

T U A T A

----- Organ of -----
The Transbaal United African Teachers' Association

DECEMBER

1960

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EDITORIAL

UPRIGHTNESS

When God created man, God gave man two feet on which to stand. Thus from creation man was ordained an upright creature. It was never God's intention that man should stoop; but because of man's weakness he has not only stooped to the wiles of the devil, but he has also fallen morally and physically from the high station of his life. Mental and moral uprightness are the marks that distinguish man from the lower forms of creation. Where the beast stoops and cringes to the lash, the human mind and soul stand up against it and become dazzling and luminous with a heavenly radiance. When man adheres to and maintains his dignified God-given station, no scourge can tumble him down from that position. And because he maintains that position he cannot become the laughing stock of other people and the ridicule of his fellow-men.

History has taught us of numerous men and women who refused to be degraded by the scourge. At the fiery stake and at the murderous hands of drunken, luscivious blood-thirsty persecutors, the Christians of old stood up against all manner of suffering with great fortitude. In the face of persecution, instead of grovelling in the dust or tumbling down from their upright position in life, they faced tribulation, and in their darkest hour their faces shone with a heavenly brightness. They died physically but morally they have lived through the countless ages, a radiant example to all men. Nobody respects a person who cannot stand on his feet. If we teachers wish to have the respect that we say we have lost, we have to retrieve ourselves from the hopeless position to which we have descended. The parents and school children have lost respect for the teacher because he has identified himself morally and physically with the beasts of the field and the fowl of the air.

The teacher has unfortunately long given up the idea of standing upright. The teacher believes that by flattering and dishonesty he can impress those with whom he has daily contact. Such people forget that they are dishonest to their Creator and to themselves. A flatterer can never be loved or respected. When people have seen through his motives they despise him. When he has tumbled from his upright position in life, we use him for our own ends; and when we have done so we spit him out, we trample him under our feet and deride and scoff and hate him.

One does not have to be unpleasant and unco-operative to stand upright. That is not uprightness. In our actions, words and behaviour we have to be true to ourselves. We must honestly

believe in what we think, feel and do. It is only when we behave in this dignified manner that we can hope to gain the respect of other people.

We cannot always live a life of deception. In the end our friends and those with whom we work must find us out. In the end our own conscience will rebel against us. When we have reached this stage, we can be sure that we shall also have lost our respect and dignity. After all the beautiful butterfly comes from the ugly loathesome grub. Beauty emerges from ugliness. The beautiful rose with its sweet aroma grows from the stem of a thorny plant. The pure gold is melted from the ugly painful grip of a hard rock by a fierce heat. Our difficulties, our sorrows, our pains and tribulations are tools in the hands of Providence to mould us in the likeness and similitude of the Creator Himself — honest and upright men and women.

For some reason all men have a terrible fear for pain and suffering; and unfortunately their actions and behaviour are determined by the extent of their fear for pain and suffering. When we have reached the stage where our actions and behaviour are determined by our fear for pain and suffering, then we can also be sure that we have degraded and betrayed God's desire for the uprightness of His superior being — Man.

Just as beauty emerges from ugliness, so also will joy, happiness and satisfaction emerge from pain and suffering, and in the words of Roy Campbell:

"Out of his pain, perhaps, some god-like thing
Is born. A god has touched him, though with
whips;

We only know that hooted from our walls,
He hurtles on his way, he reels, he falls,
And staggers up to find himself a king
With truth a silver trumpet at his lips."

And now as we approach the trying days of the new year, let us hurtle on our way, let us reel and let us fall; but let us also stagger up onto our feet and stand upright and fearless in the presence of God and our fellow-men "with truth a silver trumpet at our lips." When we take resolutions in the new year let us remember that we take them to carry them out. If we know that we cannot carry them out, then let us not take them at all. Uprightness is man's God-given virtue. Virtue and Vice have never been good bed fellows. We are living in trying times; so let us struggle at all times against Vice, and let us emerge victorious, radiant and pure in the fight for uprightness.

GOOD BYE

I now wish to take the opportunity of saying good-bye to you members of the teaching fraternity. By the time you read this magazine I shall have resigned from my post as Principal of the Laly Selborne High School to take employ-

ment elsewhere. Thank you very much for having made me so happy as one of you; and, also as your Editor. Great and prosperous years lie ahead for TUATA. Keep the fires burning. May God bless you all.—EDITOR.

