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The

Teachers' Journal

ORGAN OF THE NATAL
INDIAN TEACHERS' SOCIETY

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Editorial—

GREATER EFFICIENCY NECESSARY

Six years ago, officials and some members of the Natal Indian Teachers' Society felt that the organisation was too heavily centralised to function adequately and efficiently, and set about re-organising it by creating 14 new branches (making fifteen with the Pietermaritzburg one) and by amending the Constitution to give every branch representation on the Executive Council. These changes produced results almost immediately. Membership rose from 914 in 1948 to 1,032 (86% of the possible) in 1949, and there was much useful activity. A few branches were sceptical and did nothing at first, but they, too, after a while, exercised the rights which decentralisation gave. Membership continued to increase and reached, in 1953, a total of 1,452, or 92% of a possible 1,575.

In its other achievements the record is even better. This cannot be dealt with fully here, but mention must be made of the Society's efforts to solve the problem of school accommodation—platoon schools as a temporary measure, its School Building Fund, its leadership in and vigorous support of the Indian Education Committee—and its representations for equitable salary scales for teachers. (Members have been kept informed of developments in these and other matters.)

All this is good, but the Society has not done as well as it could have after its re-organisation. Certain difficulties have persisted since then, and members should make every effort to remove or at least to minimise them. They must do more for their branches and expect more from them, and school correspondents and branch officials must discharge their duties with greater diligence and promptitude than has been exhibited. It is only when the units of the Society work efficiently that the organisation as a whole can function as it should.

WHAT'S IN A NAME ?

Elsewhere in this journal we publish a suggestion by the Art Organiser, Miss M. Wyatt Stayt, concerning our name.

Twenty-nine years ago the founders of our organisation thought it necessary to indicate to what tribe of teachers we belong and so included *Indian* in our name. We wonder if they paused to reflect on the feeling of lousiness which would be produced when the busy people of an age of supersonic speed would find it time-saving to refer to their creation by the initial letters of its name, NITS. If European and African teachers had decided to manifest their tribal denomination in the same way we would also have NETS and NATS, words which would connote many things to the fanciful. (The use of the latter would perhaps have serious repercussions.) And if now it should be thought that our tribalism has done more harm than good and that we should have in Natal a united teachers' society, then we would be just plain NUTS !

But, let us return to the Art Organiser's suggestion. What do you think of NITA ?

Official News & Notes

CORRESPONDENCE FROM THE EDUCATION DEPARTMENT

We give below the text of letters recently received from the Director of Education.

Medical Inspection in Indian Schools

"With reference to your letter of 16th September, 1953, I have to advise you that the creation of the post of Indian Medical Officer of Schools and the salary scale appertaining thereto are matters to be decided by the Public Service Commission.

"This Department is not prepared to recommend the creation of such a post until there are sufficient qualified Indian nurses available to assist in this work." (Dated 9/10/53)

This matter is being pursued by the Society.

Interpretation: Negotiating Body

"With reference to your letter of 26th October, 1953, I have to state that I understand you to mean by 'negotiating body' a body which would negotiate beforehand; in this particular case, a body which would discuss the suggested scales prior to their being announced to the teachers as a whole. This I could not do. I am quite happy about your interpretation—a body making representations on behalf of the teachers—provided it does not presuppose prior discussion.

"The principle that the salaries of Indian teachers should be based on a percentage of the European teachers' salaries entails that once new scales for the latter have been accepted, the scales for the former have to be revised.

"There is no objection to your setting up a salaries board within your Society. but I must explain that the Salaries Board for European teachers has been set up by the Administration. I am not prepared to recommend the establishment of such a board for Indian teachers by the Administration at present." (31/10/53)

New Salary Scales

(a) "With reference to your letter of 15th October, 1953, I have to advise you that copies of your memorandum have been forwarded to the Administrator-in-Executive Committee with the request that a deputation from your Society be received. I shall inform you of the decision in due course.

"The matter of increased cost of living allowance for teachers and of consolidating cost of living into basic salaries is under consideration; you will be informed directly a decision has been reached." (5/11/53)

(b) "With reference to your letter of 14th December, 1953, I have to advise you that the question of the new salary scales is still receiving consideration by the Executive Council and it is anticipated that this matter will be finalised early in the new year.

"The delay is regretted but is caused entirely through circumstances beyond my control." (17/12/53)

(c) "I am instructed to advise you that the Administrator-in-Executive Committee is prepared to meet a deputation from your Society on Wednesday, 24th February, 1954, at 10.15 a.m., in the new Provincial Administration Building, Pietermaritzburg." (13/1/54)

CONFERENCE RESOLUTIONS

Some of the resolutions passed at the Society's Conference in July, 1953, were considered by the Director of Education at an interview on 29th August, 1953.

Secondary School at Sydenham

The Society's Deputation asked the Director to plan for a secondary school at Sydenham after the secondary school was built. The Director agreed to this, and wanted the Society to go into the question of whether primary or secondary schools should be given priority by the Provincial Administration. At an Executive Council meeting of the Society held on 7th November, 1953, it was decided that both primary and secondary education should receive the at-

tion of the Administration, without the one being developed at the expense of the other.

Commercial Subjects in Secondary Schools

The deputation asked for the inclusion of Commerce, Bookkeeping and Commercial Arithmetic in the secondary school curriculum. The Director said that he would go into the implications of the request and, if they were not forbidding, would recommend that these subjects be taught at Sastri College in 1954. (Bookkeeping is being taught at Woodlands High School.)

Free Books for Indigent Pupils in Secondary Schools

The Director agreed to go into this matter.

Medical Inspection in Indian Schools

The problem of getting doctors and nurses was raised by the Director. He said that considerable difficulty was being experienced in maintaining the service in European schools. The deputation stated there there would be no objections to African nurses. The Director asked whether Indian doctors would accept permanent employment at the salary offered by the Administration. The Administration would not consider part-time or voluntary service.

The deputation was told that very bad cases of ill-health or physical defect should be brought to the notice of the Chief Health Officer of the Administration.

(See also letter from the Director, dated 9th October, 1953.)

Refresher Course

The deputation was informed that the Department was willing to conduct a refresher course for teachers. The Society was required to submit a list of subjects, in order of priority, in which teachers were interested. Such a list is being prepared by the General Secretary. (A vacation course was held in January, 1954.)

Clerical Assistants

The Director stated that clerical assistants were appointed only at large schools with hostels attached and at fee-paying schools. He was, however, giving the resolution consideration as requests had been made to him from other quarters as well. If the post of clerical assistant was created, he would recommend that the principal and the vice-principal of a school with a clerk be required to teach for 25 hours per week together.

Not Discussed: Vacant Vice-Principalships

The matter of the vacant vice-principalships at the Temple Girls' and St. Aidan's Girls' Schools was not discussed. The General Secretary has been instructed to write to the Director in this connection.

TEACHERS' CENTRE FUND

The following resolution was adopted at a meeting of the Executive Council of the Society on 7th November, 1953:

- (i) That no claim for a refund from the Teachers' Centre Fund be entertained after 11th December, 1953.
- (ii) The refunds be made to claimants after that date, or at the earliest possible opportunity, provided satisfactory evidence is submitted by claimants regarding the contributions made.

SCHOOL BUILDING FUND

As on 31st December, 1953, the total contribution to the School Building Fund stood at £7,436 5s. 5d. The average monthly payment is about £460.

Comment by Institute of Race Relations

The following comment appears in "A Survey of Race Relations: 1952-53," published by the South African Institute of Race Relations in January, 1954:

"Indian teachers in Natal have decided to do all they can to help solve the problem of accommodation. By levying a tax upon themselves up to six per cent of their salaries over two years, mostly collected by stop orders, they have laid a solid foundation to their Natal Indian Teachers' School Building Trust Fund, to be used for extending school accommodation in the most densely populated areas. About £500 a month is being collected in this way, and they aim to reach £25,000, to raise another £125,000 from the community, and to obtain £ for £ from the Provincial Administration."

We have not yet reached the figure of £500 a month, but we can easily exceed it if we have the support of all our teachers. Over 1,000 teachers are contributing to the Fund. We ap-

peal fervently to the others to do so also.

THE CAUSE IS A NOBLE ONE.

CHANGE IN OUR NAME SUGGESTED

The Art Organiser, Miss M. Wyatt Stayt, who has always taken a keen interest in our Society and its activities, says in a letter to the President:

"I have a suggestion to make: What about altering the name of your Society to 'Natal Indian Teachers' Association'? The initials form a girl's name, NITA, which I think would be a pleasant personification for the Society and rather more suitable than the present initials."

What do members think?

Contributors to School Building Fund

The Natal Indian Teachers' Society expresses its thanks to the following teachers of its Pinetown Branch for their contributions to the School Building Trust Fund.

A'encon: Messrs. M. Bridgemohan, C. Kuppusami, R. J. Maharaj, S. M. Moodley, R. K. Naidoo, K. S. Nair, D. R. Singh, J. Streenarayan; Misses S. Govender, S. Pillay and P. N. Roopnarain.

Bayview Hindu: Mr. V. R. Nair; Miss A. Govender.

Chatsworth: Messrs. E. J. Devadasen, M. E. Devadassen, P. I. Devan, M. E. Najarammy, N. Needhee, M. Ramsamy, C. Chengiah; Misses C. Govender, T. Govender and M. J. Isaac.

Coedmore: Messrs. P. N. Moodley, S. Perumal, G. V. Reddy and M. N. Reddy.

Dassenhoek: Messrs. E. Alli and P. R. Moodley.

Fannin: Messrs. S. Mathen, V. N. Naidoo, C. A. Pillay and B. Poon-samy.

Gillitts: Messrs. I. Isaacs, H. Jagga-nath, S. A. Pandaram, M. Isaacs.

Malvern: Messrs. K. S. Moodley, M. Budhram, S. K. Naidoo, V. R. Naidoo, T. Naidu, V. Naidu, L. A. Newton-Barker, K. R. Padayachee, N. Ramsudh, P. V. Reddy, R. Sewpersadh, H. B. Singh, J. T. Thandroyen; Miss C. Roopnarain.

Sea View: Messrs. M. Mahabeer, M. V. Naicker, M. Naidoo, K. Rambaran, S. Ramsaroop, R. Ramsu-bag, C. Veerabudra; Misses S. Naidoo, C. E. Sarawan and D. G. Reddy.

Shallcross: Messrs. S. Allopi, C. N. Moodliar, S. N. Naidoo and V. S. Pillay.

Welbedacht: Messrs. K. Appanah, G. Foolchand, R. Gayanda, A. N. Moodley and N. M. Moodley.

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The Teaching of Poetry

by Mr. M. JOSEPH, B.A.

In the first part of this article (see October, 1953 issue) the writer listed five reasons for the poor teaching of poetry in the classroom.

1. The teacher has disliked poetry.
2. The teacher has been suspicious of all forms of emotions.
3. The teacher has been indifferent to poetry and has seen in it merely an opportunity for asking questions and allotting marks.
4. The teacher has loved it uncomprehendingly.
5. The teacher has genuinely loved it but has been unable to communicate his love to others.

These points are now developed.

1. Dislike of poetry arises perhaps from the strictly academic point of view, which, realising that the Arts are imponderable and not subject to scientific analysis, sees that it is extremely difficult to mark them out of a hundred and dislikes them accordingly. Also this type of mind views any artistic subject as soft, effeminate and showing incapacity for sport. A teacher with this outlook, if he has to teach poetry, may show his contempt for it openly, in which case the harm he does will depend on how much he is liked by his pupils, and how much direct personal influence he has.

If, on the other hand, he is conscientious and tries to conceal his feelings, he will work off his dislike in the way he teaches the subject. He will enforce it as a discipline, regard it as an inferior and inaccurate means of conveying information, set factual questions on and make his class learn lengthy and unsuitable pieces by heart. Forcing himself to deal with something he dislikes, he will inspire dislike of it deeply and widely among his pupils.

2. The teacher who is suspicious of all forms of emotion can be hostile to poetry and this hostility he engenders in turn in his pupils so that natural outlets for emotion are

dammed up and poetry is looked upon as unworthy of a robust and serious attitude to life. It has been said that schools develop the body well, the mind passably and the emotions not at all. And the teacher who feels hostile to poetry because it rouses emotions does violence to the nature of his pupils.

3. There is nothing at all to restrain the teacher who is indifferent to poetry. Poetry means nothing to him but he does not actively shrink from it. He teaches it cold-bloodedly and in all the wrong ways. He gives marks for it, he asks his pupils to paraphrase it. He sets questions on what he considers to be its subject matter. His only intent is to treat a volume of poetry as a set book for a public examination in which his pupils have to score 40% in a question on a poem from it. Such a teacher's apathy, his lack of any notion that poetry is to be enjoyed and can add to life may, in the long run, be more damaging than active hostility.

4. The teacher who loves poetry uncomprehendingly and the teacher who loves it without being able to communicate his love can be taken together. The one who loves it for reasons that have less to do with it than with himself is stimulated by poetry to floods to unrelated emotion. As a result he misreads a poem and gives a wholly unreal version of it to his class. The danger in the work of such a teacher is that very often the children are made to feel that the poet is no bigger than the teacher's appreciation of his work.

The one who loves poetry but is unable to communicate his love makes both himself and the poem appear ridiculous. I remember a teacher who was addicted to Longfellow saying to a class in which I was: "Listen to this boys, isn't it beautiful?" and she proceeded to read in a poetry-voice charged with what she considered was the right amount of emotion.

