

REPORT OF THE C.A.T.A.

Inter alia, the Cape delegates gave a resume of the negotiations for union between the C.A.T.A. and the U.T.A.T.A. which have ultimately resulted in the consummation of the union, and the birth of the U.C.A.T.A. He mentioned that efforts were being made to incorporate the N.W.D.T.U. into the UCATA and thus the entire Cape would be welded in one solid unit.

The "Vision" was still the official organ of the UCATA and despite the abnormal rise in printing and the resultant difficulty of regular publication, this organ was still doing good work of focussing the Department's attention to our problems.

The U.C.A.T.A. viewed favourably the editing of the joint journal though they were not yet in a position to work out the details of

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its prosecution. At this juncture the chairman asked the Cape delegates to move the Cape resolutions dealing with:—

(1) Federation Scale, and (2) a pension scheme instead of the present good service allowance.

TRANSVAAL REPORT:

The Transvaal delegates reported that due to the stop order system of membership they had amassed a revenue of few hundred pounds. They reported that they had during the year financed a test case of the TATA president vs. a certain inspector. The TATA won the case and the inspector had been obliged to bear the costs to the amount of £408-10s. In glowing terms they reported on their determined salary campaign, which had resulted in the disgusting new salary scales, which are supposed to be an improvement on the old scales. The TATA moved that we reject these scales and organise a mass strike of all African teachers in the country. They felt however, that the Cape and Natal provinces were so loosely organised that a strike in those provinces was almost impossible. Re the question of a Union wide journal the TATA felt that the other provincial journals should be incorporated into the Good Shepherd.

THE NATAL REPORT

This report dealt mainly with internal organization. They felt that the strengthening of the branches will ensure the strengthening of the mother body. Officials of the mother body paid regular visits to the branches to encourage them and advise in better ways of running the branches. The mother body thus gave a lead in the problems that the branches meet from time to time. Natal felt that each province should be encouraged to have its own journal and felt that a Union wide journal would be rather formal and distant and could not possibly deal with local problems as fully as provincial journals were now doing.

O.F.S. REPORT.

The O.F.S.A.T.A. had adopted the Transvaal system of Stop Order membership and, by that means they now had a membership of 150 with a bank balance of about £100.

The O.F.S.A.T.A. asked the Federation to assist in the fight against European Teachers appointed in African schools, eg. Bloemfontein. They reported their fight to effect the appointment of African principals to Secondary schools in the O.F.S.

At this juncture they moved the motion requesting the Federation to protest against the introduction of compulsory instruction through the media of both official languages in the O.F.S.

The O.F.S.A.T.A. associated themselves with the Transvaal salary campaign resolution. Re the question of a joint journal, the O.F.S.A.T.A. suggested that in the event of an agreement, that the Federation copy the idea of the Natal Native Teachers' Journal.

MISCELLANEOUS UNOPPOSED MOTIONS:

Mr. Nhlapo moved that the Federation renew its application for membership to the committee of the Mendi Memorial Scholarship Fund, at present the fund stands at £500. Membership, he pointed out, involved no financial responsibility to the Federation.

Mr. Mtinkulu moved that the Provinces pay their subscriptions annually instead of biennially to facilitate the execution of urgent matters in the interim.

PRESIDENTIAL ADDRESS :

Mr. Matthews pointed out in his paper that he would not be able to stand for re-election, due to his many other duties but expressed his willingness to help whenever his assistance would be required.

The address was based on the explanation of the implications of the recently passed salary scales and the sick leave privileges now enjoyed by African teachers.

FINANCIAL REPORT :

After all expenses had been paid the balance in hand stood at £26-18-10d.

ELECTION OF OFFICE BEARERS :

In order to facilitate the administration of Federation business, and to provide a means of binding provinces to carry out the decisions of the Federation, it was unanimously agreed to fill the offices with the Presidents of the various provinces.

President, Mr. Mtinkulu, M.A. Natal.

Vice-President, Mr. Mnyani, U.C.A.T.A.

Secretary, Mr. Kabane, B.A., O.F.S.A.T.A.

Treasurer, Mr. Sesolang, T.A.T.A.

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It was further decided that in future delegates to the Federation should be the Provincial Secretaries.

N.B.—A special meeting of officers to consider the means and ways of effectively dealing with the salary scale drive mooted by Transvaal to meet at Bloemfontein during Easter. The Federation Secretary would communicate with the Provinces in the interim.

FINANCIAL REPORT BY TREASURER, Mr. C. D. ZULU :

Financial Report was adopted. President thanked Mr. Zulu for his services.

Mr. Zulu promised that each Branch Association will be sent a printed statement of the report.

