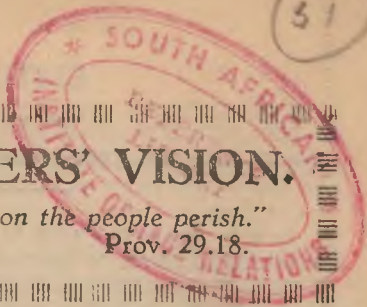


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Prov. 29.18.

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**CAPE AFRICAN TEACHERS' ASSOCIATION.**  
 Established in 1934.

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## EDITORIAL.

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### A PLEA FOR AN EFFECTIVE SYSTEM OF CONSULTATION.

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It is by means of replies to resolutions sent to the Education Department, answers to questions asked and statements by high officials to recommendations made by such bodies as the Native Councils and Missionary Councils that Native teachers gain some idea of the manner in which Native Education is regarded and administered. Except for a poor representation in the Advisory Board on Native Education, Natives and Native Teachers are rarely ever consulted. Questions such as the framing of new syllabuses, of salary scales or matters affecting the employment and dismissal of Native teachers are all discussed and decisions are reached without the people for whom the measures are being adopted are made aware of them. When some pretence at consultation is made, it is to some two or three "self-appointed" members who are themselves confronted with questions that they have not had enough time to study. It is much more to be lamented when it is considered that organised bodies such as Teachers' Associations are given no chance to give a well-considered mandate and thus make their views known to those in authority even through this uncertain channel.

It cannot be argued that the Department only deals with matters specially affecting the interests of Africans at irregular intervals. We feel that there must be some recognised committees whose opinions and suggestions are sought before either definite steps are taken on matters within the field of Native Education or official recommendations are made to higher authority.

Although we are aware that in many instances on which representations by organised bodies of interested and well-informed Africans are made, the Education Department has not a final say or is at best only expected to advise proper quarters, we feel that more sympathetic regard for the feelings and wishes of the African community be entertained. Some matters require increased funds before they can be fully prosecuted and the decision in these instances rests with the Native Affairs Department. The Education Department must, even in these cases, influence the decisions reached. Their opinions are got either by direct correspondence with the headquarters of the Education Departments in the different provinces, or the views are carried to the Natives Representative Council in person by the Chief Inspectors of the provinces. Native members of the Council often complain that very little (if any) time is ever given them to seek necessary information and

expert advice on many questions on Native Education that are brought to the Council for discussion and settlement. Should a wider system of consultation be organised better results and happier decisions would be reached.

We feel that the Department sometimes dismisses too readily questions on which sympathetic guidance would be appreciated. Questions like a definite "must" with regard to the formation of School Committees to govern Native Primary, Training and Secondary and High Schools in rural areas, the establishment of School Boards with Native representation, even though this be casual, in Urban areas, are matters worthy of more serious treatment than we are unhappily led to feel, by the abrupt replies the Department gives. On the other hand, questions like the institution of a modified form of compulsory education where the residents of an area, rural as well as urban, feel is practicable, encouragement by renting school buildings where permanent structures can be put up, Medical Inspection of Native School children, the enforcement of regulations whereby Native children who gain a certain percentage of marks in Std. VI examinations are given a chance to complete the Junior Certificate Course in two years instead of three, the appointment of Native Inspectors who have either teaching experience in Native primary and/or training schools or possess a Native Primary Teachers' Certificate etc., need to be tried to be proved practicable or otherwise. In them the Department needs to consult no outside authority from whom funds are to come.

We need more representative African membership in organisations such as the Departmental Examinations' Committee, the Advisory Board on Native Education, the other committees of the Department where Native Education is discussed either mainly or casually, even to the extent of fifty per cent of the total membership of such committees and boards. It will only be by such a system of increased consultation, mutual assistance and systematic guidance that amicable solutions to common problems will be reached.

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#### NOTES AND NOTICES.

1. In this issue are printed the Department's replies to last year's resolutions. We request delegates to this year's conference, which is the last of the C.A.T.A. and meets at Mount Frere (see notice in this number), to make a detailed study of the replies before framing new motions.
2. Secretaries of Branch Associations are requested to send to the General Secretary of the C.A.T.A., H. N. Yako, Esq., re-

ports of the activities of their associations as well as motions to be discussed in the June conference, as early as possible. Delegates are further reminded that this is the last conference of the C.A.T.A., before the joint conference with the U.T.A.T.A. in East London in June. A record attendance is expected. "Yiza kuzivela, ungayalezeli. Imbulu yaswela umsi-la ngako oko, kwaye nendaba yotyelo ayikholi."

3. The Editor wishes to make known that he has a number of spare copies for sale of the following numbers of the "Vision," June, 1940; December, 1940; June, 1941; and December, 1941. These copies are sold at 3d. each. Useful articles on the teaching of English, Arithmetic, Xhosa, Hygiene, Games and on The C.A.T.A. constitution (very important), Singing, the project method etc., etc., are but a few out of many other articles written in these issues. Make sure you get your copies by ordering in time.
4. Should we not make 1942 a "Victory" year for the Allies and for the "Vision" by contributing freely to a "Victory Fund" any sum we can send to the Deputy Treasurer, C. D. Zulu, Esq., Lovedale, from a tickey to a tenner (10s.)? Try it, it won't hurt, but your contribution will be greatly appreciated and graciously accepted.

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#### NATIVE EDUCATION IN THE FINANCE MINISTER'S BUDGET SPEECH.

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"There is one other adjustment which we think it is necessary to make. It is essential that some improvement should be effected in the provision for Native Education.

In 1939 my predecessor proposed to increase the grant to the Native Trust from three-fifths to five-fifths of the general Native tax while eliminating the fixed annual charge of £340,000 for Native education which appears on the Provincial Administrator's vote.

The net result would have been an additional grant of £180,000. That was in itself an admission of the serious plight into which this branch of our educational system has fallen. To that proposal, however, attached the condition that the administration of Native education should be transferred to the Native Affairs Department.

The scheme fell through at the time, and the proposed transfer has lapsed into the background. In 1940/41, however, we rendered a measure of assistance by raising the grant from three-fifths to two-thirds, which meant the provision of an additional £90,000.

That amount has proved to be far from adequate. It is im-



possible to expect that when there is so much leeway to make up Native education should stand still. The source, however, from which it is financed is one of our most inelastic revenue items. There is already a considerable financial shortfall to be made good. There are cost-of-living allowances which must be paid to teachers. There are other urgently pressing needs.

We propose to increase the grant from two-thirds to five-sixths of the general tax. This involves an amount of £230,000. Our estimate of revenue must therefore be reduced by that amount.

The detail of how this additional amount is to be applied will be a matter to be considered in the first instance by the Department of Native Affairs."

—From "The Good Shepherd."

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## RESOLUTIONS OF CONFERENCE OF CAPE AFRICAN TEACHERS' ASSOCIATION : 1941.

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### RESOLUTION 1 :

1. That the practice of recognising, for salary purposes, service under Education Departments outside the Cape, be extended to include the acceptance of such service for purposes of Good Service Allowance as well.

### REPLY :

By the terms of Act 43 of 1887, only service under this Department can be recognised for Good Service Allowance. The Department will consider the possibility of effecting a change in the law.

2. That the Department be respectfully requested to place all those teachers who hold the T3 and N.P.L. 3 certificates and who have twenty years' meritorious service to their credit, for salary purposes, on the same scales as Native Primary Higher teachers as the combined effect of their training and experience entitles them to such recognition.

### REPLY :

This resolution will be referred to the Departmental Examinations Committee.

3. That the Department be respectfully requested to expedite the drawing up of salary scales for the African principals of Training, Secondary, Practising and Industrial Schools, in view of the desirability of increasing the number of African teachers appointed to these posts.

### REPLY :

There are at present no posts in Industrial Schools under the Department graded as principalships. The question of securing uniformity throughout the four provinces in the scales of salary for African Principals of Secondary and High Schools is receiv-

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ing attention. The scales applying to African principals of Practising Schools were laid down in 1928 and were published in the Education Gazette of December 6, 1928.

4. That the Department be respectfully requested to instruct school managers and circuit inspectors to state fully in writing why they are not prepared to recommend the extension of the probationary appointment period or the placing of the teacher concerned on fixed establishment, where such is the case, as it is necessary for him to know in what respects he has failed to give satisfaction.

REPLY :

Where a teacher's probationary appointment (whether the teacher is European, Coloured or Native) is not extended beyond the terminal date of such appointment, the Department's decision is reached only after full consultation with the local authority and the Circuit Inspector.

No teacher is entitled as of right to be formally notified of the reasons for such a decision of which in the ordinary course he will be well aware. It is not proposed to alter the present procedure in cases of this nature. The Department at all times takes all possible steps to ensure that the legitimate interests of teachers are safeguarded.

5. That the Cape African Teachers' Association views with great dissatisfaction the Department's practice of giving preference in examinerships in Native languages to people who have neither taken post-matriculation courses in Bantu languages nor have ever taught these languages in Training and Secondary schools over teachers who possess such qualifications and have taught the languages.

REPLY :

All applications for examinerships from teachers with experience of post-primary Native language teaching are considered annually on their merits by the Departmental Examinations' Committee. It may be pointed out that the examiners in Native languages for the 1941 Junior Certificate and Senior Certificate examinations comprise three Native graduates, two professors of Bantu languages, one Chief Inspector for Native Education and one Inspector of Schools with special Native language qualifications.

For the Native Teachers' examinations six of the papers have been set by Native graduates, four by Native Departmental Visiting Teachers, and one by a European missionary who has taught the subject for several years in a Training Institution.

6. That the duration of the standard VI examination be extended to three days to enable a fairer distribution of the subjects to be made.

REPLY :

This is being done this year.

- 7 That the posts for African teachers be graded according to qualifications, as is the case for European and Coloured teachers, and that salary scales be attached to each grade.

REPLY :

Salary scales were laid down in 1928 for primary schools and in 1929 for other classes of school. In the case of principal teachers salaries are determined by class of school (i.e. whether primary, secondary etc.) and average enrolment or attendance over a given period.

In the case of assistant teachers salaries are determined in accordance with qualifications.

RESOLUTION 2 :

That the Education Department be requested to expedite the formation of School Boards for the control and management of groups of two or more rural state-aided schools for Native children as provided for in Section 28 sub-section C of Ordinance No. 17 of 1930, and that the Trust be requested to make available funds for the erection of school buildings for such schools.

REPLY :

The section of the Ordinance referred to in this resolution does not provide for the formation of School Boards. It provides for the formation of Committees for the management of United Mission Schools, with a constitution approved by the Superintendent-General of Education.

RESOLUTION 3 :

That the Education Department be requested to recommend to the Provincial Council that the Education Ordinance No. 5 of 1921, as amended, be so further amended as to provide for the formation of school committees with full legal status.

REPLY :

Section 28 of Ordinance No. 17 of 1930 makes provision for the formation of school Committees with full legal status.

RESOLUTION 4 :

Owing to the high cost of living due to the present international situation, this conference requests the Education Department to consider the desirability of giving African teachers some kind of bonus.

REPLY :

This has been done.



#### RESOLUTION 5 :

That the Education Department be requested to refund the deductions made from the Good Service Allowance for pension purposes in respect of those African teachers who relinquish their posts.

#### REPLY :

As the Native teachers' pension contributions cover only a tiny fraction of the total cost of Native teachers' pensions your Association would be well advised to give close re-consideration to this resolution.

It may be pointed out that European and Coloured teachers, who have the privilege of a refund of contributions, must pay a pension contribution amounting to 5 per cent. of the total emoluments, whereas Native teachers pay only on their Good Service Allowance.

#### RESOLUTION 6 :

That the C.A.T.A. is gratified to learn that the Cape Education Department has under consideration the establishment of a new course for the training of advanced teachers in Domestic Science. It is understood that the course which will last for three years is intended for post-matriculation students. The C.A.T.A. desires to submit the following suggestions re the contemplated course for the consideration of the Education Department:—

1. That in view of the fact that the entrance qualifications for this course will be the Matriculation or Senior Certificate, the content of the course aimed at should be of post-matriculation standard.
2. That the course be so arranged that at least two years of it should count towards the B.Sc. degree in Domestic Science of the University of South Africa.
3. That in view of the necessity for the foundation of Domestic Science training upon the basis of a sound knowledge of the natural and biological sciences, it is suggested that this course would be more suitably treated at Fort Hare than in one of the Missionary Institutions.
4. In view of the importance of this course not only for the Cape Province but also for the other provinces that the other Provincial Education Departments be invited to co-operate with the Cape Education Department in this scheme.

#### REPLY :

1. The content of the course contemplated is of post matriculation standard, though it has been necessary to keep in mind the fact that entrants to the course may include those who have not taken Domestic Science as a subject for the Senior Certificate as well as those who have.

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2. This does not fall within the competence of the Education Department and would involve negotiation with the authorities of the University of South Africa. Those who complete the course will be graded as graduates for salary purposes.
3. This suggestion is noted.
4. When arrangements have been completed for the inauguration of the course, wide publicity will be given to it.

RESOLUTION 7 :

That the Education Department be requested to take to itself the entire financing of Native Secondary Education so as to help to reduce the exorbitant school fees charged by the missions.

REPLY :

The relatively high tuition fees for pupils in Native Secondary schools under Missions as compared with schools under School Boards is due to the fact that in Secondary Mission schools only two-thirds of the salaries of teachers is paid by the Department, the remaining one-third having to be met by the Missions. The whole question of the payment of the salaries of such teachers is now under consideration.

RESOLUTION 8 :

That the Education Department be respectively requested to recommend to the Provincial Council that the ordinance governing the payment of African teachers on sick leave be so altered that the following system will apply :—

1st Quarter : full salary; 2nd Quarter : 1st month,  $\frac{3}{4}$  of salary; 2nd month,  $\frac{1}{2}$  of salary; 3rd month,  $\frac{1}{4}$  of salary.