And the night shall be filled with music

And the cares that infest the day,
Shall fold their tents like the Arabs,
And silently steal away.

And the response was first a smile, then a giggle and then a laugh.

The pity of it is that such a teacher in his inability to communicate his love for poetry makes a travesty of the beauty which has truly moved him.

What then should be the attitude of the teacher who has been entrusted with the teaching of poetry? It is evident that the first qualification for the teacher of poetry is that he should love poetry — love the poetry he teaches. A preacher once said that you cannot help others to sanctify themselves unless you sanctify yourself. In the same way a teacher can communicate only what he feels. If the poem is dead to him he cannot make it live for his students. It is true that some of his students with a natural gift for poetry may get home to the beauty of the poem in spite of his teaching, but to the normal pupil he will communicate but his own feelings that the poem is a dead thing.

It is true also that the great majority of people have some power of appreciating poetry if it is read to them by one who feels it, and it should be the teacher's duty to develop that power. And he cannot do it unless the subject lives for him and goes on living in him if he is to continue teaching it. And when is a poem dead to a teacher? It is dead to him when he makes of it an intelligence lesson or spends his time over historical, geographical, and biographical details, over classical allusions, derivations and figures of speech, so that the students get everything except the poetry. It is dead to him evidently, "for his only interest lies in dissecting it."

So that the subject may continue living for him, the teacher must continue reading. True he may know enough for what he has to teach but it is not the knowledge alone that is needed. There must be that fire of life, that freshness, that zest for work

which can be found only in one in whom the subject lives.

And the teacher of poetry must be convinced of the need which poetry satisfies. He must realise that if education is also concerned with aesthetics, then there is no more powerful force than poetry to arouse in the student that awareness of beauty, that love for beauty without which our lives will be "weary, flat and unprofitable." And it is poetry that will convince us that:

"Beauty is truth, truth beauty . . .
that is all

Ye on earth, and all ye need to know."

The teacher of poetry must realise too that the first step towards appreciation is enjoyment and that no one can appreciate what he has not enjoyed. The student is none the better for knowing academically and theoretically that a poem is a good poem. Unless his own pleasure tells him so, the fact means nothing at all and he is no nearer to good taste and good judgment.

But how is one to get good taste? How are we to teach it? It cannot be done by precept. The imposing of a set of arbitrary standards, the assertion that certain poems are good and certain poets are great is of no value until the class have experienced the poem and perhaps harmful if for any reason the poems are beyond their reach.

We must then make it our rule to give children, for a start at any rate, the poems they are likely to enjoy and that must be our first rule if we are to lay the foundations of good taste based on enjoyment.

It will not be out of place here to note what is being done or can be done in primary schools.

It is only within recent times that poetry has come into its own in the primary school, and even now the departmental syllabus for English has it that not enough poetry is read in schools. That poetry used to be called recitation, and still is in some schools, is an indication of the wrong approach to the subject.

If it is our rule to cultivate good taste through enjoyment, then let us begin with very young children. First of all they like a jingle. They like strongly marked rhythms. They love fine-sounding words and do not care much about meaning. They love rhymes. They love noise. They love speed. It will not be hard to find verses to meet these requirements and these verses will lead naturally to higher stages as the child grows older.

And let the teacher not be afraid of noise. To join in and mark the rhythm by tapping with their feet, with a pencil or whatever comes in handy, both delights and helps children—and adults, too, as I know from personal experience with a class—I know how exciting the result was when I got a class of adults in a part-time class to mark, in that way, the rhythm of "The Lady of Shallot" where "the scansion is as sweet as bell sand never cloys," and for children the sort of release obtained by beating time with the rhythm of a verse is most valuable.

At the next stage of development, the child will demand some sense from the poem. Mere word jungles will not interest him. This is the time for poems that tell a story, for ballads, for poems about animals, trains any object or person naturally interesting to a child. I know how much panting excitement there was when I read these verses to a class of ten-year-olds:

With snort and pant the engine
dragged
Its heavy train uphill,
And puffed these words the while
she puffed
And laboured with a will:

"I think—I can—I think—I can,
I've got—to reach—the top,
I'm sure—I can—I will—get there,
I sim-ply must—not stop!"

At last the top was reached and
passed,
And then—how changed the song!
The wheels all joined in the en-
gine's joy
As quickly she tore along!

"I knew I could do it, I knew I
could win,
Oh, rickety, rickety, rack!
And now for a roaring rushing race
On my smooth and shining track!"

How the class enjoyed panting
along with the train and how happy
they were when the train did reach
the top!

The whole secret is to choose a subject in which the pupil is interested. The poem must deal with something he cares about and in a way which he can understand. Then the fact that it is verse will be no hindrance to his appreciation. On the contrary, it will be a help. The rhythm and music of a poem and its other differences from ordinary speech give it what effect it has because they appeal to more than the conscious intelligence. The appeal is to the whole person, to the emotions as well as the judgment.

In the primary school then let the pupils listen to and read poems on subjects they like. If it has to be that they must learn poems by heart, let them choose the poems. Let sound play an important part in the teaching of a poem and in that way their liking for the rhythm and music of words will be preserved and strengthened. Let enjoyment be the keynote of all poetry teaching.

South Africa is a young country and its educational system, too, is comparatively young and there is the tendency to lay all the stress on tangible evidence of achievement so that the acquiring of the Matriculation Certificate is often the be-all and end-all of students' career in a high school.

There is the great danger then that the true aims of education, to build character, to make of the student a good citizen, to train him to a sense of awareness, these will be lost sight of in the fetish worship of the Matriculation Certificate or its equivalent.

It behoves teachers in secondary schools then not to let their view of the wood be obstructed by the trees. For examinations are but details in the general process of education and it is this general process, this larger

view that education is more than preparing students for public examinations that must prevail in the mind of the teacher in a secondary school.

And more so in the mind of the teacher of literature. The danger to look upon a poem merely as something on which a question will be asked in the examinations is great. This attitude is usually endangered by the teacher who prefaces the teaching of a poem with the remarks,

"This is an important poem, pay careful attention to it. It is likely to appear in the examination paper." Is not this introduction to the teaching of a poem but inviting "ghosts to trouble joy"? If enjoyment is the pre-requisite for the proper appreciation and understanding of a poem, then this approach defeats the end of poetry teaching.

The good teacher of poetry will realise that examinations are a necessary part of any educational system but he will also know how to arrange his work so that the relationship between a student preparing for examinations and preparing him for life is set aright.

In the primary school the choice of poem is largely the business of the teacher and indicative of his taste, but in the secondary school, because public examinations necessitate it, this most difficult task of sorting out from the mass what should be taught as most profitable is performed by those competent to do so and who as teachers "really know the fodder suited to the flock". In the years that I have spent as a teacher of English in a secondary school, the choice of anthologies of poetry for study for the matriculation has been such as to give a sound nucleus of knowledge out of which minds can reach to more, and if the methods used by the teacher are such that when he completes the study of an anthology with a class, he has given them a view of the whole shining field of English poetry and can say to them, "All this now is yours if you have the perseverance as I taught you the power," then truly has he done his work well.

(This article will be concluded in our next issue. The writer will consider methods of teaching poetry, and examinations.)

Approach to Music

by Mr. PHILLIP BRITTON

Music Organiser, Natal Educational Department

Music, potentially the most direct and spontaneous of all the arts, is always in danger of being stifled by professors, theorists and other "clever" people.

Before teaching, before schools, before "methods", came music.

Let no one succeed in dazzling and bewildering you with a show of learning where music is concerned. Such men are not to be trusted.

The only way to excel at music is to get to know it at first-hand so, therefore, to love it, and to practise it. The things most worthwhile are those which you discover yourself. And the best teacher is the one who is always learning.

If you want to learn about music, remember the value of tradition. The secrets of musical skill are transmitted

sometimes unconsciously, from old to young. Listen to good performers, and watch them. And if you do imitate them a little there's no harm done. If you are a true musician, you will be strong enough to escape the enslavement of imitation. Nearly all the great ones began by imitating (the best models, or the ones they loved).

These traditions are precious in all arts and all countries and all races, and should not be lightly cast aside.

The earlier this intimate acquaintance with music is gained the better. But no one is too late to make it, and your age in years does not matter. Your spirit, enthusiasm and intelligence are the deciding factors. Read, listen, play, sing and keep an open mind.

Assuming that we believe "the earlier the better," it follows that we should introduce children to music as soon as possible. The gradual and spontaneous growth of musical knowledge, skill and taste should, however, be fostered and not forced. It is the child that matters at this stage, and his response to the arts—not musical performances as such. One has seen too many children's natural growth sacrificed to artistic "performance" arranged by adults for the benefit of adults.

Lest it be thought that the above might be a counsel of ease and even laziness, remember that proper attention to music (as something more than an ear-tickler) demands keen concentration, much thought and a response that is imaginative or analytic or creative by turns. From these comes the liking for music, then the desire to make it more beautifully, and the will to achieve better performances. All this can be done under teachers who know children, love music and have some slight musical skill or talent. Any good teacher learns with his class, if he is teaching the children and not a subject.

There are so many attractive folk-songs in the world available in so many fine books, that it is a pity to make senseless cult of such tunes. Many of them are quite dull, having been "collected" by scholars without much regard for their interest to the general music-lover, let alone to the growing child. Choose carefully and with a sense of variety, remembering that many of these songs do not yield their charm immediately but must be studied sympathetically and with due regard for their historical and social background.

It is good to give growing children a diet of two rather different sorts of

music — that specially for young people and that composed for a general audience. It is possible to overdo either sort. Try to avoid this. Individual children differ greatly—some grow early away from what is too obviously written for them, while others, less mature and sophisticated, cling to such tastes.

To keep up the metaphor of diet, an occasional "treat of musical ice-cream" (in the shape of some rather highly exciting and perhaps glamorous piece of music) does no harm to the system if it is not repeated often. But the metaphor is a false one if it suggests that the normal musical diet is an austere, spare and monotonous one dictated solely by the itch to "improve" children. Good music, like good food, is to be enjoyed. If it is otherwise, the cooking and the presentation, i.e., the teaching, is wrong.

Listening to records or the wireless has a very important role in education—no need to elaborate on this. But remember that it is no substitute for listening first-hand to an actual performance by people you can see and hear. And above all, it is no substitute for making music yourself. If you are uncertain of your own abilities, find some one to guide and direct you, so that you may have the joy of participation in music (which, of course, also comes to the listener).

The greatest musician is the composer. Next, perhaps, comes the inspired performer, and his complement, the listener.

May music bring you much happiness. A famous musical educator in England once remarked: "The greatest enemy in our work, is misery." May music never be associated with such a fiend.

HELD OVER—Owing to lack of space it has not been possible to publish the following in this issue:

Memorandum on Indian Educational needs.
 Memorandum on Religious Schools.
 A Letter to the Editor on Religious Schools.
 Mayville Branch Notes.

They will appear in the next.

—Editor.

Talk by CHALK

The holidays are over. I hope that you have had a happy time, and have returned full of zest for the year's work.

Weddings

... Seven on the Seventeenth

Cupid must have had a busy time recently, for seven teachers were married on 17th January. There were six weddings. No, the arithmetic isn't wrong, as you will see by reading through this list.

Mr. Nuncoomar Ramsudh, of the Malvern School, was married to Miss Radha Jugmohan, of Pietermaritzburg.

Mr. Muthusami Pillay, of Sastri College, to Miss Sasagereammal Aiyer, of Stanger.

Mr. Sathanandan Pather, of the Kathiawad School, to Miss Meenatchee Pillay, of East London.

Mr. Yoganathan V. Pillay, of the Woodlands High School, to Miss Indrani Padayachee, of Clare Estate.

Mr. Soobramoney V. Pillay, of the Depot Road School, to Miss Devagee Moodley, of the Temple Girls' School.

Mr. Brijlall Somers, of the Greenwood Park School, to Miss Radhathie Ramburan, of Inanda.

... Two in November

There were two weddings in November last. They were those of Mr. R. Appasamy, of the Umhlali Aided School, and Mr. R. Joggalu, of the Insembi School.

The congratulations and good wishes of the Society are extended to all these teachers.

We Grow Old in Tradition

Nineteen-fifty-three was a year of celebrations.

The Golden Jubilee of the Clairwood Schools was celebrated in a spectacular manner. The playground of the Clairwood Senior Boys' School with its fun and frolic was a centre of attraction for the people of Clairwood for more than a week.

The Springfield Hindu Government-aided School will long remember 7th November, when its Golden Jubilee Hall was opened by the Director of Education, Mr. C. M. Booysen.

On 24th October, 1953, the Chief Inspector of Indian Education, Mr. L. J. T. Biebuyck, opened the Silver Jubilee Celebrations of the Overport S.R.S. School. The Silver Jubilee of the Inanda Government-aided School was celebrated on 14th and 15th November.

We are all happy on these occasions, for we know that as we grow older we are adding to our educational tradition.

Retirement After 40 Years' Service

Mr. M. Naicker, Principal of the Estcourt Government Indian School, retired from the service of the Natal Education Department at the end of last year. He had served for 40 years. When Mr. Naicker commenced teaching in 1913 he was appointed at the Depot Road School. He next served at the Umgeni and York Road Schools. In 1929 he was promoted to the principalship of the Estcourt Indian School, where he remained until his retirement.

Well done, Mr. Naicker! May your retirement be one of good health and happiness.