TRANSVAAL UNITED AFRICAN TEACHERS' ASSOCIATION

PRESIDENTIAL ADDRESS

POTCHEFSTROOM CONFERENCE

27th, 28th, 29th June, 1960

Mr. Chairman, Ladies and Gentlemen, allow me to express my sincerest thanks to you for giving me this opportunity to address this the Third Annual Conference of our Association. This is an honour which I very highly appreciate.

In my address to your August Association at Natalpruit last year, I said: "Our Association stands at the threshold of a very historic year. The year 1960 promises to be an Annus Mirabilis in the annals of the history of this land and Continent. Far-reaching changes are bound to take place during the coming year which will affect us all." Events thus far, have paled into insignificance even my wildest picture of things to come. The year opened with serious tragedy for our people, when Providence turned its face on hundreds of our gallant brethren at Coalbrook Mine. Another national tragedy was soon to follow at Sharpeville, where tens of our people died. With your permission, Mr. Chairman, I shall request Conference to rise, the Chaplain to say a short prayer, in memory of the victims of these tragedies. As a token of sympathy, your Association has agreed to send a sum of fifty (£50) to the dependants of the Sharpeville tragedy.

Mr. Chairman, as the result of these developments, this Conference meets during the state of emergency. This means that there are things that we may not discuss. In short, we are not allowed to discuss matters which are critical of any Government legislation. We shall be forced to discard 90% of our normal Conference business. All our business will also have to be confined to internal affairs of our association. It had been hoped that at this stage the state of emergency would have been lifted hence we scheduled Conference for 3 days — but it appears we shall have to hold conference for only as long as our domestic policy matters are able to keep us here — even if it means one or two days instead of the scheduled three days. Although I do not plead for undue caution, I nevertheless wish to plead against undue lack of caution.

During the year that has closed, our Association has had a fair share of difficulties and problems to contend with. Shortly after Conference, Our Pretoria District was involved in two incidents which resulted in the Executive Committee meeting the Regional Director for the Southern Transvaal and the Secretary of Bantu Education.

The General Secretary's report will cover these points. The North East and Zoutpansburg Districts also had their difficulties. What I wish to state here is the fact that as the result of these difficulties, this Association has for the first time been faced with real problems which were a true test of solidarity. It does appear indeed that such a test was very necessary.

Mr. Chairman, as the result of the existing state of emergency I shall be forced to fix my spotlight on matters of interest to the future of our Association. My message to this Conference is MORALITY. This is indeed a very challenging topic, but we have come to such a pass that we should challenge ourselves firstly as individuals and secondly as an Association.

A brief peep into history readily shows that the rise and fall of nations can be measured with the yardstick of the strength and decay of the moral fibre of each nation. From the very early days to the present day, the story is always the same.

To be complete, education should develop both academic and moral standard of the individual, under the headings of religion, discipline, and integrity and honesty. RELIGION offers the individual the ideal of a perfect state — a kind of spiritual star to which the individual can aim. It does not matter what that religion is: for that matter it can be an ideology or even the mere Worship of the Supreme Being of the French Revolution. An individual or nation which lacks some kind of attachment to any form of religion, has missed the road to success.

Closely connected with religion is the question of DISCIPLINE. Every individual is prone to excesses, both physical and spiritual. The sense of self-discipline, requires the individual to develop a sense of values which must at all times be honoured and respected.

When an individual has developed a high sense of values which emanates from religious ideals, and can discipline himself to such a degree that he can stand by those values, then we speak of These moral standards can be summarised briefly his integrity and honesty.

Our Association, like our nation, is a collection of individuals. The TUATA is an inanimate person. To stand the test of times, it should live up to the high moral standards which we expect

of individuals who form its membership. Each member is part of the Branch, and as such, should lend these qualities to the Association at Branch level in the first instance. As the Branch is part of the District, and later, part of the whole Provincial Association, it therefore follows that the standard should permeate throughout the Association. It further follows that the leaders who are appointed at Branch level, District level and Provincial level, will automatically bear these qualities. I would like Conference ponder this question more deeply.

Each Branch must have discipline and integrity. Too often do we come across cases of Branch members who view the District and Provincial Association as bodies apart. Consequently, there develop tendencies which, if not corrected, would gnaw like cancer into the solidarity of the whole association. Each member, whatever his station in the TUATA should remember that he is the TUATA. The whole Association is responsible for his actions. When this has been clearly established in our minds, it should go without reason that the member should accept the directives and rulings of the higher authority in the Association without misgivings or questions.