REPLY :

The Superintendent-General of Education will take up this matter and see what can be done to give effect to the resolution.

RESOLUTION 9 :

That the Education Department be requested to ask the Controller of Stores to endeavour to execute orders for books expeditiously so as to save the teachers from the necessity of waiting unduly long for their supplies and the consequent disorganisation of the work.

REPLY :

This resolution will be forwarded to the Controller of Stores.

RESOLUTION 10 :

That the Department be respectively requested to extend the privilege of recommending special consideration of destitute cases for a free supply of school requisites, which at present obtains

only in schools under the control of School Boards, to mission schools.

REPLY :

Provision for the free supply of school requisites to destitute children is already made in terms of Section 12 (4) of Ordinance No. 14 of 1923 (as amended by Section 22 of Ordinance No. 25 of 1928.) This provides for remissions not exceeding 50 per cent. of the total value of books and requisites supplied to pupils in standards up to and including standard VI. The possibility of further extension of this privilege will receive consideration

RESOLUTION 11 :

That the Department be requested to state whether or not it regards the National Senior Certificate as being equivalent, for salary purposes, to the Cape Departmental Senior Certificate.

REPLY :

Yes, for salary purposes, the National Senior Certificate is so regarded.

RESOLUTION 12 :

That the Education Department be respectfully requested to make a regulation that in future European teachers appointed to schools for African pupils should be such teachers as do know and speak the prominent Bantu language used in the area in which the school is situated.

REPLY :

This is not practicable, however desirable it may be that such European teachers should know a Native language.

RESOLUTION 13 :

That the Department be requested to make it compulsory, as from December 1942, that candidates for both the Junior Certificate and the N.P.L.3 examinations be examined in prescribed Vernacular books.

REPLY :

1. It is a Departmental regulation that two years notice must be given of any change in the syllabus of any Departmental examination.
2. With regard to the Junior Certificate examination the attention of your Association is directed to new syllabus which appeared in the Education Gazette of the 16th October 1941.
3. N.P.L.3 candidates are already examined orally in prescribed vernacular books, and for the written examination part of the paper is based upon the prescribed books. This portion of the resolution will however be referred to the January meeting of the Departmental Examinations Committee.



RESOLUTION 14 :

That the Education Department be respectfully requested to appoint a qualified African graduate or graduates to assist in the examination of the Vernacular.

REPLY :

It is not clear whether this resolution refers to oral or written examinations. If the reference is to written examinations your Association's attention is directed to the reply given to Resolution 5. With regard to oral examinations it is pointed out that these are normally conducted by the Chief Inspector for Native Education.

RESOLUTION 15 :

That the Education Department be respectfully requested to supply the C.A.T.A. with a copy of the Draft syllabuses for the proposed Domestic Science Course for African teachers.

REPLY :

The draft syllabus will be supplied at an early date.

RESOLUTION 16 :

That the C.A.T.A. deplores the suggestion of some circuit inspectors that the adoption of the vernacular as a medium of instruction up to standard VI is the only means of facilitating the educational progress of the African child.

REPLY :

The resolution is noted.

RESOLUTION 17 :

That the Education Department's attention be drawn to the provoking nature of the following extract from Longman's English Reading Books for Native schools (Book II.) :—

MEALIES

“What is it you live on,  
Kafir in the kraal ?”  
“Mealies, missis, mealies,  
And they make us strong and tall.”  
“What is it you grind, boy,  
For horses and for kine ?”  
“Cobs and mealies, missis,  
And they make them fat and fine.”

That the Department be requested not to catalogue in future any school books which are deliberately intended to be provocative to any section of the community.

REPLY :

The suggestion that the verses quoted are “deliberately intended to be provocative” is not warranted. It has been ascertained that

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the book from which the extract is taken has been on the catalogue for 20 years. The resolution will be referred to the Departmental Book Committee for suitable action.

RESOLUTION 18 :

That the Education Department be respectfully requested to instruct the Committee responsible for the Revision of the Native Primary School course so to raise the standard for each class that it will enable the Native children to do the Junior Certificate course in two years instead of in three as is the case at present.

REPLY :

This resolution will be kept in mind. It should, however, be noted that :

1. The present percentage of successes at the Native standard VI examination is under 60;
2. the percentage of successes for Native candidates at the Junior Certificate examination (even after 3 years of study) is substantially lower than for the Province as a whole.
3. There is nothing to prevent schools from making the Junior Certificate course a two years course even now.

RESOLUTION 19 :

That in view of the high cost of living in the following areas :— Cape Town, East London, Kimberley and Port Elizabeth, the Department be respectfully requested to increase the cost of living allowance in respect of these areas to £18 for single teachers and £36 for married teachers.

REPLY :

The Department does not see its way at the present time to recommending to the Native Affairs Department an increase in the cost of living allowance, particularly in view of the fact that a special "war cost of living allowance" is being paid as from the 1st January 1941.

RESOLUTION 20 :

That the Department be respectfully requested to release to the Press the results of the Native Teachers' Examinations as soon as they are ready.

REPLY :

It is important that the results of the Native Teachers' Examinations should reach the candidates and the institutions as soon as possible. At present this is done by telegraphing the results to the institutions from which candidates are entered. The Department will however approach the press with a view to having the names of successful candidates published.

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#### RESOLUTION 21 :

That the C.A.T.A. appreciates the efforts made by the Department to give financial help to deserving cases as evidenced in the Bursary scheme enunciated by Mr. Storey in his address to this year's meeting of the United Transkeian Territories General Council.

#### REPLY :

The expression of appreciation is noted.

#### RESOLUTION 22 :

That the Department be respectfully requested to study the salary scales drawn up by the Federaton of South African Native Teachers with a view to introducing them as early as possible .

#### REPLY :

The scales will be sent to the Native Affairs Department. It must however be pointed out that it has not so far been found possible to apply in full the lower salary scales of 1928.

#### RESOLUTION 23 :

That the Department be respectfully requested to send its representative to all our conferences.

#### REPLY :

The request is noted. It is not always possible for the Chief Inspector for Native Education or his deputy to be present at teachers' conferences. The Association is asked to issue its invitation early so that it may receive attention.

#### MATTERS ON WHICH INFORMATION IS SOUGHT

1. Adjustment of salary scales in certain specific cases—e.g.
  - (a) Mr. H. H. Yako. Matriculation plus professional certificate; Qokolweni Higher Mission School, Mqanduli.
  - (b) Mr. C. M. Singapi. B.A. II plus Native Primtr yHigher Umtata Native Practising School, Umtata.

#### REPLY :

- (a) Mr. H. H. Yako is in receipt of the correct salary to which his qualifications entitle him.
  - (b) Mr. C. M. Singapi is in receipt of the correct salary to which his qualifications entitle hm, as Principal of a Practising School.
2. Whether the Department intends fulfilling its promise, as expressed in its letter dated 20th August, 1939, to the General Secretary of the C.A.T.A. with regard to holders of the Fort Hare Diploma who subsequently obtain the University Education Diploma.

REPLY :

This is not understood. The Department addressed no letter to the C.A.T.A. on the 20th August 1939. If the Department's letter of 20th March 1939 is referred to, that letter gave no promise, as is alleged. The letter of 20th March made no mention of University Education Diploma but referred to further approved qualifications.

3. Whether the Department intends making public the "findings" of :

- (a) The Committee appointed to inquire into the causes of strikes.
- (b) The recommendations of the Committee on Native Secondary Education.

REPLY :

It is not intended to make these reports public.

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## The Chief Inspector's Address to Bunga

The following is the address given by Mr. H. N. Storey, Acting Chief Inspector of Native Education, to the Bunga, on 22nd April, 1942.

Mr. Chairman, Members of the General Council, I am happy to bring you greetings from the Superintendent-General of Education and to thank you for your invitation to the Superintendent-General of Education's representatives to take part in your discussions on educational matters.

When I had the privilege of addressing the Council last year, I made a broad survey of the whole field of Native education from the point of view of recent development. I gave also some account of new Native schools under School Board that were being built from S.A. Native Trust funds.

I need not, therefore, traverse this ground again.

During the financial year just ended we were able to appoint about 275 additional teachers (250 to primary schools), to aid 20 primary schools hitherto unaided, to open two new secondary schools and to place one unaided secondary school (Lourdes) on the aided list.

During the current financial year we shall be able to appoint some 160 additional teachers and we have earmarked 30 of these

grants to aid schools which at present are not receiving aid.

It will be noted that for the year 1942-43 we are not able to appoint as many additional teachers as we were able to appoint last year, and the reason is one which I am sure the Council will appreciate.

In an educational system you have to consider the interests of the teachers as well as those of the schools, indeed the two are linked together as one whole.

Since the year 1928 when the Native Affairs Commission's salary scales were drawn up, increments to salaries of teachers in primary schools have been paid in 1930 and 1940 only.

In 1930 these teachers received one increment of £3 for each five years' service completed. In 1940 an increment of £3 was paid to every teacher who had completed or would complete 3 years service during the financial year 1940-41. And it has now been decided to pay an increment of £3 to every teacher who has completed or will complete one year's service in 1942-43.

No one will I feel grudge the decision of the Government to make this welcome if small addition to the salaries of our teachers, even if it should mean a temporary slowing down in expansion.

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I wish now to give you a few facts bearing specifically on Native education in the Transkeian Native Territories.

And first may I say that when we are trying to allocate, as fairly as we can, grants for additional teachers in primary schools, from funds which are made available to us, we have to try and balance the claims of unaided schools (which are generally small and often housed in poor buildings, but where the teachers are paid by the people) against the claims of aided schools (which are sometimes very big and often carry more children per teacher than any teacher can fairly be expected to manage).

To help towards the solution of this thorny problem I have lately been collecting and analysing statistics, and I would like to place some of these before you to give a picture similar to that which I believe Mr. Welsh sketched for the Council a few years ago.

To get a standard of comparison I take the total population of the Cape Province (European, Coloured and Bantu separately), as given in the 1936 census returns, and set over against these the total school enrolments for the same years. This is what you find:—

The percentage of European school enrolment to European population is 20.

The percentage of Coloured school enrolment to Coloured population is 17.

The percentage of Native school enrolment to Native population is 8.7.

Taking the Transkeian Territories alone, the Native school enrolment represents just over 9 per cent. of the total population. But this percentage varies in a most striking way in different parts of the Territories. It rises as high as 16 in Mount Frere, Matatiele and Butterworth, higher still (17) in the Tsomo district and reaches the peak (17.8) in Nqamakwe. These high figures are remarkable when we remember that school attendance is voluntary. At the other end of the scale the figure drops to 4.5 in Bizana and Mqanduli, 3 in Port St. John's, and 1.6 in Elliotdale.

I suppose the reasons for this wide variation are partly historical and partly economic. But there are the facts! we have these two blocks one in the north, the other in the south of the Territories—where education seems to have "caught" on, and another proungressive people in the districts of Qumbu and Mount Frere, with more backward areas sandwiched in between and also stretching along the coastal belt. I do not say the schools are any better in these educationally progressive districts than in other parts, but the people are keen on education; they want their children to go to school.

In order to complete the picture I have also worked out for each district of the Transkei the increase in enrolment from 1936 (when the last Census was taken) to the end of 1940 and it is encouraging to find that the most backward areas show the

# C.A.T.A. CONFERENCE AT MOUNT FRERE

25th to 27th JUNE, 1942.

The attention of Delegates and Visiting Teachers is drawn to the following :—

- (1) Venue of Conference Sessions: Pilgrims Industrial Institute.
- (2) Charges for Boarding and Lodging: 3s. 6d. per day.
- (3) Arrival of Buses from Umtata and Kokstad: 12 noon daily except Sunday.
- (4) Reception in Pilgrims Industrial Institute, Wednesday 24th June, 1942.
- (5) Arrival of Delegates and Visiting Teachers: 24th June 1942.

NOTE :—

- (a) All correspondence re-Conference at Mount Frere to be addressed to :—

MR. A. NOVUKELA,  
Toleni B. P. C. School,  
Mount Frere.

- (b) All teachers travelling through Umtata must notify the General Secretary, C.A.T.A., P.O. Box 207, Umtata, by the first week of June, so that suitable arrangements can be made for them on the bus to Mount Frere.
- (c) All motions must be sent to the General Secretary before the 30th of May, 1942.

(Signed) H. N. YAKO,  
General Secretary,  
Cape African Teachers' Association,  
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highest percentage increase. This gives us ground for believing that things are gradually improving, though there is still a heavy leeway to overtake.

I ought also to say that my figures take account of aided schools only. In several districts which do not make a very good show on the 1936 statistics there are a number of schools where the teachers are paid by the people.

I feel that we ought as far as possible to nurse these people who are trying to help on the cause of education. And to the limit of our funds we add a few schools each year to our aided list. Last year we added 20, this year we shall add 30 and the Transkei will get its full share.

Turning now to secondary education it may interest you to know that there are altogether 22 aided and 2 unaided Native secondary or high schools serving the Native people, and that 13 of them are in the Transkeian Territories, though, as you are aware, it is no uncommon thing for pupils whose homes are in the Transkei to migrate to the Ciskei for their secondary education and vice versa. And so a boy, for example, living in say Mount Frere or Matatiele may go to Healdtown or Lovedale to take his Junior Certificate course and a boy from Alice may find his way to Clarkebury or Umtata.

Now the first thing that strikes one about the distribution of the Native secondary schools is that they are not spaced out on

any definite geographical plan. That is inevitable because secondary education quite naturally developed in the first instance at centres where there were teacher training courses and where there were boarding facilities.

Recently a good many people have been asking whether the time has not come when we ought to consider the possibility of establishing day secondary schools at suitable centres, schools which would serve the needs of a definite locality, so that pupils might live at home and get their education on the spot so to speak. A resolution in this sense was taken at the last session of the Ciskeian General Council and I see that a similar resolution has been tabled for discussion at your Council.