Examination Successes

It is pleasing to note that our teachers are improving their qualifications. The following have passed the B.A. Examination of the University of South Africa: Mr. A. Naidoo, Mr. O. M. Khan, Mr. D. Gokool, Mr. D. N. Madramuthoo, Mr. D. N. Padayachee, Mr. T. Subrayen.

Mr. R. Thumbadoo, of the Tanjore School, has gained the B.A. Honours Degree in English.

Mr. K. S. Nair, of the Alencon School, and Mr. G. Delamoney, of the Malvern Platoon School, have qualified for the Degree of Bachelor of Commerce.

Heartiest congratulations to all these teachers!

Courage

The essence of courage is not that your heart should not quake, but that nobody else should know that it does.

—E. F. Benson.

The Teaching of Arithmetic

by Inspector Mr. L. W. DWYER

Arithmetic is the least popular of the school subjects. Why? I feel that it is largely due to bad teaching. I am of the opinion that arithmetic is the worst taught of all the subjects of the primary school. It follows, therefore, that the standard of the pupils in arithmetic is deplorably low. As I have already stated, arithmetic is badly taught because it is taught by teachers who do not properly understand the subject themselves, who have no liking for it and hence reduce it to a drab and colourless procession of uninteresting mechanical processes, which are at best only half understood by the pupil.

To all such teachers I would suggest that they try to acquire enthusiasm for the subject, that they pause to reflect on the romance of this subject.

The advance of man from the beasts has only been possible by means of two things—language and number concept. Without these, civilisation would not have been possible. Think what an important step forward was made when early man first realised the abstract idea of number—in other words, got the idea of the number five from collections of five objects!

Arithmetic and its more advanced form—mathematics—have made possible our present form of civilisation and way of life. Science, engineering, astronomy, physics, chemistry are entirely dependent on it.

I have stated that language and arithmetic have gone hand in hand with each advance of civilisation. There is one way in which arithmetic can surpass language—I refer to the predictive function. Language can only keep pace with discoveries, but arithmetic can predict them. Do you know that wireless waves were “discovered” mathematically by Maxwell 20 years before they were actually found by Hertz?

Do you know that the planets Neptune and Pluto were only found telescopically after they had been arithmetically predicted and their position in the sky indicated?

Is there not romance in this subject? I have dealt with only a few of many similar cases but they should stir you to re-examine your attitude to the subject.

If I have spent some time on this subject of “interest” it is because I feel that until the teachers change their own outlooks and carry into the classroom a little of the enthusiasm of the “devotee” there will be little chance of any big improvement in the standard of arithmetic in our schools.

Let us therefore examine some of the reasons for teaching arithmetic (and mathematics) in our schools.

1. Fundamental concepts of number and arithmetical processes are essential to any clear-thinking of space, objects and time.
2. All civilisation is based largely on such concepts. Hence to partake of our civilisation such ideas must be inculcated into the child.
3. Probably more than in most subjects, an understanding of these concepts is necessary for a cultured life.
4. In common with most other subjects, and to a higher degree than many, it gives a training in reasoning, in orderly arrangement, in logic and in the use of imagery.

I regret that time does not allow me to go more fully into this aspect of arithmetic. For those who would like to investigate further, I would suggest the reading of “The Teaching of Arithmetic,” by W. L. Sumner Leslie Blackwell-Oxford) and “Mathematics for the Millions,” by L. Hogben.

Having dealt with the attitude of the teacher to the subject I will now try to deal with the more practical side of the teaching of the subject. You will all appreciate that this would be better dealt with by a whole course of lectures and that, in the time at my disposal, I can only deal with a few of the more important points.

FIRST STEPS

The child comes to school with various bits of knowledge gleaned from parents, brothers and sisters and friends. The amount will naturally depend on the environment of the child and particularly the type of home.

To further complicate the work of the teacher the abilities of the children vary enormously. Some have a high I.Q., others a low I.Q.; some learn mainly by touch, some by vision and some by hearing. As it is not possible with our large classes to deal with each child individually, it must be seen that the teaching methods are such as to give all the above types an equal chance, i.e., the teaching should make use of touch, vision and hearing.

Counting.—The first step is counting. Most children already have elementary ideas of number when they first come to school. Hence our object is to consolidate this. A useful aid here will be the reciting or chanting of nursery rhymes dealing with number, e.g., One, two, buckle my shoe."

Four things in connection with each number must be correlated in the mind of the child:—

- (i) the figure (3);
- (ii) the written word "three";
- (iii) the spoken word "three";
- (iv) The pattern in which it can be arranged :· or ·:

In addition the child must know the position in the number system occupied by that number, i.e., three lies between two and four.

Once counting has been dealt with the next step is to the addition and subtraction bonds. This will be a very slow process and use will be made of many different methods which appeal to hearing, touch and vision. Oral work by teacher and pupil will appeal to hearing and as the bonds are written on the board it will appeal to the vision as well.

At this early stage the Montessori method of co-ordinating all three methods by having large figures cut out of sandpaper and pasted to a board would prove useful. The child runs his fingers over these figures. If at the same time, the word is sounded, it appeals to all senses at once.

In all early bond work both teacher and child should make use of actual objects—beans, coins, matches and bead frame.

As this basic understanding is essential to all future progress this stage of using concrete objects should not be hurried unduly although the aim is to make the bonds an automatic mental process done without reference to objects. In this connection the counting by the child on the fingers should always be discouraged as it tends to continue long after it is necessary or desirable. Hence at the early stages always provide suitable objects, thus obviating the necessity for the child to use his fingers.

The child will soon indicate when the necessity for concrete objects has gone. He will be impatient with the use of these when he "knows" the answer without their help. Our aim is the stage where he instantly knows the answer to a given bond.

Tables.—These are related to counting in twos, threes, etc., and to addition. They should be handled so as to appeal to hearing and vision. Again the object is to "know" instantly the products or quotients.

Written Work (Early).—The written side of arithmetic will, of course accompany the oral. The first necessity is the ability to write the figures. As soon as this has been mastered, written work on bonds should be started. In the early stages dots will be used for each written bond but at the later

stage the bonds will be done without the aid of dots or beans, etc.

It will be found that the speed of doing these written bonds (and also tables) will vary considerably from pupil to pupil. Hence a set put on the board would be of little use. Therefore it is essential to have a set of cards prepared for each bond. As soon as a child finishes one card he gets another. Usually these sets of cards are kept in a cloth holder with pockets sewn on, one pocket for each set. Extra miscellaneous sets of cards could be introduced at intervals, say after bond 3, bond 5, bond 8 and bond 10.

Addition and subtraction bonds should be included in this way.

THE IMPORTANCE OF BONDS AND TABLES IN ARITHMETIC

It is not generally appreciated by teachers how important bonds and tables are throughout the whole of arithmetic.

How many teachers realise that practically all arithmetic is done mentally, and that the mental steps are merely a large number of uses of bonds and tables? e.g.. The multiplication:

$$\begin{array}{r} 8965 \\ \times 473 \\ \hline 35860 \\ 62755 \\ 26895 \\ \hline 4240445 \end{array}$$

Not a single step is done on the paper, all the steps being done mentally and the sub-answer being written down as an aid to memory. In this example the mental steps consisted of the use of tables 12 times and of bonds 22 times.

This illustrates the importance of a thorough knowledge of bonds and tables. These must be mastered so thoroughly that the answer is known immediately. It is certain that practically all of the so-called careless errors in arithmetic are caused by an incomplete grasp of bonds and tables.

Hence it is important that rapid oral drill in bonds and tables should continue right through the primary school. At the top of the school the main emphasis is on speed.

Variety can be introduced by the use of such things as shillings and pence (12X tables + a bond), yards and feet (3X tables + a bond), miles and furlongs (8X tables + a bond).

It is important that the bonds should be learned equally thoroughly in the addition and subtraction forms.

$$\text{e.g., } 7 + 8 = 15$$

$$\text{Therefore } 15 - 7 = 8$$

$$\text{and } 15 - 8 = 7$$

Similarly the tables should be learned in the multiplication and division forms.

$$7 \times 8 = 56$$

$$\text{Therefore } 56 \div 7 = 8$$

$$\text{and } 56 \div 8 = 7$$

The division form of the tables should be learned before short division as a subject is attempted.

I have found that confusion often exists in the minds of the teachers on oral drill. It is often confused with mental arithmetic which consists of problems. There is a complete difference of aim. In mental arithmetic the object is to test the power of thinking out a problem, whereas in rapid oral drill the object is to test to what extent the response is automatic and without thought. Both have their place in arithmetic teaching but they cannot substitute one for the other.

RAPID ORAL DRILL METHODS

In oral drill, especially in the standards the emphasis is on speed of response by the pupils. The way in which the teacher gives the questions will largely decide the way in which the pupils respond. Slow questioning will earn a slow response. A good response by the pupils comes only when the questions are fired at the pupils in a rapid, brisk and lively manner.

One common fault is to ask the questions in order round the class. In practice this usually means that many pupils only try their own question. Hence they only get 1/40th of the practice that they might have had.

Another fault is having the whole class call out the answer. The slower pupils cannot keep pace with the brighter and hence do not try but only pretend to mouth the answer when it is called out by the brighter pupils.

No! the only satisfactory method is to give the question, allow a very short time and then ask any pupil—choosing at random—and especially choosing pupils whose attention is tending to wander.

Bonds and tables are only satisfactory when every pupil in the class can give the correct answer immediately and without any hesitation whatsoever.

I do not make any excuses for having spent so much time on the basic work of bonds and tables because I feel that that is where the main trouble lies. With a perfect knowledge of bonds and tables I cannot conceive of a pupil being weak in arithmetic.

However, before I conclude I wish to deal with a number of important points in connection with more advanced arithmetic. Time does not permit of an organised and systematic lecture on the teaching of arithmetic and hence I am afraid this section of my talk will be rather disjointed. In this way, however, it will be possible to deal with a number of things which experience has shown me are vital and which need emphasis in our teaching to-day.

NEATNESS

The drive for neatness should be continuous in every class in the school. I have seen a class when taken over by a certain teacher doing dreadfully untidy work and yet a few months later this class delivers beautifully tidy work. If one teacher can do this why not all teachers? How much easier for all it would be if the pupils learned early on that untidy work is **never** allowed—whatever the teacher may be.

Many errors can be traced to badly formed figures.

ACCURACY AND SPEED

The first requirement is accuracy but speed is vitally important as well. Individuals differ considerably in the speed at which they work and it must be expected that a differing number of examples will be done in a given time. Care must therefore be taken to ensure that the bright pupil is kept busy. For these it is useful to have prepared a number of cards with hard examples. It should be possible to make the pupil regard it an honour to be given one of these cards. Hence he will try his utmost to be given one and to get out the hard problems.

If something of this sort is not done the brighter pupils will find the pace of the class too slow. Hence they will lose interest, with consequent behaviour problems.

BLACKBOARD

I do not propose to go into the many uses of the blackboard but merely wish to stress that the work done by the teacher on the blackboard should be a model for the children—a model of neatness and of setting out.

STANDARD METHODS

Uniformity of method is essential if the pupil is not to be confused as he goes from class to class and from school to school. Standard methods in many types of problem are given in the new syllabus. These should be strictly adhered to. For types not included there, each school should decide on its own standard method.

A useful device adopted by senior classes in some schools is the keeping by the pupils of a model method book where one example of each type is included with correct setting out.

SETTING OUT

Setting out is important for many reasons. Setting out of a problem should be good English throughout. A child who sets out his work to show each step of the reasoning is less likely to make a mistake of method and can more easily find his own faults. Further if the working is carefully and methodically set out the teacher can easily see whether the pupil understands the processes and principles involved and correct any which are wrong.

CHECKING EACH STEP

Pupils should be encouraged to check each step of the working for themselves. Again the approximate value of the answer should be estimated where possible—as a check on their work.

e.g., $38 \times 9s. 8d.$ cannot exceed $38 \times 10s.$, i.e., £19.

CONTROL OF WRITTEN WORK

(i) Marking:

All written work should be marked by the teacher as soon as possible after the work is done by the child. Marking some days afterwards is useless because the child will have lost all interest in the work by that time. Make certain that the child understands where he has gone wrong.

(ii) Corrections:

Pupils must correct every sum in full even though parts were done correctly. As far as possible there should be a separate heading "Corrections", which should generally follow immediately after the work being corrected.

AMOUNT OF WRITTEN WORK

This is governed by the syllabus to be covered by the class or standard, by the amount of time given to oral work. However as much written work as possible should be given. Constant repetition in written work is just as essential as it is in oral work.

GRADED QUESTIONS

Questions should be carefully graded. It is not sufficient to rely on the text book, in which the questions may or may not be suitably graded. Each teacher should build up a set of examples of his own.

When a new process such as Simple Interest is taught, a number of very simple examples should be given first. The Principal could be £400, £700, £350. Interest should be easy also.

5%, 10% and so on. If this is done all the children will be enabled to do a large number of questions in a short time—thus getting the opportunity of fixing the method.

Later harder examples involving more difficult principals, rates of interest or times can be given—but only when it is apparent from the easy problems that the method has been mastered. Even then the more difficult questions should be gradually introduced, e.g., make the principal difficult but leave rate and time simple. Then two difficult and one simple. Finally all three can be made more difficult.

TESTS

Class tests, both oral and written, should be set at frequent intervals. This keeps the children interested, acts as a useful revision of immediate back work and shows the teacher any gaps in the knowledge of the pupils.