The honesty and integrity of the individual should also be exhibited in the Branch, District and Provincial Associations. It is a sad commentary on our sense of values that too often do we come across cases of dishonesty, especially with property which is given to us on trust. Teachers are being dismissed in disquieting numbers of embezzlement of funds. This, of course, we experience within our own Association. It is clear proof of lack of honesty and integrity. This cancer must be completely destroyed if we stand a chance of building ourselves firstly into respectable individuals, and then into an association and nation. There can never be an excuse for betraying trust and confidence which is reposed in us. There can never be an excuse for running away with monies and books which you hold in trust.

Lack of moral fibre, begets suspicion. Where the honesty and integrity of leaders are suspected, there is an abundance of lack of those same qualities in the individuals who are members of that Association. A body of men and women who have a high sense of values should bear the sweet fruit of honest and moral leadership.

Mr. Chairman, it is a common fact that individuals consider themselves as being part from the Branch, or District or Provincial Association, to such an extent that they indulge in armchair criticism. Such criticism is invariably an act of self-indictment. To elaborate on this point, I wish to quote a much repeated practice within our Association.

A Branch member gets into trouble. He sits down, buries his face in his hands, and bemoans his tragedy. There his part in the matter ends. He takes no positive step at all. Somebody higher up should know his tragedy and bring redress. When nothing is done, he accuses the Association of doing nothing for him. This is the kind of weakness which our individual members must remedy if our TUATA should realize the consummation of its ideals.

Finally, I wish to outline my very rough idea of the TUATA very briefly. The TUATA is not an end in itself. In this modern world, it is only the man endowed with ostrich philosophy who can still think that any body is an end in itself. We are part of the Federal Council of Teachers' Associations in South Africa. It is our duty (hitherto well fulfilled) to make our spiritual and material contributions to this body. It is such action that greater weight can be lent to our own Association. But more encouraging than that, is the fact that the TUATA, through Federal Council, is now known to the World body known as the World Federation of Professional Teachers' Associations, with Head quarters in New York. It is our duty to show sagacity by displaying very active interest in this body. This organisation met in Kampala recently, and will meet in Amsterdam later in July. Federal Council has indicated that it would appreciate any positive action which the TUATA can take to have our African teachers represented at this World Conference. To my mind, no expense would be too great to buy this glorious opportunity of consolidating the status of the African Teacher in South Africa.

In thanking you for this opportunity which you have so graciously granted me to address your Conference, I wish to appeal to Conference, to realize that developments all round us desire us to march forward in faith and with confidence. It is my sincerest hope and prayer that this realisation will form the basis of your deliberations here, and the basis of your policy and ideal for the coming year.

27th June, 1960.

THE TRANSVAAL UNITED AFRICAN TEACHERS ASSOCIATION: 1960.

Held at Potchefstroom, June 27th — June 29th.

"THE CHRISTIAN TRAINING OF CHILDREN"

At the outset of a paper on The Christian Training of Children, a reminder is still necessary, that the work of children must be approached in a spirit of reverence. Some of us teachers, at any rate, feel that we should not be bothered with the religious aspect of the child's education. We say

"that is the parson's job." I submit that this is a wrong view, for Our Blessed Lord Himself has revealed the importance of a child, as the type of spirituality. "He called a little child unto Him, and set him in the midst of them, and said: Verily, I say unto you, except ye be converted and

become as little children, ye shall not enter into the Kingdom of Heaven." What Our Lord revealed long ago, modern science is at last discovering to be true. The qualities foreshadowed in the child, seem to be those which will one day be the most valued possession of the race. The child's personality must be revered; there are no two created things alike. The child is not a lump of clay to be moulded into the pattern that the parent or teacher, may consider to be the right one; still less is he a toy for their amusement, or a wild animal to be controlled by fear, repression, or prohibitions. The child is a personality with a character of its own; it learns by what it sees, rather than what he is told.

The teacher, like the priest, has a definite work to do for children. He has authority from Our Lord to teach them, "Feed My lambs," is His Commission. Our teaching has to be like that of The Good Shepherd, tender, and very patient, and with the maternal instincts of St. Paul: "My little children of who I travail in birth again, until Christ be formed."

I wish to emphasise the responsibility of the parents in dealing with the child's education. The first point to be made, is:—

(1) To get fathers and mothers to realise that the child's education starts from the very beginning of childhood, and when we insist upon the great value of Christian Education, primarily and essentially, we mean that education, which is given them at home. There, the real training is begun, or should begin. There, it is continued as long as the child stands in any relationship to its home. Education begins with our earliest ideas. It is almost impossible to suppose a child is ever too young to be impressed by what goes on about it. Impressions cut deep into the unconscious memory of babyhood.