EDITOR'S REPORT BY Mr. JIJANA.

He mentioned the difficulties which 123456 7890£.... 123456 12 The delay of the quarterly issues with the printers for which he is not responsible, effects of the war, lack of sufficient subscribers. He appealed to Primary School Teachers to contribute. He was thankful to those who had donated towards the "Vision" or assisted in the sale of copies. Mr. Jijana was thanked for his services.

OFFICE BEARERS :

President, W. M. Ncwana, Bensonvale, Herschel.
President-Elect, N. Honono, Nqabara, Willowvale.
General Secretary, H. N. Yako, Box 207, Umtata.
Assistant Secretary, V. V. Hermanus, Blythswood, Butterworth.
Treasurer, C. D. Zulu, P.O. Lovedale
Editor, E. G. Jijana, Box 207, Umtata.

CLOSING CEREMONIES :

Installation of Mr Ncwana as President by the retiring President Mr. Mnyani, whom we thank for his services in the history of the Cape African Teachers' Association. The Association had already shown its appreciation of his services by giving him the signal honour of being the first President of the U.C.A.T.A.

Mr. Zulu seconded by Mr. Mapekula thanked the local Branch for catering so well for the visitors

Venue of next conference, Nqabara, Willowvale.

Conference closed by singing the Bantu National Anthem and left Freemantle with an "Association Creed," whose watchword is "Equality of Opportunity."

UNITED CAPE AFRICAN TEACHERS' ASSOCIATION

RESOLUTIONS. 1923.

RESOLUTION 1.

That the U.C.A.T.A. places on record the appreciation of teachers throughout the Cape for the steps taken by the Education Department to improve the salaries of teachers in Primary Schools and also the financial recognition of African Head Teachers in Secondary Schools.

REPLY.

This resolution is noted with pleasure.

RESOLUTION 2.

That the U.C.A.T.A. requests the Education Department to make the following provisions in the Application of the 1943 scales:—

(a) A scale be drawn for various academic qualifications and a professional certificate.

(b) All scales of teachers in primary schools should range to common maxima.

(c) A scale for allowances of head teachers in Primary, Practising and Higher Boarding schools based on average enrolment should be made available in print.

(d) Increments should recognise a teacher's length of service.

(e) Teachers of long service (15 years and more) should be placed at the top notch of the new scales, considering the fact that they would long have reached the top notch of the 1928 scales.

(f) A cost of living allowance of teachers resident in the four

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major municipalities of the Cape, i.e. Cape Town, Port Elizabeth, East London and Kimberley be raised.

REPLY.

The suggested improvements in the application of the 1943 scales will be borne in mind. None of them however is possible unless additional funds are provided for Native Education. The amount of £32,000 recently provided by the Native Affairs Department was the amount required to place all Primary Teachers on to the next notch of the new scale and was provided on the distinct understanding that it was to be used for that purpose and for no other. The payment of annual increments is expected to be a first charge against whatever additional funds may in future be made available for Native teachers' salaries.

RESOLUTION 3.

That the Education Department's attention is drawn to an unkind practice of the Provincial Accountant of keeping teachers waiting for salaries long after they are due.

REPLY.

Delays in payment are much regretted. They are, however, unavoidable when, as is generally the case, appointment forms and documentary evidence of qualifications are delayed.

RESOLUTION 4.

That the Education Department is most respectfully asked to state clearly what it means by "appointment extended" concerning the employment of Native Teachers when the probationary period has expired.

REPLY.

The phrase, "appointment extended," will in future not be used without qualification of some sort, such as "on a permanent basis."

RESOLUTION 5.

That the Education Department be respectfully requested to place teachers in such mission schools as are used for practice teaching by adjacent Training Schools on the same basis as the Practising School Teachers.

REPLY.

The Department is not prepared to put the teachers indicated, on the same basis as teachers in Practising Schools. A Practising school is used for demonstration lessons and other special purposes in a way in which the surrounding schools are not.

RESOLUTION 6.

That in view of the fact that the Departmental Visiting Teachers are executing the same work as Circuit Inspectors i.e. inspection work, the U.C.A.T.A. respectfully requests the Department to place them on the same status—with designation of the work they are doing—as Circuit Inspectors

REPLY.

Visiting teachers are assistants to circuit inspectors and work under their direction. The Department's view is that its Visiting Teachers are not qualified to carry out all the duties of a circuit inspector, and is therefore not prepared to apply the title, inspector, to them.

RESOLUTION 7.

That such furlough privileges as are enjoyed by European teachers be extended to African teachers as well.

REPLY.