REVISION

Children soon forget and so fairly frequent revision is necessary. A suitable time for revision would be before each test, including at least one back section of work in each test. In this way the work will be kept fresh in the minds of the pupils.

CONCLUSION

It may be claimed that much of what I have said is elementary and should be the common practice. I agree. Nevertheless, all that I have discussed has been shown to be necessary. I have come across all the faults implied in this talk in the schools, sometimes singly and sometimes many together.

With such a wealth of material at my disposal I can assure you that it has been a difficult task to decide what to include and what to omit. In general I included the more common important errors.

1954 ARTS & CRAFTS EXHIBITION

RULES & SYLLABUSES

ART

RULES

1. **MEDIA.**—Wax crayons, coloured pencils, pen and ink, paint, coloured paste, cut paper.
2. **SIZE.**—Each entry should be mounted on stiff paper, measuring 11 inches by 15 inches or 15 inches by 22 inches.
3. **ONLY THREE ENTRIES** may be made in each section by any one school (Class I to Standard X).
4. **PARTICULARS** to be furnished on the **BACK** of each mounted specimen submitted:
 - (a) Name of School.
 - (b) Name of Pupil.
 - (c) Age of Pupil.
 - (d) Class or Standard.
 - (e) Section.
 - (f) Sub-Section.
 - (g) Topic.
5. **ALL SPECIMENS** submitted **MUST** be strictly **ORIGINAL**.
6. **TRAINING COLLEGE STUDENTS AND TEACHERS** may each submit one entry for every sub-section (sections 11 and 12).

SYLLABUS

Section	Group	Sub-Section	Topic
1	Class I	(a) Design	Original border pattern using any motifs.
		(b) Picture	Original picture of a girl or a boy.
		(c) Design or Picture	Original composition in free scribbling or finger painting.
2	Class II	(a) Design	Original border pattern suitable for the edge of a sari
		(b) Picture	Original picture showing Mother or Father at work.
		(c) Design or Picture	Original composition in finger painting or combed paste work.
3	Std. I	(a) Design	Original design suitable for a rug or for ground decoration.
		(b) Picture	Original picture entitled "My Family" or "Classmates."
		(c) Design or Picture	Original composition in smudge work or spatter work.
4	Std. II	(a) Design	Original design to decorate a kite or a chundool.
		(b) Picture	Original illustration to a story.
		(c) Design or Picture	Original composition in coloured paste.

Group	Section	Sub-Section	Topic
5	Std. III	(a) Design (b) Picture (c) Design or Picture	Original design for a grotesque mask. Original picture entitled "A Strange Dream" or "The Never, Never Land." Original composition in free brush-work.
6	Std. IV	(a) Design (b) Picture (c) Design or Picture	Original all-over pattern in potato printing, stencilling or spatter work. Original picture entitled "Under the Sea" or "In the Room." Original composition depicting an imaginary flower or spray of flowers.
7	Std. V	(a) Design (b) Picture (c) Fantasy	Original all-over pattern suitable for a textile. Original picture showing two or more children playing. Original composition depicting a fantastic fish, insect, bird or animal.
8	Std. VI	(a) Design (b) Picture (c) Fantasy	Original all-over pattern suitable for curtain material. Original picture showing a group of people. Original composition depicting a fantastic vehicle, aeroplane or building.
9	Std. VII to X	(a) Design (b) Picture (c) Portrait	Original design to decorate a plate, tile, vase or fan. Original picture showing a temple, mosque, church or school with surroundings. Original study from observation, irregular imagination of the head of a person.
10	Open	(a) Design (b) Picture	Original design suitable for the decoration of a scarf. Original picture of a wedding, a procession, or a religious festival.
11	Training College Students	(a) Design (b) Picture (c) Still Life	Original decorative design for any purpose. Original picture of a scene or incident from every-day life in Natal. Original study from observation, memory or imagination, or a vase of flowers.
12	Teachers	(a) Design (b) Picture (c) Design or Picture	Original decorative design for any purpose. Original picture, any subject. Original abstract or symbolic composition.

NEEDLEWORK

RULES

- The following is the **GROUPING** of Classes:
 - GROUP A: Classes I and II.
 - GROUP B: Standards I and II.
 - GROUP C: Standards III and IV.
 - GROUP D: Standards V and VI.
 - GROUP E: Standards VII and VIII.
 - GROUP F: Standards IX and X.
 - GROUP G: Student Teachers.
 - GROUP H: Teachers.
- ONLY TWO ENTRIES** will be accepted from **EACH SUB-SECTION** from each group.
- LABELS** will be supplied later and the following details should be inserted:
 - (a) Name of School.
 - (b) Name of Pupil.
 - (c) Age of Pupil.
 - (d) Group.
 - (e) Section.
 - (f) Sub-Section.
- NO LAUNDERED ARTICLES** should be sent.
- GOOD QUALITY** materials should be used.
- ANY DECORATION** should be suitable and in good taste, care being taken in the selection of colours.

SYLLABUS

Section	Groups	Sub-Section	Articles
I.	A & B	Fancy Tacking Knitting Beadwork	Tray-cloth, face-cloth, mat, bib. Dish-cloth, pot-holder (wool). Milk cover, necklace, bracelet.
II.	C & D	Needlework (hand-made) Machine-made Garment Knitting Beadwork Art Needlework Anti-waste	Handkerchief, set of doll's clothes, apron, child's smock. Own choice. Set of doll's clothes, pair of socks. Milk cover, necklace, bracelet. Embroidered tray-cloth or cushion cover, applique cushion cover, felt toy, handkerchief (drawn thread). Own choice.
III.	E & F	Machine-made Garment Hand-made Articles Knitting	Pyjamas. Petticoat (trimmed with lace), child's frock (faggotting), handkerchief (drawn thread), handkerchief (em- broidered). Pair of socks, cardigan. set of baby's woollies, doyley.

Section	Groups	Sub-Section	Articles
		Beadwork Art Needlework	Milk cover, bracelets, necklaces. Embroidered tray-cloth or cushion cover, cushion cover in applique, toys in felt or wool or rags, felt-work—bags, slippers, tea cosy; drawn threadwork — tray cloth or doyley.
		Anti-waste	Own choice.
IV.	G & H	Machine-made Garment Hand-made Knitting Crochet Beadwork Art Needlework	Pyjamas or nightdress. Child's smock, child's frock (fag-gotting), handkerchief, petticoat. A single garment, pair of socks, tea cosy, lace. Lace doyley. Milk jug cover or tea shower. Embroidered tray cloth or cushion cover drawn thread tray cloth or handkerchief, toys—felt or wool or rags—stencilled cushion cover or tea cloth, applique cushion cover or tea cloth.
		Anti-waste	Own choice.
V.	Open		Best piece of Richelieu embroidery. Best crochet tea cloth. Best hand-made rug. Best piece of tapestry.

HANDICRAFTS

RULES

1. THE GROUPING OF CLASSES will be the same as for Needlework.
2. NO SCHOOL shall send more than TWO exhibits in any Sub-Section from any one Class Group.
3. ALL EXHIBITS must be strictly original.
4. ONLY WORK OF QUALITY will be considered.

SYLLABUS

Section	Sub-Section
Modelling and Pottery	Clay, Wax, Cardboard, Paper, Plaster-cast.
Toymaking	Wood, Cardboard, Metal.
Basketery and Weaving	Raffia, Bamboo, Rushwork, Illala Fibre, Wool-work, String. Weaving.
Woodwork	Polished (one coat of shellac varnish or French polish and then wax polished), Painted, Un-painted. Varnished work will not be accepted and it is too much to expect real French polishing from youngsters.

Section	Sub-Section
Metal-work	Brass, Copper, Tin (means "tinplate"). Articles in this sub-section are expected to be utilitarian or functional rather than ornamental so that competitors do not waste time in trying to decorate unnecessarily.
Papier Mache Paper Work	Paper pulp, Layer method. Paper Folding, Paper Tearing, Paper Cutting, Paper Weaving, Artificial Flowers—waxed or unwaxed.
Maps (Compulsory size 15in. x 20in.)	Relief, Physical, Political, Production, Rain-fall, Population, Air, Land and Sea Routes.
Scout and Guide Craft Group Work	Scout and Guide gadgets only. Only ONE topic from any of the above SECTIONS by the school.
Open or Miscellaneous	Wire, Gramophone Records, Leather, Pewter, Glass, X-Ray Films, etc.
Stencilling or Fabric Painting	Saries, Table Centres, Scarves.
Darjeena Work	Saries, Table Centres, Scarves, Duchess Sets.
Student Teachers and Teachers	General syllabus as above. General science; specimens, apparatus. Modelling: Mechanical, Clay. Collection of Photographs of Educational importance (tinted or untinted).

BRANCH NOTES

TONGAAT

Obituary.—The Branch records with sorrow the death of Mr. R. Budhai, of the Insembi Government-aided School, on 5th November, 1953.

The late Mr. Budhai was a popular teacher. He was particularly interested in art and handicraft, and it is largely because of his interest and enthusiasm that the Insembi School has done well in arts and crafts exhibitions.

The Society extends its sympathy to the family of the late Mr. Budhai in their sad loss.

Sport.—The Stanger Branch met the Tongaat Branch in a cricket match on 21st November, 1953. The Stanger Branch won easily.

VERULAM

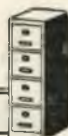
The American Vice-Consul, Mr. R. P. Carlson, delivered an interesting lecture on "Education in the United States," on 17th September, 1953. The lecture was held at the Verulam Town Hall and drew a large attendance, including many ladies.

On Wednesday, 25th November, His Holiness Swami Nischalanda addressed the Verulam Branch on "Vedanta". The lecture was illuminative and educational.

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J. NAIDOO, B.A.
Registrar.



The

Teachers' Journal



ORGAN OF THE NATAL
INDIAN TEACHERS' SOCIETY

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Pietermaritzburg Branch Jubilee

Jubilees are times of rejoicing and the Society rejoices with Pietermaritzburg Branch which celebrates its Silver Jubilee this year. Twenty-five years is a long period in the history of an institution, and the Pietermaritzburg Branch can feel justly proud of what it has accomplished in that period. Before decentralisation in the organising of the Society took place, Pietermaritzburg was the only Branch of the Society, and it has played an important part in making the Society the powerful organisation it is to-day.

By a Branch being active, alert and strong, the Society is made strong, for it is in the strength of each one of its branches wherein lies the power of the Society.

Teachers all over the Province, therefore, will feel infused with the spirit that Pietermaritzburg has displayed in withstanding the vicissitudes and vagaries of time and fortune and will join with the Branch in the happiness it feels in achievement.

But Jubilees are times not only of looking back and being satisfied with what has been done, they are also times of looking forward to future progress; they are times to plan to gather new strength, to take resolute action and to endeavour to rise to greater heights of achievement. And so we congratulate Pietermaritzburg and with our congratulations go the hope that the fame they have won will be but the spur to urge them on to greater things.

"Ad Multos Annos."

Mr. M. B. NAIDOO, F.R.G.S.

It is with pleasure that we heard that Mr. M. B. Naidoo, Vice-Principal of Sastri College, has received the signal distinction of being elected a Fellow of the Royal Geographical Society. It is an honour well-merited and all teachers would like to share in the glory reflected from it. Congratulations, Mr. Naidoo.

Official Notes & News

1. INTERVIEW ON CONFERENCE RESOLUTIONS

On the 14th August, 1954, the Society—represented by Dr. S. Cooppan and Messrs. A. D. Lazarus, S. Chotai and P. Raidoo—met the Director of Education and the Chief Inspector of Indian Education on the Resolutions passed at the Conference held in July.

The following were discussed, a report of which would appear in the next issue of the Journal.

Austerity Furniture

That this Conference of the N.I.T.S. deplores the decision of the N.E.D. to supply "austerity furniture" to Indian and Coloured Schools in the form of five-seater desks for children and backless stools for teachers. This Conference is of the opinion that this is a decision which cannot be excused even on the grounds that there is need for the stringest economies to be made.

N.S.C. History Syllabus

That this Conference of the N.I.T.S. requests the N.E.D. to expunge from the History Syllabus for the Natal Senior Certificate Examination the words: "the problems created thereby" in the heading of the section of the Syllabus dealing with the coming of Indians to South Africa.

Government Secondary School in Sydenham

That this Conference of the N.I.T.S. urges the N.P.A. to erect a Government Secondary School in Sydenham, a vast area with fifteen primary and eight private platoon schools.

Typewriter and other school requisites to Govt. Aided Schools

That this Conference of the N.I.T.S. again requests the N.P.A. to provide typewriters and other school requisites to Govt. Aided Indian schools on the same basis as Government Schools.

Erection of more Government Schools

That this Conference of the N.I.T.S. urges the N.P.A. to erect more Government schools in order to provide for the Indian children in Platoon Schools and those who failed to secure admission into schools.

Indian Supervisors

That this Conference of the N.I.T.S. whilst appreciating the appointment of Indian Supervisors for Indian schools believes that the time has come for the appointment of Indian Inspectors of Schools.

Delay in Appointing Principals and Vice-Principals

That this Conference of the N.I.T.S. requests the N.E.D. to fill all vacancies for the posts of Principals and Vice-Principals with the least amount of delay.

Salaries of Teachers with T4 and T5 Certificates

That this Conference of the N.I.T.S. requests the N.E.D. to place teachers with T4 or Indian Teachers' Senior Certificate on a higher scale than the holders of T5 or Indian Teachers' Junior Certificate.