On the general question I must point out that there are certain special difficulties connected with the establishment of such schools—difficulties concerning buildings, equipment, staffing and the payment of salaries, for as you know secondary education is much more costly than primary.

It may moreover be argued with some force that a few large, properly equipped and adequately staffed secondary schools are to be preferred to a larger number of small, struggling, and less efficient schools which may be always in danger of languishing for lack of numbers.

Still there are undoubtedly certain rural areas in the Transkei where primary educa-

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tion has reached a relatively advanced stage, in such areas there are clusters of large Standard VI schools within a small radius; pupils from these schools often cannot afford to go to boarding institutions where the fees are high, and if they desire to proceed to a secondary course they tend to migrate to the towns, where secondary education may be obtained at a cheaper rate, but where living conditions are far less wholesome than could be wished for.

The Superintendent-General of Education is therefore giving close and sympathetic consideration to the needs of these pupils and the Department is at present making a survey of the rural areas with a view to determining where groups of Standard VI schools could adequately support a secondary school.

Such a survey is an essential first step: it will give us the facts and supply us with the necessary statistical information, in the light of which any application for a secondary school in a rural district may be considered.

Before leaving the subject of secondary education those who enjoy statistics and who measure educational progress by the number of examination successes may like to know that last year 492 Native pupils took the Junior Certificate examination and 343 passed, i.e. 71%. For the secondary schools in the Transkei the percentage of passes was 72. The Senior Certificate was taken by 74 Native candidates and 37 passed,

i.e. 50%. From the Transkei alone 9 out of 16 passed the Senior Certificate examination.

In conclusion, there are one or two other matters to which I would like to refer very briefly. As I understand it the modern view of education is that however important the school may be as a place where children learn to read and write and do sums and drink in facts about history and geography, the school should have a wider function than this. Somehow you have to try to touch the whole life of the people—not forgetting the life of the grown up people in the home and the village.

As one aid towards making the school a centre of the social life of the community we began a few years ago to train a number of female visiting teachers. We call them Jeanes teachers; they call themselves Abancedisi (those who help), and this name describes them perfectly.

Each year on the recommendation of inspectors and managers we choose four Native women trained teachers who, over a period of not less than three years, have shown special aptitude for teaching and who have proved themselves to be women of good character, attractive personality and as having gifts for leadership. We then give them one year's specialised training at All Saints', one of our Transkeian Training Institutions. This special course concentrates on child study, child welfare, practical housecraft, village economics and community work gen-

erally, including a training in how to run a school clinic.

When these women have completed their training we attach them to an inspector and they are given charge of a small group of schools, generally not more than six or eight. Their work is to encourage the teachers of these schools to achieve by their own initiative and enterprise a higher level of teaching especially in the sub-standards; better instruction in practical hygiene; a higher standard of cleanliness among the children in the school and around it. Also—and this is a most important part of their work—they visit the homes of the people and organise meetings of the women at which they give lessons and demonstrations in child welfare, personal and domestic hygiene, home management, gardening and cooking.

I have seen these abancedisi at work and I know that the Education Department has reason to be proud of them. The point is, that they are training teachers, but their duties are not confined to the school. They are interested in the health and general welfare of the children as well as in seeing that the children are taught to read and write and do sums.

Two or three years ago, on the happy inspiration I believe, of the Chief Native Commissioner of the Ciskei, this idea was still further extended. The Ciskeian General Council undertook the expense of sending two women teachers, specially selected, to

take the Jeanes course at All Saints and then to go on to Fort Cox for six months intensive training in gardening, vegetable growing, poultry-keeping and other activities. They left Fort Cox last June and now they are back in the Ciskei working as home demonstrators. I regard this as a most important development. Here are two women, with all the prestige of a general and specialised knowledge of teaching methods, loan by the Education Department to the Native Affairs Department to try and raise the general level of life among their own people.

I know that you, Mr. Chairman, are specially interested in this question and that you are impressed with the need of training Native females to work in the homes and among the Native women in rural areas.

It seems to me that All Saints and Nyanga for the Transikei could offer facilities for an ideal combined training along these lines. I feel sure that the necessary supply of applicants for such a course would be forthcoming and I have little doubt that the Education Department would welcome the opportunity of collaborating with you, Sir, and the General Council, in floating education off from the realm of mere bookwork and making it a real thing, touching the life of the people at its heart and centre—the home.

# THE TEACHING OF ENGLISH READING TO BEGINNERS

*By Miss H. F. Mzulwini.*

English reading is still a problem to most teachers. The method which is taught in Training Schools is not properly carried out. If teachers would prepare the lesson thoroughly before they take it, reading lessons would be quite easy. The teachers of the Primary Schools have not yet realised that they must use English for English lessons. There should be no translation of English into Xhosa, when the word can be explained in English. In my opinion Juta's English Reader for Bantu Schools is very useful.

**METHOD :** Take Phonic Drill for ten minutes. It is a great help towards pronouncing the words correctly. At the beginning of every lesson there should be a breathing exercise. For example :—

**Subject :** English Reading.

**Class :** Std. I.

**Time :** 30 Minutes.

**BREATHING EXERCISES:**—Tell the class to breathe in deeply and when they breathe out they say the sound number 12—ay—yay—yay—yay.

**SPEECH WORK :**—Maintain, waylay, day break. Then comes

**PHONIC DRILL :**—Rain, Pain, Train, Tale, Sail. Now these words agree with the sound I have used for my breathing exercise. The children are sure to pronounce them correctly.

In the story comes some words the children cannot read, e.g. "away," "asked," "chick." Teach these new words like this :—

**AWAY :** Tell one child to go away. Now, ask the class : "What is she doing?" "She is going away." Write the word "away" on the B.B. and let the children pronounce it. Let them write it six times, pronouncing it, but they should not spell it.

**ASKED :** Show a piece of chalk or whatever it is and ask the class what it is. Now say to the class, "I asked you what this is. What did I do?" "You asked us what that is. "Now write the word "asked" on the B.B. and let the class write it six times on their slates. Remember these words are new to the children, so they must be explained thoroughly.

CHICK : Draw a sketch of a chick on the B.B. and ask the class, "What is this?" "That is a chick." Write it on the black-board. The children pronounce it and write it six times on their slates.

It may be that by the time you finish this you will have used up your time. Don't you worry. Be sure that you have driven the lesson home. Let the class read the words individually. The following day you will start the reading of the story.

Some of the teachers who have been finding this lesson difficult will welcome this new method. Try it you will succeed.

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# THE TEACHERS' VISION.

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

# Editorial.

## CLASS INSPECTION.

The long-contemplated scheme of class inspection in Native schools was introduced in some areas a few years ago, and in certain other areas only last year. Prior to putting the scheme into effect the circuit inspector calls the teachers' to a meeting and explains to them the scheme he means to adopt in connection with inspection in his area. This system of inspection extends from the Sub-standards to Standard V.

In order to meet the inspector's requirements, each teacher is required to keep a record of all tests set for the quarterly examinations. When the time of inspection comes, the teacher sets a final test on which to make the necessary promotions. It is always in the promotions that trouble and misunderstanding arise between teacher and parents.

Trouble arises in this way; no parent likes to see his children fail. The blame always goes to the teacher whose defence is "the inspector failed the child," and there ends the matter.

Now, how many teachers overcome this difficulty when they have to inspect and promote the pupils themselves? The reply is, as given by some inspectors, "Let the child go on to the next class even though he has failed, and carry on like that until he reaches the sixth standard, where he will meet his doom. In this way peace, happiness and harmony will be maintained between the teacher and the parents of the children." This reply is quite satisfactory and suits the conditions of the Std. I to Std. V. teacher, but what of the Std. VI teacher who is denied the "boon" and is flooded with weak pupils? This is nothing other than robbing Peter to pay Paul.

In one particular area the inspector stated that he did not believe in the system of inspection he has to carry on, as he comes only once a year to any school and gives tests which sometimes prove very difficult for the children. He contends that the class teacher is a better man to set the examination test and do the promotions, because he has been working with the class for almost a year, and knows very well what pupils deserve to pass or fail. This contention is 50 per cent correct, because if the teachers were the competent and efficient servants we are made to understand they now are, why has the department spent large sums on Inspectors' salaries? Would it lower the prestige of the inspector to consult the class teacher when making classifications?

There are many reasons against class inspection, chief of which are :—(a) that tests are set by the teacher and consequently he marks the scripts and makes the promotions and classifications. Who is going to draw the report on the year's work ? (b) Teachers are not all sufficiently conscientious in their work. Will this system not encourage them to shirk their duty ? (c) Where this system has been in practice, several complaints in respect of pupils turned out have been brought forth, e.g. Pupils certified to have passed Std. IV cannot work simple addition involving sovereigns, crowns, half-crowns, florins etc. In Xhosa Grammar pupils can hardly tell the classes of nouns. Geography and History leave much to be desired.

One wonders why all inspectors are fast embarking on this scheme. It is now well over ten years the Education Department employed D.V.T.'s to assist in giving instruction in Native schools with a view to improving the standard of education. Unfortunately these men did not do the work they were originally appointed to do. They carried on inspectorial duties. Mostly, however, they rendered their services quite satisfactorily. Now, under this new system, one asks, "What are these D.V.T.'s going to do ? If they are relieved of their services as Assistant Inspectors and yet give no instruction and assistance in schools. It would have served a more useful purpose, if the Inspectors felt that time was now opportune to grant Africans a greater measure of freedom in the running of their schools, to have requested the Education Department to appoint Africans as Inspectors of Schools.

It was only last year that the Department relieved the Inspectors of the strenuous task of marking Std. VI examination scripts by assigning the work to some of the staff of Training, Secondary and High Schools. This was as it should have been, as the pupils turned out from Std. VI apply for admission to either of these departments. Therefore, the teachers responsible for the marking of the scripts satisfy themselves that such pupils as pass deserve to pass.

It is rightly feared that the cessation of the Inspector's formal visits will remove the one sure incentive which made the teachers to exert themselves in their work for fear of getting bad reports and the consequent dismissal as unfit. Now, as soon as the teacher knows that he is both master and servant of his work, things are sure to drift lee-way.

It is not by virtue of qualifications that all qualified men are capable of imparting their knowledge. Here the Inspector's services play the most important part. When there are no inspections conducted by competent officials of the Department where thoroughness and efficiency be proved ? If the teachers are thus encourag-

ed to work in order to win the parents' affection and so maintain happiness and harmony, in their respective localities, it will be that the whole structure of Native education is being built on sand.

Teachers in Native education are faced with many serious problems of understaffing, poor equipment, absence of compulsory education resulting in poor and irregular attendance, normal and mentally deficient children all attending school under the same teacher in the same school. What of other "amenities" found indispensable in European and Coloured schools that are denied the African child because of the manner in which his education is financed? In the face of all these handicaps is it not expecting too much from a man already overburdened and ill-equipped to impose so responsible a duty as classifying for promotion his children? We must hasten slowly lest our good intentions prove disastrous to an edifice we have spent years and labour to erect.

J. J. N.

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#### NOTES AND NOTICES.

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1. The Joint C.A.T.A.-U.T.A.T.A. Conference at East London will meet in December, 1942, and not in June as was printed in the March number of the "Vision."
2. Delegates to conference in June at Mount Frere are reminded to carry bed linen, at least three blankets, two pillows, etc. and every necessary clothing to keep them warm, as Mount Frere is particularly cold this winter.
3. Secretaries of Branch Associations who have not as yet sent in their reports and motions to the General Secretary are requested to do so as soon as possible.
4. The Editorial Board will be pleased if delegates will come to conference with lists of new subscribers to the "Vision," and the subscriptions, from their respective areas.

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#### MOTIONS FOR THE C.A.T.A. CONFERENCE AT MT. FRERE

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1. That the Cape Education Department be respectfully requested to advise its inspectors to draw a uniform time table for use on the annual inspection of each primary school for Native people and that this time table be issued with Class Schedules.
2. That the Education Department be respectfully requested to regard its D.V.T.'s as purely Native School Inspectors and



the name D.V.T. be deleted and supplanted by Native Inspectors with the scale of salary revised to fit in with their work and name.

3. That the Manager system in Native schools be abolished and be supplanted by School Boards.
4. That the teachers lately appointed be given two years probation instead of one and a quarter, as most of them fail to turn out good results during or after the first year, owing to lack of experience.
5. That the Native Primary Lower Certificate be abolished and superceded by the Native Primary Higher Certificate to be named Native Teachers' Primary Certificate, whose entrance certificate will be the University Junior Certificate.
6. That no teacher be debarred from obtaining a suitable post through lack of previous experience.
7. That the Education Department be asked to furnish Native schools with all necessary school equipment such as wall maps, garden tools and barrows, if geography and gardening are to be taught successfully.
8. That owing to the high cost of living and owing to the most disgracefully low salaries paid to Native teachers, the Education Department or the Administration be asked to expedite standardise a humane and civilized scale of Native Teachers' salaries which has long been overdue.
9. That Medical Inspection of pupils attending Native Schools be introduced.
10. That music be conscientiously and carefully taught to student teachers attending Native Training Schools.
11. That the Education Department be respectfully asked to set out a regular and definite plan for its officials in the line of school buildings. (Mount Frere).
12. That the Cape Education Department be requested to encourage commercial training in Secondary Schools in view of the fact that more avenues of employment are being created.
13. That the Cape Education Department be requested to foster the establishment of a post-Matriculation Wood-work Course in a few specified centres.
14. That the entrance certificate of Native teachers be raised to J.C. for the Primary Lower course and Matric. for the P.H. course.
15. That increments be paid to African teachers in African schools on the same basis as is paid to Coloured teachers for the attainment of J.C., Matric., and first and second years towards the degree.