If the additional funds that would be required to meet the cost of putting this proposal into effect could be provided, the Department would be prepared to recommend that furlough privileges be so extended. The financing of a more satisfactory pension scheme for Native teachers is, however, considered more important than making provision for furlough.

RESOLUTION 8.

That the cost of living allowance should be given to teachers in rural areas as well as it is given to teachers in urban areas in view of the fact that no lands are set aside for teachers' use and also that the land question is becoming more and more acute.

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REPLY.

The principle underlying the present difference in salary between urban and rural teachers is sound and the Department is not prepared to discard it entirely

RESOLUTION 9.

That the Education Department be respectfully requested to employ the services of qualified nurses and these to be distributed in the same manner as Jeanes Teachers in African work.

REPLY.

The employment of school nurses is not considered advisable or practicable until such time as medical inspectors can be appointed to direct their activities.

RESOLUTION 10.

That the U.C.A.T.A. respectfully requests the Education Department to enforce compulsory Education for Native children in such areas as desire it.

REPLY.

The Department is in favour of compulsory education for Native children, but feels that before introducing any measure of compulsion it should first attempt to staff existing schools adequately and to provide schools for all Native pupils coming to school voluntarily.

RESOLUTION 11.

That the Education Department be respectfully requested to sanction the following in the writing of Xhosa letters: etc. (See September, 1943, number).

REPLY.

The form and use of abbreviations suggested seem to be a matter for consideration by some society formed to watch over the interests of the Xhosa Language and its literature, rather than by the Education Department.

The suggestions will be forwarded to the moderators of the Xhosa language papers for the various Departmental examinations for their comments.

RESOLUTION 12.

That the U.C.A.T.A. expresses its high sense of gratitude to the Minister of Finance and Education for including African children in his proposed scheme of feeding school children.

REPLY.

The Minister of Finance has been glad to note the resolution transmitted to him.

RESOLUTION 13.

That the Ciskeian General Council be requested to give financial aid to such schools as need and desire a government grant till the Administration takes over the work.

REPLY.

A motion on lines similar to the request of your Association will come before the ensuing Session of the Ciskeian General Council on the 21st September next.

RESOLUTION 14.

That the United Transkeian Territories General Council be respectfully requested to give financial aid to such schools as need and deserve a government grant till the Administration takes over the work.

REPLY.

The provision of grants towards Native scholastic education is the responsibility of the Provincial Council and the matter is one which falls outside the scope of operations of the United Transkeian Territories General Council which has no power to expend money for this purpose. Consequently regret must be expressed that it will not be possible to accede to the wishes of the United Cape African Teachers' Association.

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NATIVE EDUCATION

A Conference, convened by the South African Institute of Race Relations, and representative of bodies concerned with Native Education, was held at the University of the Witwatersrand, Johannesburg, on Thursday, July 8, 1943. Close upon 50 organisations appointed delegates, including the Advisory Boards for Native Education of the four Provinces, Churches and Missions, Municipalities, Universities, African organisations, African and European Teachers' Associations; also several members of the Natives' Representative Council. The Conference was much helped by the Chief Inspector for Native Education of the Cape Province, who attended to supply information.

The Conference, which began at 9.45 a.m. was presided over by Mr. J. D. Rheinallt Jones, Adviser to the Institute of Race Relations, who welcomed the delegates on behalf of the Institute in the absence of the President, Professor R. F. Alfred Hornle, whose serious illness was deeply regretted.

The Chairman briefly reviewed the progress in Native Education since 1920, as reflected in the following (round) figures:—

Enrolment	1920	182,000
	1942	450,000
Expenditure	1920	£400,000
	1942	£1,500,000

There had been progress in the number of schools, in secondary and vocational education, and also in the standard of teacher training although, unfortunately, teachers' salaries had not kept pace with these advances.

Urging the need for putting Native Education on a sounder financial footing so that the work may be planned, the Chairman said that there were three fundamental reasons why this should be done:—

1. The right of every child of every race to preparation for life, for work, and for citizenship;
2. The urgent necessity for ridding the country of the heavy burden of illiteracy;
3. The equally urgent necessity for increasing the productive power of the individual and the State to expand the national income so that it can meet the increasing demands made upon it.

The Chairman drew the attention of the Conference to a reprint of articles by Dr. O. D. Wollheim and Mrs. Rheinallt Jones under the title of "The Crisis in Native Education," appearing in Race Relations, Volume X, No. 2, 1943, copies of which were available at the meeting. Copies of a Report of a sub-committee of the Transvaal Advisory Board for Native Education, analysing the needs of Native Education in the Transvaal Province, were placed in the hands of the delegates, and served as the basis of the discussion on the cost of Native Education later in the proceedings. A memorandum by the Chief Inspector for Native Education, Cape Province, was also made available.