The second point to be made is:—

(2) That the essential education in boyhood or girlhood, is done by character on character. Education is not carried through by a series of commands; but we must realise that whoever enters the call to be a teacher, must above all things realise that he must himself always be careful to do the right things, for, the particular genius of a child, is to imitate. It is on its power of imitation, that its early education must be built up. Moreover, it imitates not what it is told, but what it sees. Education is not the effect of words, or speech or fear; it is the effect of a person. We are alive, and what moves us most, are living things. As children, we were most affected by the human beings we meet with. Education is the effect of character on character. This work, this influence of a personality on a personality for its perfection, love. No teacher has ever inspired a child, unless in some degree, sympathy has been established between them. There must be some sympathy between them, between character and character. Children are hero-worshippers. The love that leads them, is not a love of merely petting and fondling, or the use of pretty names. That is mere instinct. Love is made of sterner stuff than that. It sometimes requires the parent to steel their hearts against its demands. A child

that has found that when it cries, some one cheers and talks to it, such a child, soon realises that all it has to do when it wants anything, is to cry. Sooner than hear its continual crying, the parents give it whatever it desires. Surely, that can't be good for it. To be always giving in, to the child, can't be good for it. The balance, the difficult balance, of when to surrender, and when to hold out, must be discovered.

In Education, cleverness is not of very much account. It is those who are clever, who, if they are merely clever often become criminals. Criminals are nearly always clever people, without character. Character, is what holds to the last. Cleverness may secure an opening, but only character will hold it. Cleverness is a mere entrance; with character, is your ultimate appeal. Prepare then your children for life. Give the best preparation you can, and then you must leave them to face life. They are human, but God is over all. He made them, and He will care for them.

The greatest influence in education is Christ, and you can only give a child what you have yourself. You cannot give light, without light. You cannot give fire, without fire. You must be patient. They will only mimic your impatience, if you are impatient with them. They watch. They do what you do. Your language is their language. Our Lord came as a child to hold men's hearts and lead them. If you are to lead your children, you must first love them. This is what is meant by a Christian education at home, or at school.

Teachers are leaders of our race, especially when they are able to give their teaching in a setting of Christian faith and principles. The school should be a place where the religious instinct of the child will find sympathy, understanding, and love. Irritability, anger, corporal punishment, repressive measures, in excess, on the part of the teacher, are definitely hurtful to the child's soul; and he will not care for the Religion of those whose practice is contrary to their profession. We must make our children familiar with religion in a homely practical way, rather than storing the memory with facts. The habit of coming to church often, will stand then in good stead, in the days when they find the difficulty of getting privacy for their prayers.

A teacher should be a person of unimpeachable moral life. Whatever excuses may be made for lapses of the ordinary lay-folk, and many are made, little tolerance is shown towards the immoral teacher. His derailment becomes front page news in our papers, and the scandal is discussed in every home and pub. We dare not complain at this. It is indeed a veritable disaster, if at the most impressionable age and time, a child should be in hands of such "a contagious man," who has not about him, the atmosphere of the love of God. Indeed, we can only be thankful that so high an ideal is expected of us to whom Providence has entrusted the nurture of the future men and women of our race.

We know that the Department of Bantu Education is keen that Scripture should get its fair share in our schools; and to that end, there

obviously will be Boards that have in some respects, erred. Others, are positively bubbling over with enthusiasm, and doing all they can to ensure that our children are in the safe hands of the ideal teacher, who is striving to be perfect, thoroughly furnished unto all good work. Those of us whose belief in Christianity is almost non-existent, and whose attachment to the christian ideal is very slight, are well advised to be cautious. I know that some of us are living lives as disciplined, and exemplary as any can be. And whatever may be our activity, or school of thought we unite in the necessity of living an

interior life, in which we seek for ourselves and our children, the one thing only — growing union with God. It is only in so far as we possess this hidden castle of the soul that we are able to go out to the perplexities and responsibilities which, of necessity, belong to the life and calling of a teacher.

Meeting in "Potch" again today, a we did almost 10 years ago, let us renew our dedication. "We (you and I) are fellow-workers with God"; and not fellow-workers with scandals. May His choicest blessing be upon us in all our deliberations at this Conference.