Salaries of Indian Teachers

That this Conference of the N.I.T.S. expresses dissatisfaction with the new salary scales which in spite of certain improvements made recently are not adequate and do not take into account the legitimate needs and status of teachers, and urges upon the Administration to introduce scales of salary for Indian teachers, which are not racially discriminatory, and, as a step in this direction to include the ex-gratia payment in the basic salary.

"Consolidation" and Increased C.O.L. Allowance

That this Conference of the N.I.T.S. requests the N.P.A. to consolidate a portion of the c.o.l. allowance into basic salaries, and to grant Indian teachers an increased c.o.l. allowance

Branch Notes

1. CLAIRWOOD

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 Vice-Chairman: Mr. R. G. Pillay.
 Hon. Sec.: Mr. S. Govindsamy.
 Hon. Treas.: Mr. S. S. Moodley.

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11. PINETOWN.

Chairman: Mr. J. Chengiah.
 Vice-Chairman: Mr. V. R. Nair.
 Hon. Sec.: Mr. K. G. Foolchand.
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12. LADYSMITH

Chairman: Mr. P. P. Singh.
 Vice-Chairman: Mr. B. Pachai.
 Hon. Sec.: Mr. B. Naidoo.
 Hon. Treas.: Mr. R. Narrandes.

13. VERULAM

Chairman: Mr. D. Jumna.
 Vice-Chairman: Mr. P. Subrayen.
 Hon. Sec.: Mr. R. R. Singh.
 Hon. Treas.: Mr. C. R. Singh.

14. UMZINTO

Chairman: Mr. T. P. Palayandi.
 Vice-Chairman: Mr. P. C. C. Nair.
 Hon. Sec.: Mr. N. P. Govender.
 Hon. Treas.: Mr. V. M. Chetty.

15. P.M.BURG

Chairman: Mr. A. S. George.
 Vice-Chairman: Mr. M. R. Naidoo.
 Hon. Sec.: Mr. G. S. Pillay.
 Hon. Treas.: Mr. A. K. Meeran.

Memorandum on the conditions of Service of Teachers employed in Private Platoon Schools

1. The Indian teachers employed in the Private Platoon Schools are Associate Members of the Natal Indian Teachers' Society. The Society begs to submit this Memorandum on their behalf, with a view to securing some improvement in the salaries allowances and conditions of service of these teachers.

2. This Memorandum is concerned with four matters, viz. :—

- (a) The Cost of Living Allowance;
- (b) Retired men and qualified married women-teachers;
- (c) Opportunity for the teachers in Private Platoon Schools to become professionally certificated;
- (d) General conditions of service.

With regard to the first matter, the Province at present provides (i) a grant-in-aid towards the basic salary of the teachers, and (ii) a general purpose grant.

No provision is made for a cost of living allowance to these teachers. The Grantees of these Private Platoon Schools have been raising funds by way of rather heavy fees in order to pay the teachers a Cost of Living Allowance.

The investigations of the Society reveal that—

- (a) Some Grantees have not been paying any Cost of Living Allowance at all.
- (b) Most of the Grantees pay some kind of Cost of Living Allowance but these are not on a uniform scale.
- (c) The actual amounts paid in Cost of Living Allowance are so low that they bear no relation to the present high cost of living.

3. The general consensus of opinion amongst the Grantees is that the payment of Cost of Living Allowance presents them with their most serious problem. If they do not pay an allowance they become personally liable to prosecution as all employers are legally required to pay a statutory Cost of Living Allowance.

4. While the Society is aware that it and other public bodies representing the Indian people acquiesced in the general plans formulated by the Director of Education for the establishment of these Private Platoon Schools, and was to some extent privy to the financial implications in regard to the remuneration of teachers in these schools, the Society nevertheless submits that the position of these teachers to say nothing of the Grantees, is becoming untenable and, therefore, urges the Department to provide funds to enable Grantees to pay a Cost of Living Allowance.

5. With regard to the second matter, considerable dissatisfaction is being voiced by retired male and qualified married women-teachers with the rates of pay that they presently enjoy in these Platoon Schools.

These teachers are reduced, for purposes of salary, to the category of inexperienced and unqualified teachers. The Society suggests that this category of teachers should receive recognition for their experience if they are employed in these Platoon Schools.

6. The third matter raised refers to professional certification. In view of the fact that as more and more Private Platoon Schools are opened we shall be compelled to recruit untrained and uncertificated personnel, the Society is of the opinion that these teachers should be granted an opportunity to secure some professional qualification by attending classes and writing an examination.

The further observation is made that under the present dispensation, when these teachers have served for a few years and possibly made more proficient in the manner suggested, they face possible retrenchment because of the temporary and diminishing nature of these Private Platoon Schools. It is suggested that besides being unfair to the individual, much undue personal hardship would ensue.

The Society is appreciative of the efforts of the Department to raise the standards of teaching in Indian schools and while being in complete agreement with that principle it nevertheless, puts forward this plea on behalf of the teachers in Private Platoon Schools for the extension to them of an opportunity to qualify professionally, providing their academic attainments are such as to warrant their admission to some teacher certification.

7. The last matter we wish to raise relates to conditions of service of the teachers in Platoon Schools. Under the present system there appear to be no privileges at all for the teachers such as those enjoyed by others in the service. It is urged that the Department give serious consideration to the question of sick leave benefits, etc. These teachers earn a very low salary and if through no fault of their own they have to stay away from work because of illness, their financial loss is very considerable.

It is hoped that the Department will give sympathetic consideration to the points raised in this Memorandum. The Society and its members as well as the Indian community, are trying to make the most of a difficult situation and the interests of Indian education dictate that we should have as contented and efficient a teaching force as is possible in the circumstances.

c/o Sastri College,

Durban.

May, 1954.

REPLY TO OUR MEMORANDUM ON PRIVATE PLATOON SCHOOLS

Memorandum on Conditions of Service of Teachers in Private Platoon Schools.—This refers to your letter dated 22nd May, 1954, and the memorandum which it covered.

Please allow me to deal under the same headings with the matters you raised :—

- (a) Cost of Living Allowance, and
- (d) General Conditions of Service.

Provincial Notice No. 329 of 1951 brings the Private Platoon Schools into line with the European Government Aided Schools in regard to teacher grants and general conditions of service. Under present circumstances it is not possible to effect substantial differentiation between the two systems.

(b) **Retired Men and Qualified Married Women Teachers.**—I must agree that where such teachers fall into Grade 5 they are rated as "less than Matriculation" and, therefore, receive the same teacher grant as the unqualified holder of a Junior Certificate. Further, the unqualified and inexperienced holder of a matriculation certificate would receive a higher teacher grant. I am prepared to give further thought to this particular aspect of the grant-scale.

(c) **Opportunity for the Teachers in Private Platoon Schools to Become Professionally Certificated.**—The Department feels it is not in the interest of Indian education to continue the system of external examination. In this matter the Department has the support in principle of your Society—see the last paragraph of your President's letter dated May 16th, 1953. Your Society gave its support with certain reservations, it is true, but it was considered that a change simply had to be made. It seems to me to be illogical to give to one set of teachers something that is regarded as unsatisfactory for others in the same type of school. I am, however, with you, fully aware of the problem. Though I have no solution to offer yet I am convinced that the remedy must not be sought in external professional examinations.

(Signed) N. MEIRING,

(Chief Inspector of Indian Education)

Dated 13/8/54



SILVER JUBILEE EXHIBITION — PIETERMARITZBURG

Pietermaritzburg Jubilee Celebrations

ARTS & CRAFTS EXHIBITION

Hundreds of happy children and their parents crowded into the Nizamia Hall for the opening, by Prof. J. Heath, Head of the Department of Fine Arts, University of Natal, of the Silver Jubilee Exhibition organised by the Pietermaritzburg branch of the Natal Indian Teachers' Society.

In the Hall were displayed 2,517 specimens of art and craft work by the pupils of the various schools in the Midlands. The work generally was of a surprisingly high standard and some of the entries were outstanding, considering the limited facilities available in Indian schools for this kind of work.

Archie Singh, a student of the Woodlands Indian High School, submitted a number of designs and paintings which revealed keen observation and a natural sense of style. With careful training this young man ought to make an artist of whom the Indian community could well be proud. He fully deserved the "Best Exhibitor" prize awarded him by Professor Heath, who did the judging in the Art Section.

The Primary division of the Indian Girls' High School was responsible for some excellent entries and though the work of the Secondary students was good, there was a tendency towards photographic realism in making pictures, which, in many cases, contained figures dressed in European "period" costumes. The pictures of the pupils of the lower forms were more spontaneous and delightfully expressed the children's interest in their environment. The judge's appreciation of this was shown by the number of prizes he awarded these pupils.

The Esther Payne Smith School sent in several very good exhibits. Among these were two large "mosaics"—a form of picture-mak-

ing with coloured paper squares which is becoming increasingly popular overseas. They attracted a great deal of attention.

In the junior section attractive work was seen in the exhibits sent in by the T.P.A. School.

St. Anthony's School sent in some excellent craft specimens made from used X-Ray plates, while the Baijoo Maharaj School provided vases and decorative representations of birds made from horns. The best model on display in this section was a clock-work pile-driver made by a pupil of the Thornville Junction School. This working replica of a well-boring plant, seen by the pupil on his neighbour's farm, was surrounded by interested youngsters throughout the exhibition.

In the needlework section also was displayed some commendable work.

Response by teachers to send exhibits was disappointing. In some sections not a single entry was received. It cannot be that there is a dearth of talent for teachers can and do produce some very fine work. And so we ask with Sir Toby Belch, "Wherefore are these things hid?"

However, the Exhibition on the whole was a great success. It served among other things as a conspectus by which art trends in Indian Schools can be fruitfully studied by those interested in the creative work of children.

It became clear that there is a need for such an exhibition to be held annually, and if the organisers can be persuaded to work towards fulfilling the need, then the Silver Jubilee Celebrations of the Pietermaritzburg Branch would have inaugurated something to bring happiness to the children in our charge, for truly will they say with the poet:

**"I too will something make
And joy in the making."**



SILVER JUBILEE EXHIBITION — PIETERMARITZBURG

Talk by CHALK

CONGRATULATIONS

Congratulations to Mr. A. S. George, the new Chairman of the Maritzburg Branch, on his appointment as Principal of the Shri Vishnu School, Pietermaritzburg.

The following members have been advised of their appointments: Mr. T. Palayandi as Principal of the Islamia School, Pietermaritzburg; Mr. S. V. Pillay as Principal of Thornville School; Mr. G. Matthias as Vice-Principal of the Mohamedan Oriental School, Pietermaritzburg; and Mr. A. Aidan as Principal of the Verulam School. Congratulations!

SILVER JUBILEE

Greytown Indian Secondary School.

Mr. N. Meiring, the Chief Inspector of Indian Education, officially opened the Silver Jubilee Celebrations of the Greytown Indian Secondary School in July. The programme was brought to a successful conclusion. Congratulations, Greytown.

Bazaar.—A grand Bazaar in aid of the Maritzburg Branch's Library Fund was held in the grounds of the Methodist Indian School. It was

quite the finest held in Maritzburg for some time.

Picnic.—A party of 50 teachers from Maritzburg visited Shafton Grange on the 5th June. A most enjoyable day was spent. Special thanks to our efficient cooks, Messrs. G. S. Naiker and A. K. Meeran.

Dinner.—The Silver Jubilee Dinner of the Branch was a success beyond all expectations. The officials decided to leave the proposing of toasts to the younger set and they were not let down. S. H. Singh (Sham) as Toastmaster, was at his best, and the ladies spoke up confidently. The highlight of the evening, however, was the speech by Fred Choonoo.

Overheard.—At the Farewell Party accorded to Mr. C. M. Booysen by the Maritzburg branch, the Chairman, suffering from a sore throat, directed the proceedings in a whisper. This prompted Mr. Booysen to ask: "When is a teacher not a teacher?" As the answer was not forthcoming from the audience, the speaker provided it. "When he is a little hoarse." Collapse of the Chairman.

"We Look Before and After"

The reminiscences of the last two decades of my intimate association with the Pietermaritzburg branch of the Natal Indian Teachers' Society are somewhat sketchy. Nevertheless, when I look back to the early 30's, I am reminded of the intense ardour with which my older colleagues patronized the Branch.

We young teachers, new to the profession and still of an age when we were walking warily through the maelstrom of life, were impelled by a strong desire to become integral

parts of such an august body as the Teachers' Society. Having made it our duty to attend all meetings, we were shocked into silence, and overawed by the high level of debates, the standard of oratory and, sometimes, by the bombast of a few. Speakers never failed to have an audience.

For some unaccountable reason, attendances at meetings in those days were not very encouraging to the officials and the consequence was that meetings were not held often enough. This position prevailed for a long time, only matters of the ut-

most urgency, or some kind of celebration, prompted the officials to summon members to meetings yet strange, but true, I can never, at any time, recall major discussions taking place on the question of Teachers' Salaries!

With the passing of time, the branch has moved out of the doldrums and is as alive and active as one would wish it to be. The resolve of the pioneers of the Society to stimulate interest was not in vain.

The hiatus created when the Natal Teachers' Union was formed must be recorded here. The Union was born out of dissatisfaction and became the mouthpiece of teachers in Aided Schools. The Union demanded for its members equality of treatment with teachers employed in Government schools. For a time Aided school teachers ceased to be members of the Branch. However, we had one Government school and so were in the ludicrous position of having the staff of one school only forming the Branch of the Society.