Mrs. Rheinallt Jones in introducing a Ten Year Plan, said that Dr. Wollheim's article described adequately the present position. She stated that a plan was necessary to bring all the children into school so as to attain a literate South Africa within a measurable span of time. Many calculations had led her to believe that ten years would be sufficient notwithstanding the existing unfavourable factors: the necessity for increasing the enrolment in the higher standards; the necessity for increasing teacher training facilities; the gross understaff-

ing in Native schools; the inadequacy of salary scales; and the necessity for a pension scheme for teachers, and books for scholars.

The plan (as outlined in her article) envisaged an all round 20 per cent increase during each of the next four years, and thereafter a 10 per cent. increase in each of the following six years; development of continuation schools for persons who had in past years suffered from lack of educational facilities; institution of facilities for the pre-school child, such as nursery schools and creches; provision of adequate medical inspection and treatment of scholars.

The Chairman suggested that Conference consider in the first place the financial principles involved, thereafter the educational principles, and finally a programme.

FINANCIAL PRINCIPLE:

Upon this being agreed to, the Chairman drew attention to the findings of a similar conference, held in July 1939, which, after full

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deliberation, had found that African welfare was a national matter, and should for this reason be financed from General Revenue, and that the well being of the whole country depended upon the educational progress of the African people.

A proposal, that the control of Native Education should be considered before finance, was ruled out of order, and after some discussion it was unanimously agreed—

1. That the time has come for Native Education to be financed from the General Revenue of the Union.

EDUCATIONAL PRINCIPLES :

The Conference proceeded to consider the educational principles involved viz.: Should compulsory education be the aim? If so, how should it be attained. What ages should be covered by compulsion? There was unanimity upon the principle of ultimate compulsion.

Mr. S. B. Hobson, Chief Inspector of the Cape Province Education Department, stated that his Department agreed with the principle of compulsion. He stated that at present the Cape Education Department employed over 5,000 teachers, who taught an average of 43 pupils each. His Department was anxious to reduce the quota to 35, which would require an additional thousand teachers. It also held that existing schools should first be adequately staffed and equipped and that voluntary school-goers should be provided for first.

A proposal that the age limits of compulsion, when achieved, should be 7-14 led to a considerable discussion, several speakers emphasising the danger of making the upper limit so low when the incidence of juvenile delinquency in urban areas was mostly found between 14 and 16. The choice was between schools and gaols. Speakers from rural areas said that these were also dangerous years for rural youth. It was also held that the lower limit should be six, since many mothers in urban areas had to go out to work and leave the children at home.

After full discussion, Conference AGREED

2. That the principle of compulsory education should be applied as soon as practicable;
3. That as a first step all existing schools should be adequately staffed and equipped;
4. That as a second step accommodation and equipment should be provided for all voluntary school-goers;
5. That as an ultimate aim compulsory education should be from 6—16;
6. That compulsion be instituted first in the urban areas and in those rural areas which desired such compulsion;

PROGRAMME :

The Conference then considered the educational programme that would be necessary to carry out the foregoing proposals, the costing of the programme, and the basis upon which it should be financed. For those purposes the recommendations of the Sub-Committee of the Transvaal Advisory Board for Native Education were considered verbatim.

- (a) Cost of suitable accommodation, including industrial centres: 12s. (Interest and Redemption) and 2s. (upkeep) per pupil per annum.
- (b) Cost of Equipment: 9s. per pupil per annum.
- (c) Manual Training: 4s. per pupil per annum.

(d) **Staffing :**

- (i) Limitation of classes to 35 pupils per teacher ;
- (ii) Mergence of Good Service Allowance and Local Allowance into substantive salary by adding the maximum Good Service Allowance to the highest notch of salary scales and the maximum Local Allowance to both the lowest and the highest notch of the salary scales ;
- (iii) Placement of every teacher on the correct notch of his (her) scale, according to length of service ;
- (iv) Adoption of the following salary scales :—

Lower Certificate	£90-12-196	£72-8-154
Higher Certificate	£114-12-234	£90-8-180

N.B. It was realised that these scales would need re-consideration before long, but the increments were fixed to ensure that salary scales correspond with attainment of maximum teaching efficiency, say in ten years.

- (v) Staffing cost per pupil per annum on the above bases : £4-0-0.

(e) **Contributory Pension Scheme for Teachers :** on 5 per cent. bases : 3s. 9d. per pupil per annum.

N.B. Possible introduction of gratuity scheme for teachers too old to benefit under Pensions.

(f) **Supervision Scheme and Inspection :** 2s. 3d. per pupil per annum.