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16. That in view of the present scarcity of African women qualified to teach domestic science in Native Secondary Schools, the C.A.T.A. deplores the enforcement of the Domestic Science course as a *sine qua non* of Secondary education..
17. That instead of the vague and yet very wide syllabus at present allocated to Std. VI in Native Schools, the C.A.T.A. respectfully requests the Education Department to adopt the scope of work in this subject as prescribed in "Juta's New History Readers," second edition, Std. VI." (Kimberley).
18. That the Education Department be respectfully requested to provide a scheme for training Social Welfare Workers among the Africans.
19. That the Educational Native Institutions be respectfully requested to provide accommodation for African Teachers who desire to live within the Institution premises.
20. That something must be done by the C.A.T.A. to ensure the regularity of the issues of the "Vision."
21. That the C.A.T.A. should consider some method of improving their funds.
22. That a Union-wide magazine be considered by the C.A.T.A. as it is essential.
23. That the Native Trust be asked to erect all new schools in newly acquired land (released areas) and to extend this policy generally.
24. That the Primary School Syllabus is partly responsible for for the three-year course instead of two years in the J.C. and that therefore improvements be effected in the said syllabus
25. That the Department be respectfully requested to consult with School Boards with a view to seeing that the teaching of wood-work and domestic science in the New Secondary Schools is suspended until such time as there will be qualified Africans to undertake such work.
26. That a salary scale for African Principal Teachers in post-primady schools be drawn up by the Department.
27. That the 1928 scale of salaries is now out of date and it is high time that a new one was drawn up.
28. That the Education Department be asked to appoint African Graduates as Inspectors of Native Schools and that such inspectors should be entirely responsible for vernacular inspection especially in post primary schools.
29. That one of the qualifications for European Teachers coming to Native work be the knowledge of the chief Native language spoken by the majority of the students of that particular school. (V.E. and F. B.).

30. That in view of the increasing need on the part of the Education Department for appointment of Circuit Inspectors for certain subjects of the Primary School Curriculum e.g. hand-work; this association requests that such competent visiting teachers as will give instruction on such and similar subjects be first appointed.
31. This association respectfully asks the C.A.T.A. to urge the responsible officials to resume the vital function of producing and distributing the "Teachers' Vision" regularly.  
(E.M.A.T.A.).
32. That the C.A.T.A. consider how the Department may be induced to respond favourably to requisitions of school teaching aids or apparatus if the Department's demand for good results or successful teaching is to be satisfied; e.g. maps, furniture and weaving or handwork apparatus.
33. That Native teachers at the head of Industrial schools be granted some allowance in recognition of the increased responsibility they have to bear. (U.A.T.A.).

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### THE VALUE OF A DRILL PERIOD IN THE TEACHING OF ARITHMETIC.

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One of the great defects in arithmetic in our schools is the inability of the pupils to work rapidly and accurately. In order to develop this faculty a period of each lesson should be devoted to drill in the fundamentals. Part of this time should be oral and part should be written. After the oral work in drill in the fundamentals a short period of written work should follow with specially prepared cards, e.g. Standard I Addition :—

1. 17	2. 16	3. 28	4. 16	5. 38
18	18	25	19	16
19	17	38	17	23
—	—	—	—	—
xx	xx	xx	xx	xx
—	—	—	—	—
6. 36	7. 29	8. 27	9. 19	10. 28
28	16	16	14	16
19	18	17	18	19
16	23	24	15	12
—	—	—	—	—
xx	xx	xx	xx	xx
—	—	—	—	—



**ADDITIONAL MOTIONS FOR THE C.A.T.A. CONFERENCE  
AT MOUNT FRERE.**

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34. That the Department be requested that on the recommendation of the Circuit Inspector, teachers who have five years' experience, and who are on the G.S.A., be allowed to take the N.P.H. Course in one year without being compelled to write the Junior Certificate.
35. That as the present C.A.T.A. officials are not practically acquainted with the conditions and the difficulties prevailing in the Primary Schools, the C.A.T.A. conference is humbly requested to consider the immediate election of a cabinet representative of all sections in the teaching profession.
36. That the Department be requested to instruct managers of schools to furnish or to explain to teachers all regulations and proclamations likely to affect the teachers' interest, particularly section 353 of Ordinance No. 5 of 1921, and other publications, supplementary heretofore.
37. That as hand work has become so important a subject in the curriculum of the Primary Schools, the Department be respectfully requested to furnish these schools with material or subsidise the teaching of handwork.
38. That in view of the scarcity of Domestic Science Teachers in the African Secondary and High Schools, and the difficulties met with in the staffing of such schools, this house resolves that the Dept. be requested in conjunction with other Education Depts. in the other provinces, to press for the course in domestic science leading to the degree of B. Sc. in domestic science at the S.A. Native College, and that the same departments set the ball rolling by providing scholarships obtainable at that college.
39. That this house respectfully recommends to the department, the immediate overhaul of the present system of teaching Xhosa Grammar and cause same to be taught in line with modern principles of Education.
40. (a) That instead of the G.S.A., the Department be requested to establish a definite scale of pay with substantial annual increments and further, that teachers be allowed to contribute for pension facilities.  
(b) That in the event of the scheme being approved, Teachers already on the G.S.A. list have it submerged in their salaries. (E.L.B.T.A.).

41. That the Education Department be respectfully asked to issue First Grade and Second Grade Certificates to successful candidates in the Std. VI examinations.
42. That the Education Department be respectfully asked that in order to encourage and increase higher qualifications for the Primary School Teacher, the Department pay a substantial allowance for the Matric. Certificate or equivalent.
43. That the Education Department be respectfully requested to employ a teacher for **only once** on a probationary period, viz. his first appointment as a teacher under the Department, and if said teacher takes up a subsequent post elsewhere he be employed permanently directly he takes up this post because he has served his probation already under this Dept.
44. That the Education Department be asked to exercise strict scrutiny in the approval of temporary appointments of qualified teachers, as competent qualified teachers are sometimes temporarily nominated as substitutes to teachers who have exactly the same qualifications only because the latter may not be available at the time and so the former have to act until such time that the latter are able to come and take up these posts.
45. In view of the fact that up to now Native Education has always suffered from that African Teachers are bound to induce other means of earning their living as the result of their inadequate salaries, the C.A.T.A. earnestly requests the Education Department to put African Teachers on the same footing in salary scales as Coloured teachers.
46. That the C.A.T.A. urge the Department to provide for proper officers for medical and dental examinations of all African school children and a free and efficient treatment of those found to be in need of help.
47. In view of the increasing demand for Secondary Education for African children as a means of obtaining employment the C.A.T.A. requests the Dept. to provide for more Day and Boarding Secondary Schools in all big African centres both urban and rural areas.
48. That the Education Department be requested to expedite the drawing up of a permanent pension scheme for all African teachers under its employment, on the same lines as the European and Coloured teachers. African teachers, though drawing comparatively low salaries are prepared to contribute the necessary 5 per cent. towards their pension.

(G.G.A.T.A.)

49. That the C.A.T.A. should consider the advisability of establishing a Sub-Committee to be known as "The Appointment's Committee" whose duties shall be to see that in all vacancies occurring in Native Schools, all things being equal Native Teachers should get first preference. Whenever necessary, when a post is advertised, this Sub-Committee should communicate with the appointing authorities and also with the Education Department.
50. That the C.A.T.A. should respectfully request the Education Department that the average daily attendance allowance for Native Principals in Native Primary Schools be extended beyond its limit of 250, and that it be £6 per annum for every unit of 40 or over and above 250.
51. That the C.A.T.A. wishes to know whether it is a policy or rather regulation of the Department not to appoint a Native teacher as Principal of a school, when there is a European teacher or teachers on the staff.
52. That the C.A.T.A. respectfully requests the Education Department that Native teachers employed in Native Primary Schools, possessing either or both the Junior Certificate and the Matriculation certificate should receive increments, the same amount, for these certificates as they do when employed in schools for Coloured children, namely: J.C. £15 per annum, Matric. £30 per annum.
53. That the C.A.T.A. respectfully requests the Education Department to expedite the functioning of the Committee responsible for the Revision of the Native Primary School Course. Changes in the personnel of the Committee necessitated by the world situation should be effected.
54. That the Headquarters of the "Vision" be removed from Umtata, in view of the shortage of labour in the Umtata area.
55. That in view of the high cost of living in the following areas—Cape Town, Port Elizabeth, East London, Kimberley, the Department be respectfully asked to increase the Cost of Living Allowance to be £18 per annum for single teachers and £36 in the case of married teachers. (B.A.T.U.).

Similar cards for subtraction, multiplication and division should be made for the various classes.

In using these cards the following points should be noted :—

- (a) The cards should be of such a size as to be able to lie flat on the slates of the pupils.
- (b) There should be sufficient cards of each kind to supply each pupil in the class with a card. (Above a sample of one card with ten sums).
- (c) The parts marked XX on the sample card above should be cut out so that the pupil can write the answer on his slate underneath the card supplied.
- (d) There should be a definite time limit e.g. three or four minutes. In order to increase the speed of the pupils the time allowed should be of such a length that the quickest pupil cannot complete all the sums on the card.
- (e) The pupils should be encouraged to regard this work as a game among themselves to see who can get the most right.
- (f) If possible a record should be kept of the work of each pupil so that the progress of each pupil can be noted.

**Note :—**

- (1) Tables should be learned this way as experiments have proved that tables should be learned by use rather than by memorising.
- (2) Most practice should be given in the process that the pupils find the most difficult e.g. the addition and subtraction of odd and even numbers. For example, it is more difficult to add 8 and 7 than 8 and 8, and more difficult to take 8 from 17 than 8 from 16.
- (3) All counting on fingers and toes should be stopped. Articulatory movements should be strongly discouraged, as it has been found that these tend to make the pupils work more slowly and less accurately.

By An Inspector of Schools.

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## THE WORK OF THE PRIMARY SCHOOL AMONG AFRICANS IN BACKWARD AREAS.

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(By Rev. J. SILINGA, Rector of Tabase Mission, Umtata).

### **An Address to the C.A.T.A. Meeting of the Umtata Branch.**

I am not going to talk to you on technical points or the best method of teaching. That I must leave to the experts, but I am hinting at points everyone of us should keep in mind who is a teacher under circumstances described in a short outline, and I



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myself as a teacher in your midst. I place before you my observations and express the desires and necessities as I see them and as undoubtedly most of you will be aware of too.

### **I. The people among whom we work.**

Let us firstly look at the life of our people before such school is planted among them. They are the people who lead a simple life without any obligations. The children are dependent on their parents and are looking to the father as the head of the family. Everything is conducted publicly—sacrifices—witchdoctor's consultation and affairs which affect the family morally. They seem satisfied with the life they are leading. The boys herding and doing little agriculture while the girls help their mothers. They are taught how to behave to the ancestors. They are not allowed to roam about.

The people live without distinction in their outward kraal-life and there is no difference of building between rich and poor. The only difference is in property—cattle and sheep rearing. The richman's kraal is noted for its kraals filled with heaps of manure. They have not much to spend except to buy a blanket for their wives and daughters, while the boys cover themselves with sheepskins. The poor people are often helped by their neighbours. The prosperous were usually envied and were suspected and smelt out as "Abatakati" or wizards—and were formerly usually tortured or put to death.

At social gatherings such as beer-drinks, richmen and people of royal blood are served first, and at "Inkundla" (Khotla, court meetings) the richman's word is accepted more than the poorman's word. Experience is often gained at the "Inkundla" or at any gathering where they have met to discuss or argue any affair politically. Economic affairs are led through relating stories of adventures to the family. The chiefs are more respected by the people and their word is often highly esteemed and is taken as final. These people have a desire to progress. Perhaps by seeing Europeans in their settlements and villages, seeing them handling books and being industrious—all this being taught in the school of the whiteman.

### **II. The Advent of the Primary School.**

The Primary School as a means of Missionary enterprise. People might have thought their children could acquire the ability of the whiteman and still remain in the old order of things. They did hardly realize that a change would take place, and that schools as a civilizing agency would work for a change within the native society.

Government's influence was felt more and more pressing on them—our people could not judge how powerful the influence of schools would be—the pupils are introduced to European ways of thinking—by this, the native society was moved from stagnancy, understand the ways of the people whom he wanted to serve and to help in teaching them. Both sides, the chief and the people on one side, and the Missionary and his helpers on the other side, had good institution but little knowledge of each other's aims and methods, and when the rush for school sites set in, the people became bewildered.

At the beginning schools were asked for by the chief in the name of his people from the nearest Mission, and the school was staffed by people known to the minister.

A dwelling hut was secured until a school building was built. At this stage of infancy the school needs a teacher of good reputation and attraction. A teacher needs to be a helper of the Missionary. He should have in view three points as the aim of the school. (1) To teach the people to become literate as this is the foundation for further progress. (2) To make them acquainted with the simple principles of Christianity; and lastly but not least—should be a Christian example, both inside and outside the school.

Very often teachers, more especially young teachers who have just come out of school, fail to live up to the greatness of the task, whether through loneliness or lack of companions, I cannot say, instead of uplifting these people and be leaders of the young generation, they yield to temptations.

### **III. The Primary School now under Government Control.**

Formerly schools were following purely denominational lines. The unifying power of the State through a prescribed Syllabus has made the schools follow one track controlled through Inspection and Examination. This enables the teacher to do his work more emphatically and logically, and the people begin to see the use of the school among them.

There are certain disadvantages in such a course, but the advantages outweigh these. What disadvantages? Some local needs may be overlooked.—Local difficulties do not come into consideration very much—weather, poorness of the people, ploughing, and harvest seasons etc. But under proper guidance of the teacher in co-operation with the people and his superiors, then, disadvantages may be overcome..

It must be the guiding principle that a school is not for the Government or the teacher to give him a good job, but as a help for the people to be led away from primitiveness to modern enlightenment. If the first steps at a primary school are failing, then there is no way into a better future.