S. S. Malinga (Chaplain)

LEARNING THROUGH OBSERVATION

All that comes into the mind of a learner, does so through one of the five main sense organs. Elements of the environment which strike on any of these organs cause sensations to be received. Learning through these organs is termed sensorial learning as distinct from ideational learning, a higher form of learning resulting from re-organisation of the elements of perception. Through observation of the elements of the environment, a learner gains experience which is fundamental to the acquisition of knowledge and skills necessary for the proper adaptation to the environment.

Auditory receptors in the ear help the learner to identify and recognise sounds commonly heard in a learner's environment. As a result a child senses the language spoken in his environment; comes to imitate such sounds as he has found capable of expressing his needs and desires as well as eliciting from his hearers adequate responses.

Language sounds which are used in connection with specific objects come to be so associated with such objects that when the object alone is brought into sight, the memory of its name is recalled, when the sound alone is made the object of its reference is as well recalled. We speak of this association of the sound reference with the object reference as ability to say names of things surrounding the learner. We could go on to point out how a child who learns a language observes movements connected with certain groups of words or single words such as verb forms of sounds, comes to fix in his mind the meaning of such words. He later himself employs the words or word groups to express the meaning he formerly observed where thus expressed.

What later develops into the ideas of distance in time and space is also acquired primarily through one of these primary senses especially that of sight supported by that of hearing. For to develop a sense of distance a learner firstly observes a gap between physical objects or separate points in time-space. The learner retains in his mind an estimate of the size of the gap between the two points, thus forming an idea of space or distance between two or more points. It is needless to further elaborate on the acquisition of such ideas of size, colour form etc., as

resulting from observational activity of the learners sense apparatus.

When sensations received through the sense organs are transmitted to the brain centres a further nervous activity takes place. The mind or brain action turns the elements of sensations into a sort of mental pictures called perceptions. The mind perceives the elements of sensation; a process which is a stage higher than that of mere sensation formation because in perceiving the mind does not only receive an excitation from the environment elements, commonly called the stimuli, but it also receives the background against which the elements stand, intermixes these elements with such similar elements as are already in the mind, thus forming somewhat a different picture from what the stimuli actually are. What is here particularly interesting is that the mind forms a picture of the sensed situation to be recalled at a later time. Thus perceiving involves an interweaving of a variety of sense impressions into a mental pattern that leads to a better interpretation of the environment.

This perceiving leads to a higher process of mental activity which is involved in problem solving. This is the process by which ideas are formed. In the process of problem solving the learner sees the whole problem as a cluster of elements or as a mass of incomprehensible elements. From the elements of perception already encased in the mind through previous observation in situations called to the new situation, the mind breaks the problem situation into smaller element-clusters, so that gradually what initially appeared an unstructured, unintelligible mass, gives way to a structured, intelligible something. Another way-out in solving problems through the help of past experience is not by breaking the situation into its component parts but through the building into logical wholes the different elements from the situation already known.

This process of isolation and patterning of situation elements is fundamental to the formation of ideas, thoughts and abiding sentiments. This third stage in the acquisition of knowledge and skills is highly essential to the development of all supreme forms of conduct and action, for such forms are built out of meaningful and lasting experiences to which the learner constantly resorts when baffled

by novel situations; life in itself ever presents novel situations in an ever expanding way. Every one of us, the young and the old, is at all times of our lives caught up in the complex stream of life and we each according to the individual innate capacity adjust ourselves as best we can. Imperfections in our outer receptor organs or the inner mental centres limit our potentialities for adequate observations.

Apart from the two main channels of sensation outlined above, there are still, the other three channels no less important; the auditory channel receives the ear impressions, the ocular receives the sight, the tactual the touch, the gustatory the taste the olfactory the smell, and like a motor engine which requires all the parts to function efficiently, the proper process of observation demands an effective function of all these five senses. Learning situations which come about through all these five senses have the virtue of permitting a many-sided approach and a consolidation of the various sensations; perception becomes keener and more reliable for retention, recall and interpretation. This many sided approach to the situation facilitates a variegated system of interests about the environment and a heightened adequacy in observational learning. Observation is the basis of all experiential learning and therefore the basis of adjustment to the environments of both people and things. To a naive mind this argument may seem unjustified simply because in the adult relations with the environment observation tends to take place unconsciously. Think of how we readily recognise events which took place at times when we were not deliberately posed for observation purposes.