With the achievement of its aims came the dissolution of the Teachers' Union and the Aided School teachers came back to the Society. The Branch now had men and women who were stimulated by success. They laboured assiduously to raise the prestige and status of the Branch. So great was their enthusiasm that they resolved to forward a communication to the Director of Education "informing him that there is a Branch of the Teachers' Society here." The Director, we presume, was duly enlightened.

Then there was the lighter side of Branch activities. I can remember vividly some characteristic features. If you were to make arrangements, say, for a hike, you were sure to find ready, stocky, Mr. R. Dookran or the

rugged, vociferous Mr. D. R. Singh, or the tall, athletic, Mr. P. M. Seethal, or the lanky, energetic Mr. M. K. Chetty. No young man ever ventured to set out on hiking expeditions with this seasoned lot.

In 1934 the Branch organised the Society's General Conference. It was an innovation and was to be the forerunner of many such conferences. At the helm was the well-spoken, genial Mr. S. David. With the younger folk he was quite the most popular personality in the teaching world. His friends were men of all ages. The Conference is, to my mind, the outstanding event of the 30's. Of those who addressed the Conference, one who is still remembered, is that great friend of the Indian Teachers, Mr. A. H. Alsopp, who had a way of educating the heart as well as the mind.

One memorable meeting was that addressed by the local M.O.H., Dr. C. C. P. Anning. His topic was TB. At the end of his talk there was the usual inexhaustible supply of questions. It was late in the evening. An irate teacher among the audience suddenly jumped up from his seat and thundered, "We are very inconsiderate in keeping our guest here till so late in the evening. When are we going to reach our homes? I declare the meeting closed." The chairman sat dumbfounded.

Notwithstanding the last twenty-five years of trials and tribulations, the prudence and wise counsels of those motivated by the highest ideals, nurtured and sustained the Branch. It is through their efforts that the Branch is thriving to-day. And so 1954 is not only a year of celebration for the members of the most senior branch of the Society, it is also the year in which we gather together to honour our pioneers.

STD. VI EXAMINATION : GENERAL SCIENCE

In response to the requests of several teachers who are finding some difficulty in preparing candidates for the examination in General Science, especially as there is no text book

covering the syllabus, we have compiled a set of notes following the sequence of the Natal Education Department's syllabus. These are bound and consist of 70 pages, fully illustrated. They may be obtained at a cost of 4/- each from Cyril Nursoo, Harold Barnabus, Sastri College.

The Teachers' Code

(We offer no apology for publishing below, through the courtesy of the chairman of "The Mentor" Board, the draft of a Code which formed the basis of discussion at the Natal Teachers' Conference (European) held recently in Pietermaritzburg. We hope that it gives food for thought, stimulates discussion and leads to the formation of a code for the members of N.I.T.S.)

1. VERITY is expressed in, but not comprehended by finite terms. The teacher's aim is to inculcate in his pupils a seeking after truth, untrammelled by dogma. To this end he will foster a reverent spirit of enquiry and will seek to evoke within the pupil the capacity to discriminate between the truth and the false, the worthy and the unworthy, and the pertinent and the irrelevant.

2. The AIM of education is to develop a co-operative community of self-dependent units. To this end the teacher will seek to develop to the full the latent talents of his pupils, but will avoid imposing on his charges a false veneer of attainment lacking in depth and purpose.

Rider :

- (i) It is declared to be unprofessional to coach pupils for intelligence tests.
- (ii) It is declared to be unprofessional to discourage in any way the study of another subject except in the interests of the pupil.

3. MUTUAL LOYALTY is the basis of social living. To this end the teacher will set an example of loyalty to his country and his countrymen, to the Government of his country as by law established, to his employers, to the parents of the pupils committed to his charge, to the pupils committed to his care, and to his colleagues engaged with him in fostering the mental, moral and spiritual growth of his charges.

In a conflict of loyalties, it is declared that the teacher's first loyalty is to his charges. Nevertheless, it is the duty of the teacher to seek to reconcile conflicting loyalties by representations made, first to his immediate superior officer, and so, by gradation to the controlling authority, finally to the electorate responsible for the appointment of that controlling authority.

RIDER :

- (iii) It shall be considered unprofessional to participate in party-political conflict, to foster inter-racial disharmony or distrust, to encourage hostility between racial groups.
- (iv) It shall be considered unprofessional to disclose information gained in the course of one's duty to the detriment of the service in which one is employed, or with a view to achieve personal and private advantage.
- (v) It is deemed unprofessional to make public, without due authority, any matter which is under discussion by the professional body.
- (vi) It is unprofessional consciously to deride opinions held by the parents of a child; to vilify, in the hearing of pupils, social behaviour, not itself illegal, commonly practised in the community.
- (vii) It is unprofessional to censure or criticise the work of other teachers in the presence of scholars, or in public.
- (viii) It is unprofessional to speak in derogatory terms of the work of a pupil to any unauthorised person.
- (ix) It is deemed unprofessional to accept any advertised post from which, in the judgment of the Executive body of his professional society, a member has been wrongfully dismissed.

- (x) It shall be considered unprofessional to report on the work or conduct of another teacher in a way which, in the judgment of the Executive body of his professional society, is unjust.
- (xi) It is unprofessional to canvass for pupils knowingly to the detriment of other educational institutions which pursue similar courses and aims.

4. Teachers are the CUSTODIANS OF A CULTURE achieved by mankind by arduous effort and enquiry throughout the ages. It shall be the duty of a teacher to express in his life and conduct such aspects of that culture as may worthily be adopted by his pupils.

RIDER :

- (xii) It shall be deemed unprofessional to be guilty of any conduct which is detrimental to the interests and/or honour of the profession.
- (xiii) It shall be deemed unprofessionally to punish a child excessively.
- (xiv) It shall be deemed unprofessional to refuse any reasonable request to perform work out of ordinary school hours or to impose an unreasonable amount of work upon any teacher.

Arts & Crafts Exhibition — Durban

REPORT ON NEEDLEWORK SECTION

Standard of needlework and embroidery greatly improved in the last twelve months.

All machine-made garments, including dressmaking, very poor indeed, suggest more care be taken by teachers in charge of these subjects in training pupils to use a sewing machine.

Overall a very worthy effort.

Signed A. DEFTY.

REPORT ON ART

It is difficult to judge when two or more examples of varying merit are entered on one mount. We suggest separate mounts.

Some entries did not conform to the requirements of the sections, e.g., all-over patterns were entered as border patterns. Adult influence disqualified some entries.

There is much creditable work on this exhibition. Teachers have encouraged imagination and the use of various media.

Many entries in the lower classes lacked spontaneity. The tendency to draw in pencil and colour in wax crayon is not commendable, because wax crayon is a bold medium and suitable for direct use. Let the younger children use their hands directly in paste work. Combing is too mechanical, though it is a good device in decorative pattern-making by older children.

To improve draughtsmanship in the higher classes more experience in free brushwork and pen and ink should be given.

Signed :

M. R. ROWLANDS

M. D. WRIGHT.

REPORT ON HANDICRAFTS

Most of the Sections were well represented by work of good quality.

Modelling.—Showed some good efforts at head and bust work and at animal modelling. Plaster casting does not call for much skill unless the original model and its mould are made by the pupil.

Cardboard Modelling.—Shows a definite advance and finish has improved.

Basketry.—While not outstanding as a group, contained a few examples of good design and neat weaving. The **shark net** in the weaving class deserves a special mention as marking the revival of an age-old craft.

Papier Mache.—Work while well carried out showed signs of over-stressing the desire for originality without having due regard to the limitations of the material.

Metal Work.—While the entries were few in number, showed promise both in the utilitarian or functional and in the decorative fields.

Woodwork.—Considering the shortage of equipment, showed much promise and gives an inkling of what could be done if more tools and accommodation were available.

Toymaking.—In this section I must say that the boys excelled themselves and the display is a really fine one.

Teachers' Section.—Showed that this side of teacher training is not neglected and some very good work was seen.

The whole exhibition should inspire both teachers and pupils with confidence that the future for handicrafts is bright.

Occasionally in woodwork one still sees too much varnish or cellulose lacquer used to hide the beauty of the wood itself but no doubt in time this fault will be overcome. Paint on toys is perfectly legitimate since these are intended for use by young children.

Signed : E. HARRIS.

REPORT ON TEACHERS' WORK

Charts.—It is pleasing to note the high standard of most of the charts entered. Competitors have evidently

taken note of the comments made by judges at the last exhibition. There is need, however, to stress again that the charts should be clear and that the information conveyed should be visible at a distance. It is suggested that separate classes should be provided for the different types of charts, e.g., illustrations of stories should not be classified with maps or diagrams.

Teaching Aids.—The wide varieties in the entries in this section made the task of the judges difficult. The judges would like to see more entries in this section, for this would allow of sub-divisions in two or more sections such as mechanical teaching aids, pictorial aids, etc.

Signed :

H. LUNDIE.

L. W. DWYER.

REPORT ON PUPILS' MAP-WORK

Stds. III and IV.—The standard of work generally was very satisfactory and the judges experienced much difficulty in arriving at a decision. In several cases there was need for bolder outlines and greater accuracy. In one case the information given by the map was quite inaccurate.

Stds. V and VI.—Here again the judges experienced considerable difficulty owing to the high standard of the entries. Some entries were, however, easily eliminated owing to inaccuracies in outline or information. Colours, if used, should be sufficiently differentiated to give clear and sharp lines of demarcation. Madagascar was omitted in several maps of Africa.

Relief Maps.—These were of a relatively high standard. Where colour schemes are used a key should be given.

Signed :

H. LUNDIE.

L. W. DWYER.

Contributors to School Building Fund

The Natal Indian Teachers' Society expresses its thanks to the following members of its Mayville Branch for their contributions to the School Building Trust Fund :—

Ahmedia : N. S. Choonoo, C. T. Maharaj, M. S. Ismail, A. K. Moodley, K. C. Naidoo, S. Naidu, S. J. Naidu, O. M. Khan, P. M. F. Paul, T. Roorpram, B. D. Sobrun, R. Thathiah, B. Thoppay, A. K. Venkatiah, E. T. Vincent.

Arya Yuvuk Sabha : M. S. Ramlucken, R. Gareeb, S. Hannoman, P. Jacob, M. M. James, J. Rambaran, R. N. Singh, L. Samathsingh, D. J. Singh, A. Veeramoothu, N. Balgobind, R. G. Chetty.

Candella Boys' : M. Gilbert, M. Lachman, U. J. Mistry, M. Munisamy, A. G. Narayadu, D. Ramjukadh, S. R. Singh.

Hindu Institute : N. Gopaul, D. K. Govender, M. Koulassar, R. P. Lauten, R. D. Naidoo.

Hindu Sungatan : S. Bhagwandeem, E. Gungen, A. Waghmaree.

Manor Gardens : M. Gandhi, T. S. Maharaj, G. Munisami, Jos. A. M. Naidoo, K. Ramduth.

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Roosfontein : V. P. Padayachee, A. Ramsamy, R. M. Varma, S. A. H. Yusuf, Miss Poongavanum.

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The Teachers' Journal

ORGAN OF THE NATAL
INDIAN TEACHERS' SOCIETY



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No. 4.

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The Account of the Government of the Province of Natal
Rekening van die Administrasie van die Provinsie Natal

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*Editorial—***INQUIRIES**

In our last issue we published the draft of a code for teachers and we hoped that it would give food for thought.

The publishing of that draft was opportune for we are seriously perturbed at the number of departmental inquiries that have been and are taking place. We are not concerned here with the inquiries that departmental chiefs may institute into the routine work of a school or its organisation by the Principal. We are concerned at the inquiries into the conduct of teachers where their morals and their integrity is in question. We are concerned at the grave charges of misconduct that are levelled against teachers.

And it is because these charges of misconduct which are the subject of inquiries are becoming the rule rather than the exception that we exhort the individual teacher to reflect on the harm he may cause to his charges by unsavoury conduct on his part. Let him remember that a Great Teacher said that it is better for a man to have a millstone tied round his neck and be drowned in the deepest sea than that he should scandalise the young.

Let the teacher remember that he shapes and guards the morals of his community for there can be no gainsaying the fact that the teacher when he stands before his class has a tremendous impact upon the impressionable minds of his charges. The influence he exerts, the example he sets, can make or mar the child under him. In the classroom we teach in two ways: by what we are and by what we say, and all authorities are agreed that the first sort of teaching is the more permanent one. Then woe to us if our teaching, instead of raising and ennobling the young, degenerates them because we ourselves fail to maintain the high standards of personal conduct which our calling demands. Let us remember that as educators we must set before ourselves the lofty ideals of moulding the bodies, the minds, the wills, the emotions of our charges in such a way that, while adapting them for the duties of a particular calling, we are at the same time preparing them to live the most perfect personal and social life within the framework of that calling. Let us remember that we have undertaken the task of bringing complete and successful living in the fullest sense of the term within the reach of our charges and let us remember above all that our magnetism and power for good rests on our own goodness of disposition, our loftiness of character, our devotion to truth and the high ideals of religious teaching on which to base our code of morals, and especially upon the example we set our charges in clean, wholesome living.

Let there then be an end to these inquiries which so damage the name of the Indian teacher. Let those who are in the profession who feel they cannot live up to the high standards of conduct in personal life demanded of them resign from it. Let us rid ourselves of those elements who are dragging the profession into the mire so that the Indian teacher may regain and enjoy his lost prestige and the honour and respect which his community pays to the Teacher, the Guru.