#### IV. The Primary School as it appears to our People.

There is still in wide circles of our people, great misapprehension of the working and the aims of the schools. The first factor that made our people suspicious seems to be the hunting after school sites of the various denominations without regard to local circumstances.

The hunting for school sites of the various denominations bewilders them. They are led to think that there must be some hidden treasure which these schools are seeking, and so lose confidence in the school; and also the disintegrating influence of the school is felt by the family and the tribe, viz :—

1. The school is a new thing with them, children are used to stay at home, now they are kept away from home almost the whole day.
2. The learning leads some not to do proper honour to the parents and elders.
3. They cannot apply their school learning to the conditions at home.
4. The foreign institution seems to be a means to give a teacher from elsewhere a well-paid position.
5. A teacher is unfortunately very often a stranger among them who does not take much interest in their affairs.
6. Native society is set unexpectedly on a move. Boys and girls who have left school become independent of their parents through the earning of money and are adapted to European ways of living and are attracted to the towns where they sometimes are spoilt or disappear forever.
7. Also some petty expectations are unfulfilled : That a teacher should be their bank from where to draw cheap money in times of need; children should have a small share in the profits of the teacher; they all should be enabled to earn money easily.

Sad to say, oftentimes teachers have been found out by the people to be morally unfit for their work and a discredit to the profession. "As is the teacher, will be the pupil," it is feared by the parents.

A good teacher is a teacher inside and outside the school. He



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is a teacher everywhere, and a good example to his pupils. I have known some teachers who do not hold themselves responsible for any action committed by their pupils outside school hours, and who personally feel no responsibility of how they behave so long as they do their work in school during school hours.

#### V. Our task as Teachers in Primary Schools.

Perhaps the following few points will lead us as teachers. If we keep in mind the background that influences our work as teachers in primary schools, and ponder over the results obtained till now by us and those who have been teachers before us, we may be able to see the task before us in its proper setting, and may be willing to accept some guiding principles in order to improve our work professionally, and with God's help, spiritually and morally.

##### i. During School Hours.

As we have to take the curriculum as it stands make the best of it. Improve on it, if you have gained experience; but do not grumble over it in the face of your pupils.

Do not neglect **Gardening or Handwork** as of little importance with some parents. Keep the **Building** and surroundings and approaches in **proper condition**. Learn to know the ability of your pupils. Do the work conscientiously. Be not satisfied with parrot-like results. Teach boys of the same age together and also girls of the same age, that means try to persuade the parents to send their children to school at an early age. Seek the advice of the Inspector, Manager or from an experienced colleague. Esteem the pupils as the most precious thing parents could entrust to your care. Let the pupils come joyfully to you, knowing you are their best friend. Let them feel at home with you.

##### ii. Outside the Schoolroom and School Hours.

Let your good influence be felt in the whole Location. Learn to know the trend of the development of native society. Yourself do advanced agricultural work or stockbreeding etc. to stimulate their energies. Live your own life up to the highest Christian standard attainable. Let your home and school be an example of cleanliness. Live in the midst of the people whose children are your pupils; keep in constant touch with the parents. Be also on Sundays and during holidays their teacher. Be a churchgoer. Visit the homes and see whether the children can apply their school lessons to the home life, as for instance, the hygiene lessons you are teaching. Do they clean their kraals—remember the manure all over the place. Fight against superstition. Be known as a faithful servant of God. Be a helper in all Christ-

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ian endeavour work. Respect church workers even if they are not educated as well as you think you are. Keep in touch with pupils who have left, if possible. Visit the sick. Encourage the weak. Organise parents meetings. Make your school a centre of common local interest. Your wife may call the mothers of certain pupils for a cup of tea, say of those who have been examined, whether passed or failed. Have you had good results, make a little feast; perhaps kill a sheep for their fathers. Have you had bad results do not blame the parents, ask for their patience and try to do better. Take part in the meetings at the chief's place etc. Show the people you take an interest in their affairs. Advise them if you are experienced—cautiously and lead them to rethinking of their affairs in the light of Christian experience and sincerity.

#### VI. Conclusion.

Always let us remember : We are learners—disciples—one is our Master—Christ. No Christian ideal is too high for us and our people that we should not strive to attain. Jesus had said : **“Suffer little children to come unto me.”** These children will be men who, some day will teach your own children. They will exactly do then what you teach them now. Seek guidance in praying. Apply all the love with which you are loved by **Him** who gave Himself for you and your pupils.

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### AFRICAN GRADUATES IN PRIMARY SCHOOLS.

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Does the following extract from a letter recently received from the Cape Education Department express its policy in connection with the appointment of African graduates as principals in practising schools ?

“ . . . . It may be added that the salary scales specially provide that no principal's allowance shall be paid to the head of a practising school.

It is pointed out that the scale £180-9-306 is reserved for teachers in Training, High and Secondary Schools. It is in these schools that the services of graduates with professional training are required . . . . ”

In other words, African graduates have no business to get themselves appointed to positions in primary schools. Also, so far no salary scales have been drawn up for African Principals in Training, High and Secondary schools.



Moreover, it will be remembered that one of the reasons why no African Inspectors of Schools have been appointed is that African graduates lack (if they actually do) a very necessary qualification, viz : "a knowledge of the sort of school they would have to inspect—the primary school." One wonders, then, how these men will ever gain this knowledge of the primary school, when no provisions are to be made for them in such schools, and their services are expected elsewhere.

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### ON THE MOUNTAINS.

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(BY S. K. TUSWA).

1. I'm back from Mountains, rocks and hills,  
From where I view the world with ease.  
Whichever way I look I see  
The round horizon wide and free.
2. I'm back from precipitous heights,  
Around whose rocks, and slopes, and straits  
Are full of noisy music fain,  
Which birds and waterfalls refrain.
3. I'm back from vales and slopy hills,  
On which the host of daffodills,  
And lillies white as snow are found  
In ever ending lines, all round.
4. I'm back from mountains high and low,  
Where mists do hide the stars which glow  
By night, and make the sun by day  
Refuse to shine e'en with one ray.
5. I'm back from uplands, peaks and cliffs,  
On which the snow is blown in drifts  
By chilly winds that freeze the rain  
To cause the visitors complain.
6. I'm back from mountains of delight,  
Whose breeze can cool us day and night.  
I wish I could return again,  
To take advantage of that gain.

## EXPANSION ON NATIVE EDUCATION.

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The Secretary for Native Affairs made the following revelations in his address on Native Education, to the Transkeian Bunge. "During the recent session of Parliament the Government has made generous additional provision for the expansion of Native Education, in spite of the war.

Those of you who attended the last meeting of the Native Representative Council will remember that there was an estimated deficit on Native Education for the year 1942-3 of £246,373. This was largely due to the fact that we made provision for an expansion of approximately seven per cent. on education services. The Government has met the greater portion of this deficit for us by making available to the South African Native Trust Fund a further one-sixth of the General Tax estimated to bring in a sum of £230,000. This means that five-sixths of the General Tax money amounting to approximately £1,150,000 will in future be paid into the Trust.

In addition to this, as a result of recommendations made by the committee appointed to report on the economic conditions of Natives in the towns, our Minister, acting on the advice of the Native Affairs Commission, has approved of a further amount of £121,000 being applied from the general balances of the Trust with a view to improving the lot of Native teachers and certain other adjustments. So that the total additional amount made available by the Government for Native Education this year is £351,000.

It is often said that the Government is not doing enough for Native Education. But if you compare the expenditure for Native Education for the years since 1926, you will agree with me that much progress has been made. For 1926-27 the expenditure was £446,108. To-day it has risen to £1,299,941—nearly three times as much as those earlier years, and this progress has not been retarded by the war. This amount does not take into account the substantial sums of money which have been provided during recent years for the erection of new school buildings . . ."

At an earlier date the Secretary for Native Affairs had furnished the following information for publication in the press :—

The additional one-sixth of Native General Tax estimated to yield £230,000 which the Honourable the Minister of Finance has made available to the South African Native Trust will be used to liquidate the deficit on Native Education for the current year which it is estimated will considerably exceed the original figure of £231,378. In the circumstances, the Honourable the Minister of Native Affairs, acting on the recommendation of the Native Affairs

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Commission, has approved of a further sum of £121,000 from Trust balances being appropriated for the following purposes with effect as from 1st April, 1942 :—

- (a) The original proposals, as announced at the opening of the last Native Representative Council, to grant one increment to all qualified teachers in primary schools who complete their first period of three years of continuance service between the granting of the last increment and the 31st March, 1943, will fall away and instead, one increment will be given to all Native teachers who have completed a year's service on the 1st April, 1942, or who complete a year's service during the course of the financial year 1943. This it is estimated will amount to £30,000.
- (b) The cost of living allowance provided for in the Commission's 1928 scales of pay will, with certain modifications, be paid to teachers in the three Northern Provinces where it is not at present paid at all or only partly paid . . . . £40,000.
- (c) The payment of a good service allowance will be made to teachers in the three Northern Provinces . . . . £23,000.
- (d) A reduction of approximately 50 per cent. of the cost of school books supplied to children whose parents reside in towns and who are unable to meet the full cost . . . . £28,000. Total—£121,000.

The allowances shown at (b), (c) and (d) have been in operation in the Cape Province for some time and the decision now arrived at will bring the three Northern Provinces as far as practicable into line with the Cape Province and will thus tend to remove the anomalies that have existed in the remuneration of Native teachers in the various provinces and it is hoped that the decision now come to will go a long way to alleviating the position of teachers.

From what has been said above, it will be observed that the total amount which is being provided for Native Education during the current year is £351,000.



# C.A.T.A. CONFERENCE AT MOUNT FRERE

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25th to 27th JUNE, 1942.

The attention of Delegates and Visiting Teachers is drawn to the following:—

- (1) Venue of Conference Sessions: Pilgrims Industrial Institute.
  - (2) Charges for Boarding and Lodging: 3s. 6d. per day.
  - (3) Arrival of Buses from Umtata and Kokstad: 12 noon daily except Sunday.
  - (4) Reception in Pilgrims Industrial Institute, Wednesday 24th June, 1942.
  - (5) Arrival of Delegates and Visiting Teachers: 24th June 1942.
- 

## NOTE:—

- (a) All correspondence re-Conference at Mount Frere to be addressed to:—

MR. A. NOVUKELA,  
Toleni B. P. C. School,  
Mount Frere.

- (b) All teachers travelling through Umtata must notify the General Secretary, C.A.T.A., P.O. Box 207, Umtata, by the first week of June, so that suitable arrangements can be made for them on the bus to Mount Frere.
- (c) All motions must be sent to the General Secretary before the 30th of May, 1942.

(Signed) H. N. YAKO,  
General Secretary,  
Cape African Teachers' Association,  
P.O. Box 207,  
UMTATA.

## THE NEW DOMESTIC SCIENCE COURSE.

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Speaking to his motion "That the Domestic Science Class for girls just started at Healdtown Missionary Institution be transferred to the South African Native College as is the case with all post-Matriculation Classes," on 22nd April, Cr. C. W. Monakali addressed the Transkeian Bunga as follows :—

"I would like first to quote the words which were spoken by the late Doctor Aggrey, who said : "When you have educated the women you have educated the whole family." I quote this remark because I am going to speak about the education of women. Every body will be aware of the fact that Domestic Science is only taught up to Matriculation standard. Fortunately the Healdtown Institution decided to open Domestic education for women for those who had matriculated. I wish to express thanks to the Healdtown Institution for having taken steps in that direction. Grateful as we were that this course had been opened, we wish it could have been transferred to Fort Hare where all other post-Matriculation courses are being taken. We wish that the authorities of Healdtown, the Education Department and Fort Hare could co-operate and agree to have this education conducted at Fort Hare. In our view the advantages to be obtained from that course are these : In the first place, there will be the effect of the environment of the University of Fort Hare. These students come mostly from homes in backward areas and their housing at Fort Hare will influence them accordingly. Another reason is that they will meet there other post-Matriculation students and their education will proceed along lines of the Degree for Science, because their course is closely associated with scientific studies, and when they go to Fort Hare they will at least be able to get a diploma after passing their course. There should be no trouble so far as the Education Department is concerned, because they could get all the practical education required from Lovedale Institution."

Replying, the Acting Chief Inspector, Mr. Storey, said, "It is not necessary to say much now. I agree with most of what the mover said. I am told now to be impressed by the majesty of University Degrees. Actually I think a strong case could be made out for conferring a University Degree on every infant at birth and the removal of its appendix at the same time. However, the fact is that if Fort Hare had had a course in Domestic Science we should certainly have selected it. It is to me a sad fact that schools like Rondebosch Girl's High School and Wynberg Girl's High School have made a special feature of domestic science, whereas

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in our Native Secondary and High Schools we cannot have domestic science because Dr. Kerr will not supply us with teachers. I may say it is extremely difficult to get Native Female graduates into our secondary schools at all. Only last week I asked them at Queenstown to appoint two women graduates on the staff of their new secondary school, but we just could not get them. This question of the supply of Domestic Science teachers is a most urgent one and I was so determined that we should start a course somewhere that I was prepared to go out into the highways and byways and compel girls to come in. After our utmost efforts at propagandising we managed to get four to start this course at Healdtown. Well, Mr. Chairman, there are various ways of realising a thing and you can wrap on a negative to make it look like a positive. I certainly think it would be entirely wrong to let those four girls start the course and then interrupt it. We started the course at Healdtown because they had domestic science equipment, whereas at Fort Hare they had no domestic science department. At the same time, there is no reason why we should not have friendly discussions on the whole problem. I may say those girls who stay the course and complete the domestic science curriculum will, for salary purposes, be treated precisely as though they had a University Degree."

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#### C.A.T.A.—COMING-OF-AGE.