At pre-school level a child has gained a variety of experiences with the elements of his environment. These pre-school experiences furnish the child with a background for further acquisition of knowledge of the environment and a development of the skills and abilities for adjustment to the environment for at any one time in our lives, it has been said, an individual's mind is caught up in the net of complex experiential elements and correct initial experiences aid the learning child to sift such elements as stand in his stead for the better organisation of feelings, tendencies and actions.

As the child comes to school, the teacher comes face to face with the task of selecting from the store of the child's past experience, such knowledge and skills as shall help further organisation and re-organisation of his life situations. The school environment becomes a novel surrounding to the child, so that in the degree as the teacher grasps the rudiments of the child's pre-school background, in that degree can he effectively promote further healthy adjustment.

Yeokam and his associates write as follows: "The more intelligent children will have a large stock of information because they are more alert and capable of finer interpretations of the surrounding than the less intelligent. The less alert and intelligent will have a meagre stock of information, irrespective of the richness of their environment. They are usually less observant of their surroundings"

It is therefore clear that on entry into school, all

children do not have the same observational background, a differential capacity resulting from innate limitations, caused by differences in accuracy of the various sense organs and the mind centres. These innate potentialities pre-dispose each child towards certain interest-arousing situations, participation in those activities which arouse such interests, and a resultant richness or poverty of experiential background.

However the ultimate objective in any scheme that has to do with the learning activity, should be to afford the learner with as many situations as possible for observational learning.

(1) Modern Methods and Technique of Teaching.

M.R. Mamabolo. 15/3/1963

The Editorial Committee of TUATA wishes to welcome the birth of "The Rand" a bulletin of the Rand District. With very few omissions, we publish the first instalment of "The Rand" for the edification and education of the other districts.

A RESPONSIBLE STAND

—C. K. MAROLE

Allow me to quote from a circular issued by the Executive Committee of the Rand District of TUATA.

"We are concerned with the education of the child as we meet in the class-room . . . But we are equally concerned with what the child eats, where and how it sleeps, the opportunities for its advancement and fullness of life in any system intended for its education . . ."

I am speaking as a parent, an ex-teacher. I want to ask the practising teacher, no less than the parent, whether as a profession, a people, we can afford less than the challenge of the statement quoted?

I confess I have not read anything more stirring and thought-provoking than this statement. I was boots and all in the 1944 demonstrations. Here was the cause to fight for. But in the statement above, you have a higher cause. No nation, no family survives but by the degree, the energy and expense that it is willing to expend upon the child, the youth — the nation's best and true insurance.

The latter part of the statement, referring to opportunity for advancement of the child in any system of education, is especially pertinent for the active teacher, the spearhead in the field of thought and in our times as a people. May I beg of our teachers. Stand firm in the defence of the child. Sow love and gain strength in a weak and unloving world. Do not be deflected by "winds of change" which tend to hate and division for therein lie all weakness. Be responsible men and women conscious alone of the nation you are moulding out of love and remember the words of your predecessor and mentor: "Seek ye first the kingdom of God . . ."

We know your professional difficulties; we know your conditions of service; we know your miserly salaries and don't for a moment think that these are ignored by us in board and committee. We have waited for a responsible voice among the teachers. Let us have this voice, this attitude. Let us see these things in your actions and as parents, willing and wishing well for our teachers, we will be with you.

I hope such circulars from our teachers will be more evident. Let them reach us in every African organisation and board.

(Letter been abbreviated.—Editor)

GREETINGS

(A Teacher, Randfontein)

Greetings to your Bulletin on the eve of its first publication. The time could not have been more opportune and I must only hope that the class for whom it is intended fully grasps the import of its birth.

I have been assured by the District secretary that your Bulletin is not a rival of the current Magazine — TUATA, issued by the teachers' association of that name in the Transvaal; that in fact your Bulletin is submitted to the editor of TUATA to use as he pleases. From the same source, I gather that: "The Rand," is purely organisational in its purpose: to rally all teachers to the mother organisation, TUATA; to encourage and revive reading and especially writing by teachers in their special field of African education; to disseminate information on professional and topical material. I must congratulate the District on a timely move. The Magazine TUATA has not been published on close a year and the problem seems to be that teachers will not subscribe articles for publication. This I believe is a shameful state of affairs in a body which is at the helm of the education of a nation. I have never subscribed to the press before. I am going to learn through this Bulletin.