Official Notes & News

Forwarding Applications for Promotions

On the 5th August, 1954, the Society was given cause to direct the following letter to the Director of Education :

" I have been directed by my Society to inquire from you as to the regularity or otherwise of the following procedure :

" Is it in order for the Principal of a school, when applying for promotion, to forward his/her application to the Director of Education through his/her District Inspector with the latter's recommendations? It is understood and accepted that when assistant teachers apply for promotions such applications must go through their Principals.

" If there are any regulations governing the matter referred to in paragraph two above, please draw our attention to the relevant section.

" (Signed) P. RAIDOO,
" Hon. Gen. Secretary."

The reply, signed by the Chief Inspector of Indian Education, was received on the 14th August, 1954 :

" Please refer to your letter dated 5th August, 1954. There is no regulation governing the procedure detailed in paragraph two of your letter. I am not aware of a case where such procedure was followed. The Director of Education is at liberty to, and does, consult his Inspectorate in the matter of promotions."

Activities of the Society

The Executive Council of the Society has accepted the recommendations of the respective sub-committees to hold the annual Table Tennis Competition during Easter and the

biennial Arts and Crafts Exhibition during Michaelmas. There were good reasons for effecting these changes and let us hope they augur well for these important activities of the Society.

One-day Conferences

An important decision was taken by the Executive Council at its last meeting in that the Society proposes to hold in future, one-day Conferences from time to time to discuss matters of professional interest to teachers. Any suggestions and subjects for discussion at these proposed Conferences would be welcome by the Society.

Officials Leave the Society

Since our Annual Conference in July, 1954, the Society learns with pride of the following appointments:

(a) Dr. S. Cooppan (Vice-President for the current year) in the Economics Department of the University of Natal.

(b) Mr. A. Ramsamy (ex-Assistant Secretary) as the first full-time Indian lecturer in the M. L. Sultan Technical College.

In the name of the Society, we thank them for the services rendered and congratulate them on their appointment. We wish them well and every success in their new sphere of activity.

Primary Schools' Concert

This project had to be abandoned because of the outbreak of polio.

Jubilee Concert

Arrangements to put on the very fine all-teacher show staged by the Pietermaritzburg Branch have been finalised. The show will be held at the Gandhi Hall on Saturday, 4th December.

Contributors to School Building Fund

The Natal Indian Teachers' Society expresses its thanks to the following members of its Port Shepstone and Newcastle Branches for their contributions to the School Building Trust Fund.

Port Shepstone Branch

Jai Hind : S. A. Ebrahim, G. G. Gaffoor, P. P. Moodley, R. A. Powys, D. S. Rajah, J. Gangai, K. P. Munthre.

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Port Shepstone Government : P. M. Chetty, O. M. Essop, M. G. Gounden, B. M. Govender, K. G. Moodley, C. Musaliah, G. Naicker, L. R. Naidoo, S. V. Naidu, A. P. Pillay, S. Pillay, R. Powys, D. S. Rajah, S. Rajah, M. M. Sigamoney, S. N. Thathiah, M. S. Jhazbhay, R. Harrysunker, N. M. Naidoo, B. B. Rowley, S. Adenarain, K. C. Chetty, D. V. Moodley, B. D. Royeppen, M. Sardar, S. Bissessor, P. Gareeb, S. Govindsamy, N. P. Naidoo, S. B. Naidoo.

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The Teacher must be...

An **artist**, for he must impart what he comprehends to be beautiful; a **poet**, for he must perceive the harmony between language, thought and emotion; a **musician**, for he must thrill to the beauty in sound and see in it a grand interpretation of the rhythm of life; an **orator**, for he must know the art of sincere, magniloquent speech; a **dramatist**, for he must be ever conscious of the drama in everyday living; a **literary critic** for he must be a constant traveller in the land of books—be able to appreciate and evaluate and recommend only that which is the best to his impressionable charges.

A **scientist**, for he must cultivate a scientist's love for Truth—Truth for its own sake—and be a worshipper at the shrine of objectivity and like a logician perceive the Cause of the effect and the effect of the Cause in the nature of things;

A **historian**, for he must be able to read into the ordered past carried whole and alive into the tangled present, the lessons of life which will be the message of to-morrow; he will

be a prophet amongst his people, analysing with calm dispassion the criss-cross of the currents of history and be inspired by the romance of Man's endeavours, his ceaseless struggle against the dark forces of Nature;

A **philosopher**, for he must be able to see **beneath** the surface of things and recognise like Plato, that Ultimate, Imperishable Reality; he must develop that philosophic tranquillity in the face of adversity as well as prosperity;

A **sportsman**, for he must understand the importance of co-operative effort on the field and know the truth of the old saying that only the sound in body can be sound in mind;

A **psychologist**, for his is a profession primarily concerned with the limitless province of the mind; he must understand both the conscious and unconscious motives of human behaviour; but, above all, he must be a **Lover**—The Great Lover—in love with life, in love with all things—both great and small!

T. M. PILLAY.

Education in spite of the Curriculum

(The following is adapted from a talk by Sr. Margaret Mary, a notable educator in Durban, to an association of teachers.)

Fr. Gavan Duffy, the well-known commentator of the Southern Cross, the journal of the Catholic Church in South Africa, in a recent article divided schools into four categories:

1. Those that teach but do not educate.
2. Those that educate but do not teach.
3. Those that teach AND educate.
4. Those that neither teach nor educate.

Obviously the most desirable schools are those that fall into the third category, but unfortunately they seem to be in a minority in South Africa.

Admittedly there are many defects in our schools which prevent them from being ideal institutions for the education of youth but great as are the defects in our system of education resulting from environmental and other factors, they could be largely overcome if educators had not lost sight of the true aims of education and were not drifting along purposelessly and aimlessly.

Our first and foremost task is to train souls for the enjoyment of the Beatific Vision, and while doing so, we are to aim at the all-round development of the child's faculties—physical, intellectual, moral, artistic, mechanical, so that he grows into a complete person. In fact, it often looks as if we unthinkingly subscribe to a completely different set of aims set up by State authorities and parents who have never heard of the true aims of education. Our sole desire seems to be to bring all our pupils to the dreary uniformity of a Standard VI Pass, a First Class Junior Certificate or Matriculation Certificate. Public authorities judge our work as educators by the papers pupils write

under abnormally strained examination conditions; parents judge the merits of a school by its list of passes and failures in these examinations, and we seem almost content to accept our role as crammers of factual knowledge and even take pride in our ability to put candidates through examinations. We seem to work entirely on the principle that education is a training for earning one's living, instead of being a preparation for life, that economic man is the only thing to be considered. Our examination system is evidently based on the false psychology of the human mind. The human mind is regarded as a cavity to be filled, and the work of education is considered as a work of filling the mind with factual knowledge rather than fitting it for the reception of truth, and the exploration of reality. Every subject in the curriculum is taught for its examination value, not for its value in teaching principles of truth. Each subject is taught in isolation without correlation, without any unifying link or bond. We see Jimmy or Mary only as somebody who must be taught decimilisation of money or Simple Interest, we completely ignore our responsibility to the person, Jimmy or Mary. Because of our undue concern with examinations, which for the most part test factual knowledge only, we stress the mechanical processes of learning, and make no effort to train children to reason logically, to deduct general principles, or to set up standards of judgment and appreciation.

Because of our false objective in education we ourselves inevitably become bored. Who could be enthusiastic about the uninspiring task of shovelling flour into a flour bin anyway? Our pupils become bored, too, and lose all interest in acquiring knowledge. It is natural for children to desire knowledge. There is a principle in philosophy which states: "All things naturally seek their own perfection," but the perfection of the intellect is knowledge. Hence every living being endowed with intellect

has a natural desire for knowledge. Sometimes we find it rather difficult to believe this, when we look at the blank-faced, apathetic masses of protoplasm that loll and lounge in front of us in the classroom, but may not this apathy result from our own boring, cramming methods of teaching?

What can we do to educate pupils in spite of this discouraging state of affairs. We must as far as lies within our power make religion a pulsating attractive way of life that affects everything. We must try to present the truths of religion in such a way that they will convince the pupil's intellect as well as appeal to his heart. We must not teach other subjects as if they were completely divorced from religion, rather we must try to make religion a vitalising force, permeating and giving meaning to every branch of knowledge. All the knowledge that we impart must help towards the final goal of the child's existence—the Beatific Vision. We shall do this if in teaching profane subjects we try to strengthen and refine the mind's powers to make it capable of grasping clear notions of things, of analysing, of synthesising, of plunging more deeply into the reason and principles behind the outward appearances of reality.

In case all this sounds rather vague and over-generalised let us take some of the common school subjects and see how we actually teach them and how we ought to teach them if they are to have any educative value.

History is one of the best school subjects for teaching truth and sound principles of philosophy, if properly taught. Actually what use do we make of this subject for this purpose? In the primary school, it is given one bare meagre hour on the time-table. In the Secondary school it is often abandoned completely because it is a poor examination subject in which only really gifted candidates can manage to do well. And what is our method of teaching History? In the primary school we have to cover an outline of general history and the whole of South African history. We may provide ourselves with a map.

We walk into the classroom and begin: In 1775 the Fish River formed the Eastern Boundary of the Cape Colony. Then we proceed to shovel in lists of events and dates as if these had any inherent value. Or perhaps our Matriculation syllabus begins at 1789 with the French Revolution. So we proceed to tabulate the causes of the French Revolution under the headings: political, social, and economic without any reference to all the history that went before 1789, and without any attempt to discover general principles, or to develop standards of judgment by which to evaluate historical events or characters. If we want to teach History properly, no matter what period we are dealing with we must aim at making our pupils see things historically which is of far greater advantage than merely learning history. The so-called facts of history must be viewed in the light of God's purpose in dealing with the world and the divine plan for restoring order to a fallen world. The World's real history is the account of man's acceptance or rejection of God's plan for order. And so the root causes of the French Revolution are to be found in the neglect of the principles of charity and justice: the abuse of power by a privileged minority who oppressed the majority, the ignoring of the essential and fundamental dignity of each man, no matter what his social status. All the events of history can be seen to result from the application or neglect of these principles. The textbooks enumerate four principal causes of Napoleon's downfall, viz., the Continental System; the Peninsular War; the Austrian Marriage and the Russian Campaign, but the history teacher must lead her pupils to see that Napoleon's fate was that of all dictators before or since who have risen to power by making stepping-stones of other men's lives and liberties. If we taught South African History properly we could do much towards breaking down racial prejudice and animosities. We could judge present-day tendencies here in the light of events leading to the French Revolution and we could get children to draw their own salutary conclusions. Children could be

brought to see that whatever is in harmony with the divine programme for order will make for real progress : whatever is opposed to it spells decay and death.

When dealing with young children, who have keen and vivid imaginations, the history teacher must be a storyteller turning the minds of the children to what is high and beautiful in the traditions of the past. He will fearlessly extol the good and condemn the evil. He will choose characters embodying an ideal, not only of natural greatness, but of supernatural greatness too. In the next stage when dealing with national history, the teacher will focus attention on examples of loyalty and patriotism, but far from trying to inculcate a narrow nationalism he will emphasise the essential brotherhood of all men. The good history teacher will link true citizenship with the teaching of history, but he will never lose sight of the fact that he is training the pupil for a two-fold citizenship, of this world and of the next. In the third stage, criticism and appreciation will begin and the history teacher will endeavour to direct the judgment of his pupil along the right lines. In the final stage he must endeavour to develop in the mind of the pupil the power of viewing history as an operator, through human conduct, of unchanging and unchangeable principles; to train the pupil to view all reality as a unity and to exercise his judgment upon human actions and intellectual currents in the light of objective truth: to develop the calm, dispassionate wisdom which does not jump to conclusions but which considers and decides with conviction. It's a far cry from all this to stuffing lists of dates and events into children's heads and making them memorise parrot-fashion whole reams of notes. And yet that is how history is generally taught.

Literature is another excellent means of teaching truth and of helping to form standards of judgment and appreciation. All great literature mirrors truth because it faithfully interprets in the light of moral law, life and life's problems which are the same in all generations. Because the

literature lesson covers so much ground, calls up so many topics in the course of the work, and offers such immediate application of rules of conduct and morals it can be extraordinarily beneficial in the formation of the child. At an early stage pupils can be made to realise what constitutes good literature, viz., what is noble and beautiful and true in thought expressed in language which is equally great, beautiful and convincing.

We must stress the facts that context is always more important than style and in dealing with such alluring verses as the Rubaiyat of Omar Khayyam, the chorus from *Atalanta* and even Wordsworth's "Our birth is but a sleep and a forgetting," etc., we would do well to point out that here beauty of form is merely the attractive cloak of error and so belies its real function. A play like *Macbeth* or *Julius Caesar*, on the other hand, affords us almost unlimited opportunities of training children to evaluate characters, motives, actions, etc. No teacher should ever feel satisfied with his work as a teacher of literature unless he has trained his pupils to appreciate good reading and to be able to judge for themselves whether a book is moral or immoral.