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Message by Professor D. D. T. Jabavu

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Although the good editor has allowed me only twenty-four hours in which to think out a message on the above named subject, I will not shirk the invitation because twenty-one years ago a memorable meeting of teachers took place at King Williamstown in June, when the Ciskei teachers met for the first time for the purpose of forming a provincial body like those already existing in Natal, the Transvaal and the O.F.S. About thirty delegates came from the Transkei Teachers' Association to assist in the effort. There were giants in those days, like Messrs J. Kokozela, Hamilton Masiza, A. J. Ayliff, G. N. Njokweni, C. R. Moikangoa, B. B. Mdledle, N. V. Cewu, D. Time, W. Majodina, F. H. M. Zwide, S. E. Mqayi, to name a few from the Ciskei; and L. W. Masiza, B. Mahlasela, J. Hermanus of the Transkei.



It took quite a time to agree even upon a chairman for the occasion. For two anxious days the issue hung in the balance, there being many fears of a dispersal without the union being achieved. After some ups and downs we were successful in forming the "Cape Native Teachers' Association" followed six months later by the formation of the Union Federation at Bloemfontein. Somehow or other our Transkei side kept out, preferring to remain alone despite several meetings thereafter when attempts were made to unite the whole Cape. Many of those who were engaged in the effort, including some of those named above, have since passed to their rest; others have left the profession, while others, like myself, are about to retire from it.

We are thankful that the two bodies have kept alive, even though a few have stopped working for them for reasons best known to themselves. The year 1941 brought us a most unexpected blessing, when, after a lull of exactly ten years, a new effort to unite the whole Cape was made, and made successfully this time, from the Transkei end, due,, it would appear, to new blood from a new generation among whom are several Transkei graduates who have burst the bonds of narrow views, emancipated us all from thinking in terms of a Kei River (which they aptly call a white man's fiction designed to keep us apart although we are all under the same department) and persuaded us to come together as a single and indivisible province. To consummate this auspicious wedding of the C.A.T.A. and U.T.A.T.A. we are to combine and hold our first conference at East London next December. It is highly appropriate that this event should happen in the 21st year of our existence. The gods above evidently favour it, and it is our duty to help these gods by starting right away to save a little money to cover our railway fares (full fares now on account of the war) to East London. Alternatively, we may reserve our teachers' right to travel once a year with a concession ticket (excursion fare rates) for the purpose of the East London epoch-making conference. Mr. Editor, I would like to urge every teacher in the Cape to think seriously about this matter and resolve to go whether chosen as a delegate or not. We shall be too few if we go only if delegated to go. Let us go as private individuals at our expense for the sake of showing the world that we understand what this event means for the future of all Cape African teachers, war or no war. Let us pray to be alive by next December in order to celebrate this great occasion as something extraordinary in the history of Native education in the Cape.

The teachers are the best organised group in the structure of African communities in this country, but we in the Cape have been left far behind in this matter by the Northern provinces although we often boast that we were the first to receive missionaries and education and the printing press. Now is our chance to draw level with our Northern colleagues. We owe a deep debt of gratitude to the teacher-leaders of the U.T.A.T.A. for their patience and loyalty in piloting their followers to this happy conclusion that makes our hearts beat fast in anticipation of next December. One would like to see all the teachers living within a hundred miles of the "Fighting Port" attend as a solid block and crowd out the Gampo Location for accommodation, while incidentally refreshing their bodies in the sea, inhaling the sea ozone, as well as uplifting their spirits and intellectual powers in constructive debates with new fellow-teachers.

May we all do our utmost to render our coming-of-age a dignified event carried out with scintillating social functions wherein we shall create new and lasting friendships in our common cause and endeavour to uplift African education and improve the conditions of employment in our noble vocation and profession.

*Ad astra per ardua.* (To the stars through difficulties).

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



## EDITORIAL OPINION

**Health Visitors' and School Nurses' Course for Non-European Nurses :** We welcome the proposed scheme to organize a full-time Health Visitors' and School Nurses' Course that the South African Trained Nurses Association, in co-operation with the Witwatersrand Technical College, has under contemplation. We feel, moreover, that more of our Training Hospitals should follow by organising these courses on a regional basis.

The health of the African in both urban and rural areas demands the immediate attention of the authorities, if for no other reason than safeguarding the average age of the individual member of the community, and consequently promoting the social and economic welfare of the country. Active assistance and advice on practical lines to win back the fast declining health of the weaker members, economically, of the community, will yield far more reaching results than what monetary aid on curative measures like providing increased hospital facilities and medical attention can hope to achieve when the sources of the evil—poverty, ignorance, malnutrition, lack of food, poor housing conditions, lack of knowledge, etc., are left unchecked. The poor upbringing the average African youth gets can be greatly eliminated if necessary advice and instruction is made available.

This service would be most suitably rendered by a certificated School Nurse and Health Visitor who has been trained in the peculiar conditions of the people amongst whom she will be working. So, Training Hospital Courses should be organised at different Hospitals serving the health needs of people in the various parts of the country. In the courses themselves the aim should be to give the candidates sufficient training so that they may be of assistance to the people in connection with proper upbringing of children, the food to buy and grow for daily use (qualitative rather than quantitative value), the care of the home, etc. In addition, inspection (including weighing of school children, advice with regard to failing health and definite statistics being compiled and filed so that adequate and beneficial financial assistance will be guided) should be undertaken regularly and frequently. The co-operation of Local Authority will be essential.

It is only along these lines that we can hope to achieve much to promote the health and well-being of the poorer and larger section of the community, than we can hope to regain by means of increased hospital accommodation and medicines.

v v v v v v v v

**Providing one daily meal for African School Children :** The proposal by the City Council of Pretoria that the profits of the municipal beer hall, amounting to over £200 a month, should be

## *Umtata Branch Association Page*

spent on providing a meal for the children of the location schools, is one that should be placed before all municipal and government departmental bodies in those areas where a number of African children congregate for the purpose of receiving instruction. Although in this particular case the source of revenue may not be particularly desirable, we know that a step of this nature will meet a real need. Although, also, we do not agree that the African must always contribute directly for any services peculiarly his own, we welcome any suggestion that funds must be made available, supplementing, if needs be, those gained from other sources in order to improve the poor state of health and well being into which the African child is driven by circumstances not of his own choice and doing.

Where no sources, in such large sums, exist, we request the authorities to cause that sums be voted for the purpose of feeding the school children of schools that fall within the area of administration of the local authority, Municipality or Village Management Board. In rural areas, such as in the Crown Locations of Native Reserves like the Transkei, the government should be requested to vote, from Local Quit Rent Taxes (and supplement the amount with subsidies from general revenue) paid by the people of the area in which the school is situated. The question of assisting in the buying of essential foodstuffs by means of government subsidy is one that needs careful consideration and planning out by government experts. Such a step would result in encouraging the production and consumption of the proper type of food such as milk, fruit, vegetables and eggs.

It is acknowledged by all who take interest in matters of this nature that the average African is poor, gets a wage that cannot provide the barest needs of decent living, his agricultural and farming pursuits yield discouraging results, and consequently his health, economic output and mental vigour suffer. What of the young child who is handicapped from the very start of his life by such conditions, and the strain that is added on him when he is obliged to attend school daily, for five days in the week and for fifteen years of his early life, ill-clad, poorly, insufficiently and improperly fed? Is it any wonder that some specialists have found him of a lower mental age than a European child of his (chronological) age?

The sooner measures to relieve the African child of this unnecessary handicap are taken, the sooner shall it be possible to eliminate such attendant evils as malnutrition, subnormal growth and weight, poor resistance to infectious disease and poor attainment in school work, resulting in a wasteful crop of failures year after year.

## NOTES AND NOTICES

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1. We regret we are unable to furnish our readers with replies to last June's resolutions of the C.A.T.A. conference to the Education Department. It is hoped, however, that the replies will be available before we proceed to the December U.C.A.T.A. conference at East London.

v v v v v v v v

The U.C.A.T.A. Conference meets in the Peacock Hall at East London from the 16th to the 18th December, 1942; see advertisement appearing in this number.

v v v v v v v v

The attention of delegates and visiting teachers is drawn to the following: All teachers requiring arrangements to be made for them must send their names to **Mr. N. T. Klaas, St. Philip's H. M. School, East London**, not later than the 11th December, 1942. Charges for Boarding and Lodging are 4s. per day.

v v v v v v v v

"Now is the time for all good men to come to the aid of the Teachers." On Thursday 17th December, 1942, there will be a discussion of the Adequate Pension Scheme for all African Teachers. It is hoped that the discussion will have far reaching results as our representatives in the House of Senate, House of Assembly and Provincial Council will participate in the discussion.

v v v v v v v v

Dr. A. Kerr, Principal of Fort Hare and Moderator of the Presbyterian Church of South Africa, will address conference on Friday, 18th December, on "The Teacher's Profession." This will be the first time for him to address a conference of African Teachers

v v v v v v v v

Elsewhere in this number appears short notes and plans for a Circular (Hut) School Room, prepared and amplified from a plan sent by the Provincial Authorities, by Mr. J. T. Lediga. It is hoped that the notes and plans will prove useful to teachers in Rural Areas. It is hoped, also, that when the plans are submitted and approved by Circuit Inspectors, it will be possible to get the 5 per cent. rent grant from the Provincial Administration. However, this point needs to be investigated. Teachers who require Blue Prints of these plans must communicate with the Editor.

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We congratulate those of our Parliamentary Representatives who have been returned, and welcome those who are joining this

## *Qumbu Branch Association Page*

band of self-sacrificing men and women for the first time. The struggle is long and hard, "alles van die beste."

v v v v v v v v

We wish to thank all those European friends who responded to our "Teachers' Vision Maintenance Fund" appeal for donations. We wish, in particular, to mention the name of Mr. James Neil Boss of Port Elizabeth who donated the sum of £20 towards this fund. "Ungadinwa nangomso, Tshawe!"

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## THE LATE JONATHAN P. HERMANUS.

(By PROF. D. D. T. JABAVU)

Jonathan Hermanus was known to me only through casual meetings in connection with conferences of teachers during the years 1917 and after. A sketch of his life, even if it must be brief for the limits of the "Vision," would have been better written by one who knew him from personal contact over a long period; but as the lot has fallen on me, I shall give my general impressions following the biographical points supplied to me:

In 1900 he entered the Lovedale Institution where he is remembered as a scholar of capacity for six years, passing his examinations for the teaching profession and the Junior Certificate—ending by successfully writing some of the subject of the Matriculation examination. Taught from 1907 till 1941. Secretary of the Transkei Teachers' Association for about 20 years and of the Cape and Transkei Teachers' Union (1929-1931) which elected him to be its representative in the Cape Advisory Board for Native Education, this being followed by his being a representative before the 1935 Welsh Education Commission. President of the Lovedale Former Students' Union in 1941. Pensioned in 1941, and elected Bunga Councillor for the district of Nqamakwe. Died on the 19th October, 1942, leaving a widow, four sons and one daughter. His eldest son, Victor, graduated B.A. at Fort Hare and is using his pen like his father as Secretary of the U.T.A.T.A. with marked energy, enterprise and enthusiasm, being a teacher of high standing at the Blythswood Training Institution. Howard is a Bachelor of Science in his third year as medical student at Johannesburg, after a distinguished career at Fort Hare and as teacher in the O.F.S.

The third and fourth sons are at Lovedale in the J.C. and Matric. classes respectively. The daughter holds the N.P.H. certificate and teaches at the K.W.T. Higher Mission School.



# U.C.A.T.A. CONFERENCE

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16th, 17th and 18th, December,  
1942.

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### WEDNESDAY, 16th December, 1942.

9.30 a.m.—11 a.m.: Opening Ceremonies.

(a) Opening of Conference by Mayor of East London, Cr. A. Latimer.

(b) Roll Call and appointment of Reporters.

11. am.—11.30 a.m.: T E A I N T E R V A L.

11.30 a.m.—12 noon: History of the C.A.T.A. by Mr. F. H. M. Zwide.

12 noon—12.30 p.m.: History of the U.T.A.T.A. by Mr. J. O. Mnyani.

12.30 p.m.—2 p.m.: L U N C H

2 p.m.—3 p.m.: Address by Mr. R. H. Godlo, M.R.C.

3 p.m.—3.30 p.m.: "The Teaching of Music" by Mr. Henry Jorha.

3.30 p.m.—6.30 p.m.: U.T.A.T.A. and CATA Executives meet.

6.30 p.m.—8 p.m.: S U P P E R.

8 p.m.—12 M.N.: Reception in H. C. Peacock Hall.

### THURSDAY, 17th December, 1942 :

9 a.m.—11 a.m.: Discussion of adequate Pension Scheme for African Teachers, with Native Parliamentary Representatives; Leaders: Mr. J. N. Hlekani and Mr. H. Mjamba.

11 a.m.—11.30 a.m.: T E A I N T E R V A L.

11.30 a.m.—12.30 p.m.: Address by Mrs. Margaret Ballinger, M.P.

12.30 p.m.—2 p.m.: L U N C H.

2 p.m.—5 p.m.: Conference Business—Motions.

8 p.m.—10 p.m.: Conference Business.

### FRIDAY, 18th December, 1942 :

9 a.m.—11 a.m.: Conference Business.

11 a.m.—11.30 a.m.: T E A I N T E R V A L.

11.30 a.m.—12.30 p.m.: Address—"The Teachers' Profession" by Dr. A. Kerr.

2 p.m.—5 p.m.: Conference Business.

5 p.m.: Conference Closes

8 p.m.—12 M.N.: Farewell function in H. C. Peacock Hall.

### SATURDAY, 19th December, 1942 :

9 a.m.—6 p.m.: Tennis and Cricket Matches—Delegates versus East London.

## *Bantu African Teachers' Union Page*

To have done all this for African education is no small achievement in the uplift of the race generally.