(Your information on: THE RAND, is correct. Letter been abbreviated.—EDITOR)

LET'S HAVE MORE POSITIVE APARTHEID

—V. T. SIFORA

I cannot lay my hands just now on statistics. But the argument is irrefutable that:

1. A number of training and secondary schools have been closed down by action of the government and few if any have been raised to absorb the growing number of African youth seeking training in trades, secondary school and teachers' courses.

2. That among the existing Normal Colleges, the quota per annum of trainees is decided and prescribed by the Department of Bantu Education in Pretoria, a quota that has in the past three years been strictly limited for each school on the basis of the law of demand and supply, the argu-

ment here being: that in the past, there has been an over production of teachers who cannot be placed in suitable posts. This process, the argument concludes, has represented wastage of all sorts including public funds as government grants a subsidy to schools yearly per caput.

3. That not withstanding the very abridged quotas to Training school establishments, a number of young teachers of both sexes, but especially male teachers cannot be placed in posts and are forced to seek employment in trade and industry and that the few who filter into the profession are employees of the school boards whose sole source of revenue appears to be School Fees of between sixpence to a shilling per month per child; a very inadequate and unstable if burdensome source of income.

Hence it is that anomalous situations do arise within the profession in African education. I tabulate a few of these:

1. There are teachers paid from sources stated above who have to be content with "salaries" ranging from £4 to £6 per month. I have known them to accept willy-nilly the hallowed sum of 30/- (Judas' Fee) per month and very few, anything like salary as in the scales for teachers published in 1948 (Administrator's Notice No. 530. 15th September 1948.)

2. I know teachers who have not received any form of salary in the past three to six months, paid from this source and this affects especially those who have only recently left college. If this is not boycotting and killing the profession, then I must yet learn what does!

3. Women are preferred mainly I believe for economy and few men are yearly admitted to colleges and fewer ever enter the class-rooms as teachers.

4. A woman who marries is by that fact alone deprived of the "privilege" of teaching the young of the race. the argument here seems to be, that she can rely on the support of the husband. How I pray this could be true! On principles however and from the standpoint of the profession, this argument is as dangerous as it is false.

My complaint is that the emphasis throughout is one of economy and not education. Men and women have, under this arrangement, ceased to have souls. They yearn not nor feel. They are not expected to experience the fire and glow of personal ambition, perhaps because they are women.

In the meantime, we are still waiting for our trades, industrial and technical schools to look after our failures in standard 2 and our near-passes in standard six who may not be admitted in secondary schools in urban areas. I can't say I like this sacrifice in human material and principles for expediency.

But, following the line of economy, I must put forward a few suggestions which I hope will find ample expression through every organ of Bantu Education Department in 1961. We have only three months to adjust ourselves to reality. My proposals have the virtue of being in accordance with state policy which I could not oppose if I would:

1. That all posts in the Department of Bantu Education below the office of Regional Director (to start with) be Africanised. The reasons are simple.

(a) More work will immediately be made available for our African youth leaving college and high schools, in those Departments of state wholly serving their people.

(b) Add to this the immense and necessary training in general administration and administrative responsibility which I contend is the right of any people. We can't afford more Congos if what we read in the Press is true.

(c) Add the human element of uplift, which this step will mean to the African; greater confidence in oneself and pride in one's own i.e. a sense of belonging. (I believe in training in the job and not away from it.)

(d) Add, the economic factor of possible savings from salaries and allowances made to white personnel in the Department. I am hoping of course that the African successor will not demand the same salary which in any case will be more than the proverbial 30/- but less than £70 per month quoted in certain quarters as salary of certain African principals of schools. (We should ask them to pay an economic subscription of £5 per year to TUATA.)

I visualise that from such economies all round, more schools might be built and marriage, even by or of female African teachers be left a sacred sacrament that we have always been led to believe it was.

2. That all posts in the Department of Bantu Administration and Development below the office of Under Secretary, be Africanised and for the reasons already stated. You may ask: Why below this and below that? I can answer that in one word: TRAINING. Administration is more than a job. It is a Service and Lumumba will tell you that. Remember the Force Publique of the late Congo Republic and again if all we hear et cetera!

Now all this may be good talking. But I can imagine the Regional Director ask this question: How many clerks, short-hand typists, bookkeepers stenographers, secretaries, technicians, executives etc. will you have on 1st January 1961?

Teachers, what is our trained strength? I confess I may be in difficulties to produce a hundred all told. What with some of you who "finished" education at college and have since not even read a newspaper let alone pursue private studies!

FOR YOUR INFORMATION

Do you know how much you ought to be paid, if you are? Here we go.