(g) **Free Book Grants :** 5s. per pupil per annum.

N.B. The total estimated cost of the foregoing items amounts to £6-5-0 per pupil per annum.

Although the figures are estimated only, they represent what experienced educationists at the Conference considered to be the minimum.

In addition the Conference supported the recommendations of the sub-committee of the Transvaal Advisory Board for Native Education on the following :—

(h) **Continuation Schools :** Provision should be made for the further education of Africans between 16 and 25 who have had no, or inadequate school training.

(i) **Care of Pre-School Children :** Provision should be made for creches and nursery schools, particularly in the larger urban areas, in view of the necessity for African women to add to the household income by going out to work, leaving their children at home and without care.

(j) **Medical Inspections and School Nurses :** "The appointment of school doctors, preferably Africans, and of a number of African school nurses should not be postponed." (Report of sub-committee). These additional items would bring the cost per pupil up to £7, perhaps more.

During the discussion on the foregoing items, the Chief Inspector of Native Education, Cape Province (Mr. S. B. Hobson) said that in the Cape Province there were 2,000 buildings in use, of which only eleven were not owned by Missions. He considered the Transvaal estimate of £10 capital cost per pupil for suitable accommodation to be reasonable.

Several speakers urged that there should be no questioning of the State's responsibility for meeting the capital cost of school buildings.

The President of the Federation of African Teachers' Association (Mr. D. Mtinkulu) said that the Teachers' Associations disapproved of local allowances and held that in no case should teachers' salaries fall below Wage Board determinations, as occurred in many cases today. The increments should be regular, and the scales should permit the teacher to marry within a reasonable time after his entry into the teaching profession, and the maximum salaries should be sufficient for a married man with a family to maintain a suitable plane of living.

The Chief Inspector of Native Education, Cape Province, in reply to a question, said that Coloured Education cost £10 per pupil per annum. Several people pointed out the inadequacy of the existing provision for Coloured Education.

The Conference realised that the figures arrived at in the costing analysis given above could not be regarded as more than estimates. There was general agreement, however, that the figures could not be reduced, if efficiency was to be the aim. The total cost was regarded as low, when compared with the education of Coloured children, and more especially when contrasted with the money spent on the education of European children.

The Conference agreed

7. "that a percaput subsidy of £7 per annum is desirable."

Discussion followed upon the rate at which this figure could be attained.

After full discussion the Conference AGREED

8. That the Institute of Race Relations be asked to ascertain from the Provincial Education Departments their estimates of the rate at which expenditure on Native Education could be brought up to £7 per pupil per annum. ;
9. That representations to be made should include provision for an annual increase of 10 per cent. in the enrolment in African schools.

CONTROL OF NATIVE EDUCATION :

The Conference then discussed the question of the control of Native Education. There was considerable division of opinion. Some delegates advocated the retention of Native Education under the Provincial Administration, whether it was financed through the Union Department of Education or the Department of Native Affairs. Others favoured transfer to the Union Department of Education. This was opposed on the ground that Native Education would suffer from the fact that primary and education for other racial groups would continue to be under the Province and this would accentuate the existing educational segregation. In view of the conflicting views the Conference agreed not to express itself on the matter in a resolution.

The Conference, however, found agreement upon the question of the desirability or otherwise of a State System of Native Education, in the following terms :—

10. The Missions cannot be expected to meet the demands for expansion in Native Education. We, therefore, advocate a State System of Education, with due provision for voluntary schools. This involves, in general, State finance, control and administration of Native Education.

It is clear that the Head Office and the Inspectorate need to have a larger staff of trained Africans for professional and administrative work to ensure closer and better direction of the schools.

It is of the utmost importance that the co-operation of the African chiefs and people and of the Missions be maintained and extended in the administration of Native Education.

XHOSA EQUIVALENTS

To my mind the above subject is of vital importance and requires great care, wide knowledge and deep thinking. It may appear to be very easy to some of us and may even be regarded as a small matter. Such a view may land us into serious trouble. This is how many problems, which have now to be solved with the greatest difficulty have been created. It is the task of those who understand this to try and prevent such things from taking root. I am not at all suggesting that I am one of those who are in a position to do this, but the little I can do, I hope, will be an inspiration to those who are well informed in such matters. To me, it seems the time has come when we must all put our shoulders on to the wheel, if there is going to be any improvement in our work of educating the young generation.

Let us remember that teachers are training men and women of to-morrow to be ready to play their part in making this world of ours what it ought to be. Perhaps this analogy will help to explain what I mean. Before any wise man builds a house he must first have a clear picture in his mind, of what it will look like when it is finished. This plan or picture will guide him until the work is complete. In the same

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way teachers are preparing material for building up our part of the world and it is their duty to produce useful material. How can they do this ? There may be many ways, but it seems that the best is that of imparting knowledge that children can use profitably in life, as opposed to knowledge that can only be used on one or a few occasions after which it will be rendered useless.