Though not conspicuous as a platform speaker, he spoke briefly but honestly to the point. Unusually tall and lanky, he bore himself with dignity fit for a chief, humble to an admirable degree and amiable, by nature, to such an extent that I doubt if he has an enemy even among those who were his antagonists in debate. This is a quality to be envied.

During the three years when he was my secretary (C.T.T.U) he proved an exemplary official, punctual in correspondence, suggestive in matters of policy and punctillious as to detail. I cannot forget his loyalty, for he was never jealous nor treacherous both during and after our partnership. This is a rare quality.

Lastly, he was a man of ideals, preferring to see the best in a man, to neglect all else, and to concentrate in helping forward the best that could be done. I regard him as one of the splendid sons of the Transkei. His career, all too short, will live as an example to be placed before our teachers of all generations for fidelity to cause and country.

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## SOME DISABILITIES IN NATIVE EDUCATION

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(By V. V. T. MBOBO).

In an age that puts a premium upon speeches, the African has listened, amidst the deafening din and clangour of the international imbroglio, to "big utterances" by the big men of the world. In the Atlantic Charter he heard of the struggle for "Freedom from want for all" as one of its cardinal points. One of the Five Points for stabilised peace conditions enunciated by the Pope was: "Equal opportunities for every child, regardless of race and class." Nearer home there's talk of "New Orders" and "Social Security Codes." Government Commissions sit nearly every season, and soon we shall be rich with Blue Books which some one has aptly styled "at once pathologists and undertakers" insofar as they dissect and then bury, until some University wit exhumes same for a thesis. We hear open denunciations by the highest Officials of the complete failure of the Segregation Policy. Yet wital, the African is still poorly paid, poorly fed and poorly housed; he is still hedged about and fettered with many restric

tions in all walks of life. Nothing seems done beyond nibbling at the problems. Well might the Secretary for the N.A.D. come out with. . . "such measures are merely palliatives and will not bring the millenium we seek unless they go hand in hand with better wages, better food and better housing."

#### MEALIE-PAP AND HOPE.

The Transvaal African teachers recently declared that they subsisted on "mealie-pap and hope." Today the former is gone (with Mealie Control Boards restrictions). However, the future is yet redolent with hope. Each year sees a little added to the non-developing Native Development Fund. The country seems to be awakening to the fact that the "sine qua non" of "white supremacy" is African security; that unless the purchasing power of the African is raised through higher wages the lot of this sub-continent may be a worse disaster than war in the day of peace. The Report of the Inter-Departmental Committee on the urban Native is just out. The claim is openly made that £7 a month meets the bare necessities of a Native family in the cities. Yet in those cities are qualified African teachers paid £5 to £6 a month.

#### UNSKILLED AFRICAN LABOURER VS. THE TEACHER.

The Wage Determination Board proposes to pay an unskilled African labourer £5-17s. p.m. after 18 months' continuous service. The Durban Corporation is already paying £5-11-4 plus 8s. 8d. cost of living, i.e. £6. The Johannesburg African General Workers' Union has just won the following demands: 48 hour-week, overtime at 9d. an hour, and 6s. 6d. a day. My next door neighbour cannot even read his own name, but he gets £2-10s. a week, and his wife £1-3s. a week, i.e. £15 a month. The bus-drivers in Pretoria and the Reef get £4-10s. a week excluding rations, yet this is only semi-skilled labour. But a P.T. 3 teacher in all Provinces receives £5-10s. rural and £6-5s. p.m. urban, while a graduate is a top-notch with a princely £15 p.m. The figures speak for themselves. Add to it the fact that there are no proper Pensions for African teachers. Contrast this for a moment with the fact that a Principal of a Coloured Primary School with a P.T.3 certificate may draw up to £15 per month in Principal Allowance only, while this allowance in the Secondary area is as high as £230 p.a., almost the maximum for an African graduate, i.e. 75 per cent.

The Report referred to above states that "witnesses who represented industry almost unanimously supported the Natives' claim for increased wages, from which we assume that captains of industry are prepared to face a new situation! Would that the authorities in whose hands lie the destinies of African education

## *R. M. Tutshana—J. N. Hlekani Page*

were similarly disposed! We have never overstated our case. But the Cape Department chooses to warn teachers not to incur debts, as if there was much of a choice.

### THE RAVAGES OF MALNUTRITION.

Scientific investigation observes that of the present 450,000 European school children nearly 50 per cent. are undernourished, while 116,000 are serious cases of malnutrition. One is almost tempted to conclude illogically that nearly 100 per cent. of the African children are undernourished. The Transvaal Provincial Council has increased the subsidy for feeding indigent school children from £9,000 to £54,000, while the T.E.D., to out-herd Herod, has caused thousands of African children to be refused admission to school in order to convince the Government of the 'inadequacy of the provisions towards Native education' May we hope that at last Soup and Milk Schemes will be extended to African schools, and some of the fruit now rotting at S.A. seaports, on its way to the world glutted markets, may be diverted to nobler use.

### GROWTH OF STATE-AIDED EDUCATION.

We conclude with a short table, lifted from the Official Year Book of 1941, showing the statistical growth of State and State-Aided education in the Union for European and Non-European within a space of 30 years:

Year	Popul.	Total No. receiving Education	% of Tl. pop. rec. educ.	Total cost	Cost per head of popul.	Cost per child
<b>(a) EUROPEAN :</b>						
1910	1,255,545	165,407	13.2	£ 1,596,279	£ 1.27	£ 9.65
1939	2,116,500	417,000	19.7	10,576,196	5.0	25.36
<b>(b) NATIVE :</b>						
1910	3,953,209	86,286	2.2	106,730	0s. 6d.	£1 4s. 9d.
1939	6,997,500	453,648	6.5	934,320	2s. 8d.	£2 1s. 3d.
<b>(c) INDIAN AND COLOURED :</b>						
1939	1,046,000	165,322	15.8	965,173	18s. 6d.	£5 16s. 10d.

Space does not allow comment on the table, but readers will readily see the glaring disparities; in one case the arithmetic and in the other the geometric progression is almost a truth. Consider this in the light of the large contributions made towards the State coffers by Africans directly through taxes and indirectly, especially through cheap Native labour in the Mines, on the Farms and in the country's industries.



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## CAREERS FOR EDUCATED AFRICANS

(By G. LETELE)

My intention in this series of articles is to try to throw out some ideas which might give some guidance to Africans who, having completed their school career, are now trying to find a career or profession which would provide them with the means of making a livelihood. But before I detail the few professions which an educated African may enter, let me make a brief survey of the position of Africans as it is at present.

There might have been a time when education only provided one with a general knowledge which was expected to help one over any snags that one might encounter in the struggle of living. This kind of aim in an educational system might have been adequate in the good old days when life was comparatively simple. In these days, however, the educational system is required to go further; it must also provide one with a special knowledge in some definite profession, the profession one is to follow when one has left school. The day of the all-round handy man is past—only the specialist can cope with the requirements of most of the professions of the present day.

The question arises: To what extent does the African educational system prepare its children for some career in after-school life. Until recently the trained African was the one who had a N.P.L. III or equivalent certificate which qualified him for the teaching profession and, fortunately for him, this profession was open to him. An attempt was also made at providing industrial training, but there are many other difficulties in this respect and even now the fate of many who take up an industrial profession is still uncertain. The nursing profession, on the other hand, is a popular career for many African women.

Now-a-days more and more Africans go in for academic study up to the Junior or Senior certificate standard. Of these the majority qualify as teachers either by branching off to the teachers' course (N.P.L. or N.P.H.) or by taking a university degree and a teacher's certificate. A small percentage proceed to a medical course, if they have the means, and a yet smaller number try their hand at the legal profession. Those who explore other avenues of employment such as clerical work in the Native Affairs Department, on the Mines or in private firms, enter fields without the special training required; they have really just stumbled into these "chance-openings" and have had to learn their job as they

went on. They could not have visualised such a career and prepared for it while still at school.

From this brief analysis it should be clear that the African has a very limited choice of careers; it will also be seen in subsequent articles that even the few careers he may choose have their own difficulties which in many cases are discouraging. It is therefore, no exaggeration to say that the greatest difficulty which confronts the educationist in the field of African education is that of knowing how to provide a general education for the uncertain future with which every African child is faced. It is all very well to criticise the curricula followed in African schools and to discourage the teaching of subjects such as mathematics, Latin, etc., as having no bearing on the realities the African child has to face after leaving school. The real question, however, is why the African is not allowed to enter the majority of professions? There is no doubt that he would take all trouble to prepare himself educationally and otherwise for any profession which is open to him; in fact, there are already instances where Africans have prepared themselves by arduous study for professions which only the merest chance might let them enter.

(To be continued).

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## THE LOT OF THE AFRICAN TEACHER

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This teacher serves in a field known as the "Native Education field." A field which, according to the Report of the Inter-departmental Commission on Native Education 1935-1936, "prepares the Black child for a subordinate society."

To this sphere of service he is appointed by the Missionary managing the school; his appointment is confirmed by the Superintendent General of Education who places him on a salary scale—according to his qualifications—as found in the 1928 salary scales (vide Education Gazette of 6th December, 1928). He can be dismissed by either of his employers. According to the salary scale all European teachers in the same field, who have continued in the service since 1928 are at their maximum but the African primary school teacher of the same length of service is still much nearer his minimum than his maximum.

When he falls ill and has to go off duty for some months, his white colleague gets generous sick-leave pay which the African teacher does not get. His white colleague has, in addition, generous furlough leave and a pension scheme which provides adequately for his old age, but the African has no such pension scheme for his old age.

The African teacher is expected, by the community, to busy himself with community uplift work, and is expected, by the Manager, to give his time to Sunday School or other Church work, in his spare time. The community is never more surprised than when a white teacher is temporarily interested in community welfare work and the Manager merely shakes his head if this teacher takes no interest in Church work outside of his school hours.

The field officers examining the work of the teacher listen patiently and sympathetically to the white teacher explaining the apparent listlessness and dullness of the school children—"the poor things, half of them come to school without food; more than two thirds have no milk at their homes and practically all never get vegetables . . . malnutrition . . . poverty!" The manner of some field officers causes the children to lose confidence in the ability of their African teachers.

The past pupils also lose whatever little confidence they still had in their African teacher when they find that the things he taught them at school are not true to the life outside the school. He had taught them that "**public**" meant belonging to the people or common to and shared in by all; the former pupil had gone to a "public meeting" called for 8 o'clock only to be thrown out as not belonging to the group. "**Boy**," he had been taught, was a male child; but in life in this land, he, his father, and his grand-



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father were all "boys"—none were men, though, for taxation purposes only, they were men at as early an age as eighteen. "Lady" he was taught was a term used for any woman of refined manners; but he found that this term in South Africa, was reserved only for white women of whatever manners and not for an African woman, however refined.

"Policeman" he had been taught was a man responsible for the preservation of order and enforcement of law; but had found that a white policeman, in urban locations, was generally associated with the creation of disorder and for the arrest of wrong-doers. An African policeman could not arrest ALL wrong-doers. "Democracy" he had been taught was a form of government of the people, for the people; but he had not experienced it.

The African teacher has to apologise for the meaning of many words in the official language and, if he is to be efficient, he has to give more than the dictionary meaning to words. What about a retired teacher augmenting his missing pension by writing a South African English dictionary with local meanings for such words!

POLICEBOY.

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## Standard Six Pupils and the Secondary School Course

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(By C.M.S.)

Although I have no special qualifications, to discuss to any finality how much knowledge a Native child has accumulated to help it to fulfill the requirements of the Junior Certificate Course by the time it passes Standard Six, yet I have ventured to say a few things on this wide subject. From the onset I should say, that the majority of Native children obtain their Primary Education under very distressing conditions of lack of equipment, apparatus and understaffing, that great bug-bear of African Education. It is a very common experience to find in some schools a class of over fifty pupils under the hand of one teacher who, if he has enough initiative, labours very hard, making enlarged sketch maps, from perhaps obsolete text books, on brown paper, to illustrate his Geography lessons—this is all very well for effective teaching, but in many cases, it is only done because the school lacks maps, not to mention the insufficiency of blackboard, a lot of time is wasted, and the pupil is debarred from School teachers.

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In nearly all Primary schools there is a great lack of books for English exercises, a factor which burdens both the teacher and the pupil alike, the teacher has to write up all his work on the blackboard, a lot of time is wasted, and the pupil is debarred from working on during its own spare time even if it has some aptitude for English. This deters the progress of the child. Despite all these disabilities which a Native child encounters in the primary school stage, there are quite a number of them, who pass the Standard Six examinations creditably. Some pupils obtain as many as 76 per cent. of the maximum examination marks, and in English a few get as high a percentage as 80. The high percentage of marks obtained by African pupils in the Standard Six English examinations, proves beyond doubt that our children are capable of assimilating the same amount of knowledge as can be assimilated by European pupils.

The Primary School course is the gateway to the Secondary, High and Training Schools, and if at all good results are to be expected in post-primary examinations, it only means that the foundation must be well and truly laid in the standards, and that as much preparation as possible should be done for these post-primary courses—this is where our Native child suffers. In European schools a step has been taken to include some of the post-primary subjects in the Primary School curriculum. This, we take, is to enable these fortunate people to have less trouble in the Junior Certificate course, than the poor unfortunate Native child, who, perhaps, because of his colour, has to meet these subjects only in the post-primary area. We may then ask if this is justice? We would all like to see, in the now long overdue Revised Native Primary School Syllabus, some of the post-primary school subjects included.