If I were the Director of Education, I would treble the time for history, literature, languages, nature study and reduce the time for maths in every shape and form to about one-quarter of its present length. It is a pity that children have to spend so many hours per week struggling with figures and symbols, because most people still cherish the illusion that maths and the positive sciences develop the intellect. It is true that they may develop the faculty for inference. But the only type of reasoning that is profitable to the pupil is that from which he can draw conclusions that are valuable for life in its aesthetic, moral and spiritual aspects. Maths and the positive sciences are of no use in the work of practical reasoning, i.e., reason as it is directed to the guidance of human actions, so don't worry too much if Jimmy or Mary can't work out the cost of papering the walls of the room, or if they

know nothing about an average except that it is "what the hen lays on," the said hen being credited with "laying five eggs on an average——"

The mathematics teacher won't have much opportunity for correlating his subject with religion, but he would do well to point out that mathematical certainty is by no means the only kind of certainty. Besides, it is the whole man who teaches all the time, so his influence will prevail here as elsewhere. In spite of dealing constantly with quantities and symbols he will counteract the materialistic outlook.

In our teaching of geography and nature study especially, we should get children to admire and observe the beauties in the midst of which they live. We should train them to derive constant interest and enjoyment from the love, the study, the contemplation of the forms and colours that God pours forth about them with such a lavish hand. We must train them to find satisfaction in the wonderful things that God has made for their delight. We must try especially to encourage our town children to take long walks in the country and collect various specimens of leaves, flowers, seeds, etc. It is wonderful what they will achieve by this collection and what care and trouble they will take in mounting their exhibits if a little exhibition is arranged towards the end of a school term.

Art and music must not be neglected, for, though in this country they have very little examination value, they exercise an influence for good on the child's character. The

inculcation of good taste is not quite, but is nearly as important as the inculcation of sound judgment. Aesthetic appreciation is a powerful asset for that elevation of the mind, that orientation towards the ideal which in its turn helps to bring about a prompt response to the appeal of the beautiful in conduct. In our teaching of art and music we should aim not so much at producing artists or finished musicians, for only very few pupils will ever achieve any degree of excellence in the sphere of art and music. We should rather try to make them aware of art and music: awaken in them and make them conscious of their God-given power to recognise beauty and respond rightfully to its appeal: in other words, we must develop their powers of appreciation. By teaching them to appreciate art, music and good reading, we shall have taught our scholars how to make good use of their leisure hours, how to provide profitable and elevating relaxation.

To sum up briefly, our South African system of education is far from ideal: its main defect is that it gives to public examinations an importance out of all proportion to their real value. Teachers lose sight of the ends of education and concentrate all their efforts on obtaining first class passes, bursaries, etc. The good teacher, however, is obliged in conscience to do his best to educate his pupils in the sense that I have pointed out and with a little good will on our part, much can be accomplished. We can in fact impart a sound education even in spite of the curriculum.

Kearsney Celebrates Jubilee

The Chief Inspector of Indian Education, Mr. N. Meiring, officially opened the celebrations to mark the golden jubilee of the Kearsney Indian School on Saturday, 30th October. A full week's activities were arranged, culminating with an inter-house sports meeting.

The Kearsney School was started with four pupils by the late Rev. John Rangiah. It became State-aided in 1931, mainly through the efforts of the late Rev. T. M. Rangiah, B.A., eldest son of the pioneer, Rev. John

Rangiah.

In 1938 Mr. J. N. Hulett became the manager of the school, which passed into the control of the Kearsney Tea Estates, belonging to Messrs. Sir J. L. Hulett and Sons. In 1941, through Mr. Hulett's efforts, the present new school was erected.

During the celebrations tribute was paid to all the pioneers, officials, teachers and parents who were connected with the progress made in providing education for the children of the district over the past 50 years

Obituary



With the tragic and untimely passing of Edgar Stanley Metcalf, Indian education in the Province sustained a severe loss, for the late Principal of the Woodlands Indian High School was one who gave to his vocation that dedicated service which is so rarely found.

Born in the Cape Province in 1900, he spent much of his early life on a mission station and often accompanied his father, a Methodist minister, who travelled deep into the South African veld to visit scattered Christian communities.

Young Metcalf was then sent to Kingswood School, in Bath, England, where he received his elementary and higher education. He returned to South Africa in 1920 after having obtained his discharge from the R.A.F., which he joined towards the close of World War I. After teaching at Maritzburg College for two years, Mr. Metcalf was seconded to the Natal University College, where, in 1926, he obtained the M.Sc. degree and the Higher Education Diploma. While at the University he took a keen interest in student activities and was a member of the S.R.C. for four years and President of that body for one year.

After graduation he was appointed to the staff of the Technical High School, later designated Glenwood High. In 1941 he was transferred on promotion as Vice-Principal to Havard High School, Maritzburg, and in October, 1945, he was appointed Principal of Woodlands High School.

The Indian community of Maritzburg remember him chiefly for the improvements he effected at the W.I.H.S. In 1946 in a fund-raising effort centred on the school concert, a sum of over £335 was raised to purchase books for the school Library. It is proposed to build a school kitchen and a building to house the Library, and the amount collected for these projects stands at £850.

In the organisation of the School, Mr. Metcalf established an Activities Committee to co-ordinate the extra curricular activities of the staff. That the School participates in a wide range of sporting and cultural activities is due to the late Principal.

The growth of the School was accelerated during his Principalship. A new staff room, an adequate lobby, and five new classrooms were added. Water-borne sewerage was laid on and the grounds asphalted so the inconvenience experienced in rainy weather is a thing of the past.

He believed that practical and manual training should not be neglected in the secondary classes. He, therefore, extended the curriculum of the Standard 7 classes to include such subjects as woodwork and book-keeping.

The Indian community wholeheartedly endorses the remarks of Mr. I. C. Shipley who, speaking at the funeral service, concluded his oration with these words: "He had breadth of vision that was clearly evident in his work. His eyes were always on the far and wide horizons of race re-

lations, as he once wrote in 'The Mentor': 'In honouring sections of our multi-racial community, let us disparage none.'

"God grant that many more in this Province and in the whole of South

Africa, with that same purpose, true dedication, and clear view of Education, may follow in his steps in the days to come, opening wide the gates of opportunity that ALL may see and follow the Great Light."

The Bantu Education Act.

The Bantu Education Act, which is so agitating the minds of people at the present moment, came into force on the 5th October last year, although the actual transfer and control of Bantu Education from the several Provinces to the Department of Native Affairs of the Union Government took place only on the 1st of January of this year.

Teachers who must be interested in the educational processes of this country will be anxious to know of the provisions and implications of a measure which will have far-reaching effects on all aspects of life in the country. We are, therefore, happy to publish a resumé of an address to our Society by Mr. F. J. van Wyk, of the Institute of Race Relations, on the Bantu Education Act.)

That Bantu Education should be controlled by the Department of Native Affairs was given consideration as far back as 1936, but the war intervened and the matter was shelved. When the present Government came into power, however, it appointed the Eiselen Commission to investigate the position and to make recommendations. It is apparent that the new Division of Bantu Education is implementing recommendations of the Eiselen Report.

The Act itself to provide for the transfer of the administration and control of Native Education to the Union Department of Native Affairs is a brief one, containing 18 sections. The sections provide for the transfer of control, the transfer of personnel, the establishing and prescribing of the constitution and duties of Councils and Boards for the management and control of Government Bantu schools and Bantu community schools. The sections also describe the various regulations which the Minister may make from time to time in regard to Bantu Education, such as the powers and duties of the Secretary of Native Affairs and other officers of the Department, the formulating of a code of discipline for teachers, the provision for religious instruction, etc.

The Act provides for three types of schools: (a) The Bantu Community School; (b) the Government Bantu School; (c) the State-Aided School. The first type of school is that established by the Bantu themselves through a Bantu authority, Native Council, tribe or community. These will be fully or partially subsidised by the Government. The subsidy is given at the discretion of the Minister. Government Bantu Schools are those established by the Minister and will be financed by the State. The State-aided Schools are those established by groups other than the Bantu or the Government itself. Grants in aid may be given to these schools at the discretion of the Minister, who may also revoke his approval of any such school. The Minister in his discretion may also close any Bantu Community School.

Both (a) and (c) types of schools must be registered, failure to do which will be regarded as an offence involving a fine or imprisonment. Registration may be cancelled on a recommendation by the Native Affairs Commission. The (c) type or State-aided Schools will receive aid equivalent to 75 per cent. of their financial requirements. (A recent statement by the Minister of Native Affairs suggests that such aid will in reality not be forthcoming.—Editor.)

Private schools, not envisaged in the Act, will be allowed to function. These are schools financed entirely from private sources and, according to Mr. F. J. de Villiers, the head of the Division of Bantu Education, there will be no interference whatsoever in the running of these schools; they will be allowed to follow their own syllabuses, train and appoint their own teachers, appoint their own school committees, etc. (N.B. — No such provisions are made in the Act itself.—Editor.)

Teachers at present on the teaching staff establishments will retain their salaries and will continue to receive their normal increments if their establishments are transferred to the Union Department of Native Affairs. It is hoped, however, to save about £1,000,000 yearly by gradually replacing highly qualified teachers, mostly men, at present in the lower primary schools, by suitably qualified woman teachers. Vigorous efforts will be made to recruit more Bantu girls for the teaching profession.

Instruction will be in the mother tongue in the lower primary school with the gradual introduction of both official languages. (N.B.—The Eiselen Report recommends that the principle of mother tongue medium be applied in the higher primary and in the secondary classes.—Editor.)

On the question of financing Bantu Education, Mr. de Villiers is of the opinion that monies available from the Consolidated Revenue Fund, together with the four-fifths from direct taxation on the African, would go a long way to meet the requirements of Bantu Education.

Income tax contributions by the Bantu is negligible and although contribution by the Bantu in the form of indirect taxation was considerable. Mr. de Villiers is of the opinion that this, together with their contribution made in the form of "cheap labour," was small in comparison with the total spent by the State on the Bantu's welfare!

As the new Division of Bantu Education is following many of the recommendations of the Eiselen Report, that report is of the greatest importance, for the principles involved in the transfer of Bantu Education to the Department of Native Affairs are to be found both explicit and implicit in the Eiselen Report.

It is obvious to all thinking persons that the question of Bantu Education in South Africa is linked very closely with the two main viewpoints of what the political and economic future of our country should be, namely, the viewpoint that the country should move in the direction of increased separation between the races and the viewpoint that it should move towards the greater integration of the races. It is clear that members of the Eiselen Commission hold the view that there are vital and fundamental differences between the European and the Bantu people of this country. And because they hold this view, they believe that there should be a gradual movement in the direction of the establishment of separate states within the country. They attach very great importance to what they describe as the "culture of the European" and the "culture of the Bantu." And because the Eiselen Commission held such views, it defined the purpose of Bantu Education in so far as the individual was concerned, thus: "From the viewpoint of the individual, the aims of Bantu education are the development of character and intellect and the equipping of the child for his future work and surroundings." The significant phrase is "future work and surroundings." There can be no doubt that the education system visualised by the Eiselen Report is based on segregation.

On the other hand one has those who believe in an integrated society for our country, and who plead for the movement towards common citizenship in a common country and because common citizenship should be our aim, education should help to prepare us for that common citizenship. They believe that "education is not divisible and that educational

aims are universal. The aim of education for them is "to provide the fullest possible opportunity for the development of the individual according to his physical, moral, intellectual and emotional capacities," and for this purpose there is no need to create a separate Department of Bantu Education, for they place the emphasis on the individual rather than on the group or race to which the individual belongs. They believe that "every child is the inheritor of world culture to the full extent of mankind's present attainments and that every child should, therefore, have access to this common cultural heritage." So for them it seems that the transfer of Bantu education is not based on educational aims and principles, but on plans regarding the social and economic opportunities for different members of the community.

At least one of the members of the Eiselen Commission, Professor A. H. Murray, seems to be in general agreement with the views held by this

school of thought. In his dissentient remarks, he said, *inter alia* :

"Education is not there to prepare the individual for some pre-conceived form of society or another. Society follows the natural temper of man, who does not come into being for society's sake, and who is a social or political being only because he is a rational being. If education centres round the individual, the community will become adjusted to his needs, and in this way the community will develop from the individual."

But at the moment we have a Government which believes that the country's racial problems can only be solved by a policy of Apartheid and they follow an educational pattern which conforms to their views, but governments change and those who are opposed to the present Government's view will be given the opportunity of changing the newly introduced system of Bantu Education if they so wish.

Congratulations, says Dr. Mabel Palmer

The following letter was received by the Society when the Trustees received the sum of £10,494 17s. 3d. from the Provincial Accountant towards the Natal Indian School Building Trust.:-

"Dear Mr. Raidoo,

"Mr. Lazarus has just been in to see me and to show me the cheque for £10,494 17s. 3d. received from the Department of Education, and representing the money collected on stop orders by Indian teachers for the purpose of making extensions to Indian schools in Natal.

"May I extend my warmest congratulations to the Natal Indian Teachers' Society on this achievement. I think it is a magnificent effort and worthy of the highest praise. I hope that you will give it the widest possible publicity and that it may serve to make the Europeans ashamed of

the fact that although the Indians pay rates and taxes on exactly the same basis as Europeans, they have to further tax themselves for the supply of necessary school accommodation, which is provided for Europeans as soon as needed, without question and without any further charge.

"I propose to devote a paragraph on the subject, in my book on the 'History of Indians in South Africa'; it is just on the point of completion so that I hope your magnificent effort will receive publicity beyond Natal.

"Again congratulating you,

"Yours very sincerely,

"(Signed) MABEL PALMER,

"Organiser, Non-European Section,
"University of Natal."

THANK YOU VERY MUCH, DR. MABEL PALMER !



His Honour, The Administrator, handing the cheque for £10,494-17-3 to Mr. A. D. Lazarus President of the Society.

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