The subject of Xhosa Equivalents is a very wide one. For that matter I shall confine my discussion to one Xhosa Equivalent viz. : "UMFUNDISI" not because I hope to be one in future, but because I know a little about it. To start with, mfundisi has been used for a minister of religion from the earliest times, perhaps as early as the second half of the 19th century when the missionaries first came to South Africa (Bp. Gray 1848). The first thing these missionaries did was to teach the people to read and write, to say the catechism which told them about God. Were these ministers not rightly called teachers—abefundisi ? When teachers were employed to do this work and the ministers were mostly concerned with pastoral work the latter were still called teachers—abefundisi and the former were given a borrowed word, *Titshala*, which means teacher. The Xhosas must have got it from the English speaking people. But the fact remains that the ministers are still teachers. They are teachers of the Word of God. If they are not teachers they are not doing their work. On that score mfundisi is the right term for a minister of religion. This is a universal term. The Zulus also use the same term. We have borrowed many words from other languages, why can we not borrow *titshala* only to make this distinction. We want to guard against the danger of ministers who may have the wrong impression that they are not teachers.

On the other hand, why should teachers want to be called abefundisi knowing perfectly well that the word mfundisi conveys a different meaning to the public, from its true meaning ? I suppose many people would urge that the people should be taught the right meaning of mfundisi and also it should be clearly explained to them why mfundisi will now be used for a teacher. Much can be said about such a view. In the first place conservative people will not accept this, both ordinary people and some of the clergy especially I suppose, those who have been called mfundisi for a pretty long time, perhaps 20 years and even more.

As a solution to this problem some have suggested "Mlungiseleli" for good reasons too. But if we want to use the right term it is essential that we should be scriptural. I hope we are all aware of the fact that in the whole of the Holy Bible the term *Mlungiseleli* is not used for a minister. *Mlungiseleli* is literally one who prepares for some one else. This raises the question, for whom does the minister prepare ? The answer, it may be conjectured, is, for God to bestow His Grace upon His people or for the people to enter into communion with God. This implies that the only work that a minister does is only preliminary. He only does part of the work and leaves the greater part for someone else. It is true to say *Mlungiseleli* is one who ministers or serves. He serves or ministers to God and it is his duty to do the same to the people. But now tell me, who is excused from these obligations ? The teacher must remember that his primary duty is to serve God and the people. In this case he is also a minister. You may just as well call the minister of Native affairs, *Mlungiseleli*. The term *Mlungiseleli* is not an appropriate one.

You may say where shall we get the right equivalent? Let us search the Scriptures. The first ministers who were appointed to this office by the Apostles were called Elders. The Bantu Presbyterian Church has what they call uMdala. Their mistake is only that they apply this to laymen and not ministers. These were also called Presbyters and the Anglican Church uses a short form of this term Priest and to avoid confusion this term is borrowed from the English language—umPriste. The Anglicans have Bishops who are superior to the Priests. This title was used for those men who were appointed by the Apostles to replace them. The Bible uses all these titles for the different orders of the clergy.

It seems to me we are after accuracy and if that is the case we must know which is the function that can be performed by a minister of religion alone and nobody else. For this we are bound to consult the Holy Bible. According to the Bible, all Christians are expected to serve God and their neighbours (see St. Mark 10, 17-31). In allusion to what has already been said about Mlungiseleli, it has been argued that the Press sometimes uses this term, but the Press cannot be said to be infallible. If we study the Old Testament we shall find that since the origin of the custom of offering sacrifices to a deity, it has always been the special function of a priest to offer sacrifices and nobody else. The New Testament also teaches us the same thing. Christ Himself is our High Priest because he is continually pleading His sacrifice. Obviously if we want a term that can be applied to a minister alone and at the same time leave no room for ambiguity or doubt or confusion, we must adopt the term that is often used in the Holy Bible and this is Mbingeleli (one who offers sacrifices). For our own information it will be advisable for us to acquaint ourselves with the following passages of Scripture—Levi. 2, Numbers 3,1-10, (N.B. Menzeleleli is Mbingeleli) 1 Sam. 11, 20, Mk. 14, 10, 45; 47; St. Luke 22, 5-4; St. John 18, 10; Hebrews 5.