Comparisons are sometimes hateful; but we cannot refrain from them as there are many injustices meted out with a view of not only deterring the educational attainments of the Native child, but of also slowing down the educational progress of the Bantu people as a whole. There are, we feel, genuine obstacles which make it a very difficult task for an African child to compete with a European or a Coloured child in the field of education. The first drawback is that a Native child has to write all examinations in a foreign language, and that he has to meet some of these post-primary subjects only after he has passed Standard Six. Above all, these setbacks, there is the outstanding fact, that the teaching of some of these post primary subjects is entrusted to the hands of people who sometimes do not fully realise the difficulties of the Native child. We may fairly ask, if it is fair to blame the Native students for not obtaining as high a percentage, in subjects like English, as the European student, when they are prepared for



such examinations by teachers who still question the educability of a Native."

There are some Native children, who when they pass Standard Six are good enough to be allowed to do the Junior Certificate course in two years instead of three; but these deserving cases are nearly always denied this privilege for reasons best known to the heads of the schools they attend. In some schools, deserving children have been allowed to do the Junior Certificate in two years -- if I were to be allowed to refer to specific institutions, I would be able to give the names of these schools, and also the names of some of the pupils who were afforded this opportunity. I need not say that these pupils justified their promotions, but that over 75 per cent. of them passed the Junior certificate examinations in the first-grade. I may also add that some of these pupils are graduates to-day. If this privilege had been extended to these pupils as an experiment to test whether the Native child could do the Junior certificate course in two years, we would say they had passed the test, and therefore the practice should have been continued and copied by other schools, that had been behind.

Since the inauguration of the uniform written Standard VI examinations, nearly every child who has been able to obtain 75 per cent. of the maximum number of the examination marks, in each inspectorial circuit in the Cape Province, has been awarded a bursary of £20 per annum, tenable for three years. Surely enough such children ought to be given the rare privilege of doing the Junior certificate course in two years, instead of three, and if that were done such students would be able to save £20 for their Senior Certificate or Matriculation course. A bold extremist may easily say that, taking the Junior Certificate course in two years, instead of three, is only governed by "colour prejudice, for there are cases when Native children have been in the same class, under the same teachers, for the same number of periods as Coloured pupils; but the latter have, by virtue of their light skin, been promoted from the first year to the final year. I may also add that the African students in some cases although proving more efficient in their classwork, than these pupils of colour are denied the privilege of doing the Junior certificate in two years.

Under these circumstances, isn't there enough evidence to suggest that colour discrimination and not the mental ability, decides the fate or otherwise of a student in the Secondary School. Very often teachers in post-primary schools complain that during the second year, pupils relax their efforts in their school, until after the June tests in the final year. I am not prepared to wholly blame the child for this relaxation of effort. After all even an ordinary labourer when given a piece of work to do and then told, that he must finish the work in five hours, no matter how energetic he might be, I wouldn't blame him, if he worked for one and

a half hours, slept or rested for two hours and then exerted himself very hard to complete his piece of work in the stipulated five hours. Such is the position of a few intelligent African students in some Secondary and High Schools.

If the heads of Secondary schools would accept suggestions to meet this appeal, I would suggest that all pupils entering the Secondary school write an entrance examination, so that all those of them, who obtain, say 50 per cent. of the marks, are given a chance to do the Junior Certificate course in two years instead of three. It should also be well remembered that some Native children pass Standard six at an early age of twelve, which means that the educationist has to race against the critical stage of adolescence, which when it has set in, may cause the child to improve in his work, or may dull his intellect considerably. As this stage may have either a positive or negative effect on the progress of the child it would be worthwhile to allow the child to go through the Junior Certificate course in the minimum of time possible. On the other hand there are children, who are so advanced in age by the time they pass Standard Six, that when they realise that before they can get the next certificate they must either spend another three years in either a Secondary or a Training School they choose to go to the mines, and there supply the cheap labour which has made the Mining Industry of South Africa so world-famous.

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To the Editor, "The Teachers' Vision."

Sir,—I read with much interest an article which appeared in your last issue of "The Teachers' Vision" on "How to teach a Language." It is a very useful article to all language teachers and I agree with its writer on most points. But there is one or two points on which I do not agree with the writer. He says we spend too much time in correcting pronunciation errors, grammatical errors and the like, without first of all making sure that the pupils want to say the words or that they have anything to say at all. It does sound incongruous to me that we should make certain that our pupils want to say the words we make them say, for, the statement (in the way I understand it) implies that we ask the pupils whether or not they want to say the words. I want to believe that the writer meant that we should discover the pupils' interests in such words. He is perfectly right; we teach too much grammar, and most of it is absolutely useless.

The writer goes on to say that essays should be written "about something on which they (the children) are bubbling over to talk, and to make a whole class write about one subject does no good at all, for 40 pupils won't all be bubbling over with enthusiasm about the same thing." This is all sound in principle and wonderfully ideal, but I have a shrewd suspicion about its adequacy in practice. The writer seems to forget that very annoyingly and

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unfortunately examinations still haunt our classrooms and this makes it necessary for teachers to thrust essays on their pupils as they have to write on subjects they themselves choose and like, but have we the time in the High Schools ?

Quite rightly, speech is placed first in the teaching of language and this inevitably makes pronunciation of no small importance. The writer, however, said little, if anything, about pronunciation in schools. I do feel special attention should be given to it. How repeatedly does one hear the word "matter" pronounced like the word "mutter," and words "snake" and "girl" as if they were "snek" and "gel" respectively. It is important that our pupils pronounce well. This is one reason why the Cape Education Department advocates the teaching of the elements of phonetics in the senior classes.

Again, I thank the writer for the valuable article.

I am, etc.,

M. L. A. KGASA.

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## THE PROPOSED RONDAVEL

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### CLASSROOM FOR 36 PUPILS

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(By J. T. LEDIGA)

1. The foundation can be of stones or burnt bricks bedded in cement, mortar or earth where possible.
2. The Floor, which must be at least 6" above the level of the ground outside the Rondavel, must be absolutely level to enable furniture to rest evenly on it.
3. The Wall can be about 14" thick, and to avoid annual plastering, both the inside and outside can be plastered with sand and cement mixed 7 parts to 1.
4. The Windows are to be 4 double casements with 2 sashes each containing 6 panes 16"x12". To keep off stones and tennis balls during holidays, extra frames covered with  $\frac{1}{2}$ " wire netting can be added to each.
5. Although it is a good idea to have a ceiling, the capacity of the hut would in that case be reduced to a minimum.
6. The Rafters can be wattle poles or pine 4 $\frac{1}{2}$ " x 1 $\frac{1}{2}$ " fitting closely together at the apex.
7. For Purlins stout wire or green sticks about 1" in diameter can be used with good results.



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8. It is not everybody who can thatch. However, a tin top will help to keep the grass down.
9. The Door must not be less than 6'-6"x2'-6"', and may be cut into 2 sections so that the upper section may serve as a window.
10. Colour-wash on the walls will not only improve the appearance of the hut, but will also add a little light to the classroom.

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## The Urban Child and School Accomodation

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(By J. N. HLEKANI)

In the towns there are two different types of children—those who have never been to school and those who attend school. They play together, idle together, run up and down the streets carefree; as a matter of fact they share everything, in common, but the school life.

The former group, whether we like it or not, plays a dominant part in influencing the latter for good or for evil. In these days, in the schools, we are faced with a type of child who is a problem in many ways to teacher and parent alike. In the home the parent is apt to blame the school for not developing the character of the child, which is the real end of learning; and on the other hand, the teacher disclaims responsibility for this all important factor. He maintains that it is the home influence that should lead the school in character training.

However, it seems to one that the real approach to the education of the urban child is that we as educators should wage a vigorous campaign against the illiteracy so rampant in the towns. We must seek ways whereby to make it impossible for "illiterates" to grow side by side with "literate."

In recent years we have been told by those who know that child delinquency is on the increase and that delinquents are either children who have never attended school or those who have had such a comparatively short school life that they received no character developing benefits.

The first essential therefore is to provide enough accommodation in our schools so as to have every child of school-going age in school. At Uitenhage, for an example, one was startled to find, from statistics obtained in the location office and schools that in 1941 only 49 per cent. of the children of school-going age were actually enrolled in the schools, while, of the remainder, almost two-thirds were employed!

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The Municipalities should come to the rescue; the Missions can no longer cope with present-day educational demands. These local bodies should erect school buildings and the Provincial Administration (pending transfer of education to whichever Department) would then pay rent. This would be a just claim on the Municipalities since they benefit much from African labour (like the rest of the country), site rentals and from other indirect sources.

Such a scheme, apart from being to the advantage of the African, would definitely be an investment to the Municipalities, because many of our social evils are traceable to ignorance.

Location Advisory Boards and educationists should include this scheme in the post-war reconstruction programme. Durban has already set the example by providing grants for the maintenance of Adult Night Schools. Her example is a challenge to the traditional liberal spirit of the Cape.

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## QUESTIONS AND ANSWERS

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1.—Although last time representations were made requesting the Department to allow teachers, with teaching experience, to qualify for the P.H. without first having to write the J.C., and the Department had expressed sympathy and made promises to consider the matter, there appeared in the last number of the Second Quarter of this year's Gazette regulations to the effect that such teachers will have:—

(a)—To have given five years meritorious service,

(b)—Produce documentary evidence by both the Circuit Inspector and the Manager of the Institution where Training was taken of the fact that such teacher was a person who would benefit by such a course.

(c)—Take two years in the N.P.H., and

(b)—The teacher must have passed the P.L. course in the first grade.

From this we find it is an easier and more profitable course to:—

(a)—Take the Junior Certificate—privately or otherwise—soon after passing the P.L.3 (fees in the Secondary School have now been lowered from £8 to £2), in one (General Course) or two (General or Academic Course) years.

(b)—Proceed thereafter to the second year N.P.H.

After all, a man with a J.C. is better qualified academically than one without and with teaching experience gathered later, should prove a better teacher. Moreover, the time is coming soon



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when J.C. will be the entrance qualification to the teachers' course. The ideal will be when J.C. is entrance qualification to the P.L. and S.C. to the P.H. courses.

2.—The Education Department is most sympathetic in this matter of medical inspection of Native children, but it can do nothing more than what it has done so far by advising the N.A.D. and the Provincial Council. We understand that 200,000 and more Native children would require at least 8 doctors and 24 nurses. The funds made available by the Government cannot meet the expenses unless a better system of financing Native education on a per caput basis is put into operation. As with medical inspection of Native schools, so with compulsory education and accomodation of the increased numbers.

3.—With regard to the extension and termination of the probationary period we would like to draw your attention to the following which appeared in Vol. 36 No. 23 of the Cape Education Department.

"Managers of Native Schools are requested to note that in future probationary appointments of teachers in Native Schools will in the ordinary course be for a period of fifteen months and not for one year as formerly.

"About the middle of the fourth quarter of appointment Managers should submit, through the Circuit Inspector, recommendations as to the extension or otherwise of each probationary appointment.

"Should a manager recommend that a teachers' appointment be extended for a further probationary period or that it be not extended at all, his full reasons for such a request would be stated.

"It should be specially noted that the termination of a probationary appointment by a manager without first securing the Department's approval is entirely irregular; and that if no recommendation is submitted by the manager in good time the appointment will be viewed as automatically continuing for a further quarter."

The not uncommon practice of writing "Probation extended" without stating fully the reasons for the step is being investigated.

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5.—If you have small post-card size pictures instead of one of suitable size for class-room use, you do not need to be unduly alarmed. Say, you have five post-card size pictures of work in the mines; join these to the Johannesburg dot in your map. The children are made to examine the pictures at the beginning of the lesson. The teacher proceeds with his lesson on "Work in a Gold Mine." When reference is made to something depicted in one of the pictures, the teacher attracts the attention of the class to the fact and proceeds without again breaking the continuity of the lesson.

Pictures of this size may be used with any lesson requiring illustration, e.g. History, Oral Composition, Grammar, &c.

(N.B. :—Teachers are requested to send more questions for this section of our Magazine.)

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## THINGS HEARD OR SEEN

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Two boys (one White and the other Black) cycling on a South African road and interestedly engaged in conversation. The one was an Evacuee.

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**The Bigman** (on a red-letter-day in a primary school) : "How am I addressed ? You ! . . . You ! . . . I mean, what am I called ? . . . what is my name ?

**Eight-year-old child** (cheerfully) : "You are Mr. B——, Sir." (giving correct name).

**Bigman** : "I don't want that ! (raging). You can't call me that !!

You ! . . . You ! . . . You ! Oh, what a dull class ! You ! . . .

**Other child** (hesitatingly) : "You are Sir, Sir."

**Bigman** : "That's right !"

v v v v v v v v

Three sisters in a rural primary school, in standard six—two of them doing the class over again after passing, because the widowed mother is at her wits end (financially) how to manage their further education.



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Professor R. F. A. Hoernle writes in the latest number of "Race Relations News" that although it has been emphasised that the principles of social security should apply to all South Africans and that all races in the Union ought to benefit by them, the Social Security Code proposed at Durban is divided according to four racial groups, viz. European, African, Coloured and Asiatic. The range of proposed benefits is graded so that the maximum benefits fall to Europeans and the minimum to Africans, as if insecurity, poverty, ill-health, etc., were at their greatest among Europeans and at their lowest among Africans. All Africans (including the 15% wage earning and therefore insecure in a European sense) are lumped together as not yet ripe for the application of a complete social security code.

The problem of poverty and insecurity is not tackled according to greatest economic and social needs. Four separate Social Security Funds will be set up and the control kept in white hands, to the exclusion of all Non-Europeans, of whatever calibre, on committees.

The African is not to contribute directly to his Security Fund, which is to be financed, at any rate to begin with, entirely from Parliamentary appropriations. This general revenue from which the African Security Fund will be benefitted is derived chiefly from Indirect Tax greatly contributed to by the African, and from special taxation of the Gold Mines the high profits of which are due to cheap African labour.

Though we welcome the extension of social security benefits to the African, we deprecate the practice of dividing the community into racial compartments and creating complicated machinery of indirect representation to justify the continuance of trusteeship, the period of which has long passed on to that of partnership in all matters that closely affect the life and well-being of the Africans.

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