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THE RESOLUTION

To the last Conference of the U.C.A.T.A. held at Lady Frere, the Kimberley branch of the U.C.A.T.A. deemed it needful and expedient to send the following resolution:—

“That the U.C.A.T.A. be respectfully requested to consider the advisability of classifying the U.C.A.T.A. into four regional Branch Associations to effect: (a) more effective organisation, (b) less expenditure on members of the Association.

At a glance, the object of the resolution may not seem quite clear, yet perhaps, if the aims (a) and (b) of the resolution are closely examined it would be discovered that the Kimberley Branch feels

1. That the present system of our organisation leaves much to be desired.
2. Individual members of the U.C.A.T.A. in the opinion of the Branch, to subscribe more than their equitable share for the maintenance of the U.C.A.T.A. Thus, at least, do I interpret the meaning of the resolution.

Now, has Kimberley any reason to entertain such misgivings? Yes. Let us consider first item (a) i.e.

Organisation: If we consider how vast the Cape Province is, we shall at once see that the task of effectively organising African Teachers in the Province is Herculean, and it is bound to be too much for a man who is resident at one centre and has no means of contact with the different branch associations, let alone individual teachers who may be either self organised, or unorganised or disorganised. Correspondence is the only means whereby these teachers may be contacted; yet even then, the general secretary has not a dog's chance with the unorganised and disorganised.

(b) Then too, such teachers as do wish to go to conference, the occasion of which is a God-send to every teacher, find it extremely difficult to go because of the expenditure involved. Consequently, their wishes are generally nipped in the bud, and associational lethargy, with its attendant evils, gnaws deeper and deeper into their minds until they forget about such things as associations.

(c) Then too, if we consider how many branches are actually affiliated at conference out of the total number of U.C.A.T.A. Branch Associations we shall find out that we rarely, if ever have more than half of Branch Associations affiliated. Of course, as we have shown above, non attendance breeds lethargy to such branches, in all matters associational. Who, then, is to bring to such branches a spirit of revival? The general secretary is far away from them. Will correspondence with any members of these achieve any desired effect? No. For, proximity with associational activities will be about the only effective factor of their revival (v. below).

(d) Then too, the Teachers' Vision ought to be our strong weapon of propaganda, but as it is, it can not be, because it is issued quarterly, and the long intervals between the successive issues are liable to cool down interest of subscribers, and I feel that "The Vision" does not have the influence that it ought to have on African Teachers.

Then too, many teachers consider that contributors to the "Vision" are, of a matter of course, teachers residing at certain parts of the Province only, while the majority of African Teachers know nothing even of the existence of a journal going by that name.

In view of this, I feel sure that the resolution must have aimed also at the reorganisation of the "Vision system" with a view to making all African teachers feel that they have a magazine therein to which they have not only to subscribe but also to contribute articles.

Expenditure. We have noticed above, how poorly attended our general conferences are. Of course finance is the crux of the question. Members have to subscribe to their local branches, which must tax them pretty heavily, for the local Branches are expected to affiliate annually to the U.C.A.T.A. and send delegates thereto—a very expensive business which they find difficult to accomplish. Hence it is then that we find conference only attended by a few branches that are nearest to the venue, and only a few come from distances further away. To solve this problem, we should have regional conferences, with local officials officiating, which local officials will be under supervision and control of the Executive of the mother body. Delegates may then be sent, to the General Conference of the U.C.A.T.A. not at the direct expense of small branches, which may be composed of 7 (seven) teachers, but at that of the regional conference. Surely, this will ensure the presence of the needed delegates at conference, and burden the individual subscriber less in this respect.

General Scheme of Reorganisation. The following then is the tentatively suggested scheme of reorganisation which should meet all discrepancies mentioned above—and more:—

1. That the U.C.A.T.A. shall be divided into four regions which shall be as follows:—

Region A. Western Province including area between Cape Town, Clanwilliam, Beaufort West and Mossel Bay.

Region B. Eastern Province, including Port Elizabeth, Grahamstown, Uitenhage, Naauwport, East London, Queenstown, Aliwal North, Middelburg and Graaf Riet.

Region C. The North Western Districts including Kimberley, De Aar, Kuruman and Mafeking.

Region D. The Transkei.

2. **Conferences.** That each region shall hold its own annual conference to discuss local problems and resolutions, the latter of which must be considered, approved or otherwise by the General Conference before forwarding to their respective recipients. In fact all resolutions must go to their recipients through the General Secretary.

Delegates shall be appointed to attend the General Conference by each region. The General Conference shall take place once in two years.

3. **Subscriptions.** Each region shall subscribe annually to the U.C.A.T.A. a sum of £10.

4. **Executive:** The executive of the U.C.A.T.A. shall be composed of:—The Presidents and general secretaries of each region and in addition to these, the president, general secretary, treasurer and editor, who shall be elected at conference and shall hold office at the pleasure of the conference, shall also form the Executive

The executive shall hold their meetings at least once a year.

5. **Mouth Organ.** The U.C.A.T.A. shall have one mouth organ which shall consist of 30 (thirty) pages. Each region shall be held responsible for contributing 6 (six) pages of the journal while the remaining six shall be used for general business and advertisements. The journal shall be issued monthly.

S. C. B. FLATELA.

QUMBU AFRICAN TEACHERS' ASSOCIATION

(By A. S. MAJEKE, Recording Secretary)

The above branch of the U.C.A.T.A. held its annual meeting at Mahlungulu Methodist School on 9-10-43. The meeting followed a successful concert sponsored under the auspices of the above association to raise funds. The attendance was good and several new members joined. Among those present was Chief S. S. Majeke a former teacher and who though being not a teacher any more, supported the association and attended almost all its meetings. He is regarded as an honorary member of the association. The concert proved a success through his vigilance and good spirit. Letters of apologies were received from Misses N. Tonjeni, Kiviet and T. Chaba and Messrs Boya, Ndlela, Boyce, Gwele and E. Mbangwa. Mr. L. M. Nokwe (president) was in the chair. The minutes of the previous meeting were adopted on the motion of Mr. R. P. Maqubela seconded by Mr. Manyamalala. As a matter arising from minutes it was resolved (1) "That 5 dozen cards of the revised constitution be printed and sold to members at 3d. each." (2) "That the constitution be reviewed after the new constitution of the U.C.A.T.A. has been received."

Cr. S. S. Majeke gave an instructive and thought provoking address on "Our very lives are at stake." After outlining the position of the African in the political, educational, economical and social activities in South Africa, revealing that Africans are denied their rights on their land, he appealed to Teachers for unity in this critical time when the tune of post war reconstruction is sounded in every corner of the world. "It is the duty for each and every one of us to fight for better South Africa by supporting every movement that aims at unity and not to stand and criticise our leaders and those that may blunder but whose ultimate aim is better South Africa." By supporting the Teachers' Associations, Voters' Associations, Farmers' Associations' the Teacher will be fighting for this cause. "The present crisis expects every man to do his duty," concluded the speaker. After a few questions which the speaker ably answered, votes of thanks for his instructive address and confidence as people's representative in the Bunga were accorded Chief Majeke on a motion by Mr. D. M. Siwundla, B.A., seconded by Mr. A. B. Mkutyukelwa. Among other things it was resolved (1) That organising secretaries should convene meetings for motions, collect subscriptions for meeting and "Vision," convert new recruits and bring matters of interest affecting teachers in their localities for discussion in the association meetings. (2) That concerts be held to raise funds when circumstances demand such. (3) That this association records a vote of appreciation to the organising committee of the successful concert held at Mahlungulu which raised £7 in the personel of Messrs L. N. Nokwe, A. D. Mkutyukelwa, R. Simane, R. Maqubela, P. Tati, G. Maketa, A. S. Majeke, M. Mapatwana and Mesdames Q. Masiza and M. A. Chaba. The General Secretary's report including correspondence was adopted. It showed the strength of 75 members of the association. The Treasurer's report showed that the association was still on the rock. It was also adopted. A motion of confidence in the retiring officers and that they be returned en bloc by Mr. D. M. Siwundla was ruled by the chairman but they were re-elected as follows: President, L. M. Nokwe; Vice President, A. C. Boyce; General Secretary, R. P. Maqubela; Recording Secretary, A. S. Ma-

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jeke; Treasurer and Vice Treasurer, Mr. O. N. A. Jafta and Miss M. Caba. Committee: R. R. Simane, D. M. Siwundla, B.A., M Ngumbela, B.Sc., M. Siwahla, G. Maketa, L. Mapatwana and Miss T. D Mamlam. Venue of next meeting is Nchothi E.C. School in February, 1944. The meeting was then closed. I may point out that this association has maintained and is still maintaining good progress since its allegiance to the C.A.T.A. It can welcome addresses by the Editor of the "Vision" and the Gen. Secretary of the U.C.A.T.A. who stay not very far from Qumbu, or anybody who can be willing to come at his own expense. "Where there is no vision, the people perish."

VISION

Present and future generations depend upon the teacher for their outlook on life, for it is upon sound education, permeated by VISION, that the success of the individual depends . . . On the heads of the Bantu Leaders, a grave responsibility rests; for on their VISION the future of the African depends; but unless the remuneration by the State is sufficient to enable the teachers to carry out their work efficiently, they are seriously handicapped in their responsibilities and foredoomed to failure in whole or in part.



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