N.B.—At least half the number of Degree Courses required in grades 4, 5 and 6 respectively, must be taken in approved school subjects. These conditions shall take effect in 1948 for grades 4, in 1949 for grades 5 and in 1950 for grade 6.

Next issue: Salary scales for unqualified teachers.

Do qualify before this!—EDITOR.

1. Lower Teachers' Primary Cert.	
Men	£120x9x201
Women	£90 6x150
2. Higher Teachers' Primary Cert.	
Men	£138x9x246
Women	£102x6x186
3. Matric plus professional Cert.	
Men	£180x12x360
Women	£130x8x266
4. Four Degree Courses Plus Pro. Cert.	
Men	£198x12x373
Men	£198x12x378
Women	£142x8x278
5. Eight Degree Courses plus Pro. Cert.	
Men	£216x12x396
Women	£154x8x290
6. Degree plus pro. Certificate	
Men	£258x12x450
Women	£182x8x326

DO YOU KNOW?

I DON'T PULL PUNCHES

EXIT MARRIED WOMEN TEACHERS . .
ENTER SPINSTERS

I propose to give an unbiased analysis of Service Conditions providing for the displacement of married women teachers by single ones within the Professional framework of teacher's services. This monopoly created by the Department of Education to be used by the School Boards provides that either the School Board or the married teacher may terminate contract by giving notice of one calendar month if such a teacher is supported by her husband.

Positively, it is a very good thing for posts to be created for young teachers fresh from school as it is quite obvious that unless such a provision is made, the flock of ambitious young ladies who wish to make a noble contribution to pedagogics will meet the unsurmountable task of finding no opportunities for disseminating knowledge and teaching facts of life in a process for which they have been so equitably equipped.

Disseminating information requires no more than first assimilating knowledge and then passing it (successfully or not) to a person or groups of persons. This the young teacher does within the first five years of his/her career with very little reflection on TEACHING AS A PREPARATION FOR LIFE."

Teaching facts of life is by far a different proposition, and seeing that life is in itself real and earnest, grim and daring, we should inevitably accept the fact that nothing else but the truth should be taught in this connection. Yes, TRUTH which above all things can be gained by coming into real contact with grips of life's bitterness and leisure of its sweetness; and knowing this so well, we might ask ourselves: "Who of the two teachers in question is more fitted and suited for this immense task? It is the married woman teacher who by virtue of her long service before

marriage or continued service thereafter is sufficiently seasoned by experience for this noble undertaking.

This displacement of married women is not only unfortunate but rather an expensive routine to the school because the stability of the school (discipline, results, general organisation) cannot be efficiently maintained with such regular changes in the teaching staff.

Staffing a school is work of an artist, and when an expert the principal is given his rightful duty of choosing his staffing team, he does so with a conviction of realising a dream — a vision he has for each and every child in his school. He uses his selected team to guide and protect, lead and mould each and every child to the realisation of that dream and ultimately to take its rightful place in society. Changing of teachers because of their marital status goes a long way to wreck the mobility of graded teaching sequence in the school; it distorts the principal's dream, obliterates the child's vision and precipitates national catastrophe.

The place of an African woman is in the house. "MOSALI" in Sotho means 'the one who remains behind.' Was the Department of Education prompted by this fact to make our educated married women stay at home to look after children, chickens and kittens? True enough the degeneration of social standards, delinquency and lawlessness of youth coupled with many other evils of the day, call for better parental control and discipline of children.

Supposing that all married African Teachers remained at home, it would invariably mean that all other married African women in different categories of life would also have to remain at home, seeing that Education and life are not only compatible with each other but also inter-woven in pattern and inter-dependent in effect.

Several questions are immediately posed as a result of the situation that arises from the great number of women that would ultimately be forced to stay at home. Is the married woman not entitled to make a contribution in the art of nation building? Would the State be willing to pay husbands sufficiently in order to maintain their wives idling at home and children at school? What means of livelihood is a young lady who has been teaching for years to adopt if she has to lose her post for entering into united states of matrimony? Could we run the risk of leaving our education and hence the destiny of our children in hands of young inexperienced girls?

From the face of it, the life of a young lady who has chosen teaching as a calling has very little encouragement and attraction in it for the building up of a future both individual and national. She is faced with a problem of choosing between the divine law of creation "marry and multiply" and that of her contract — 'be single and keep your post.' In choosing the latter — in order to gain a livelihood, the young lady is bound to fall victim to a debasement of morals because she is human and should marry. The result is that teaching — a noble profession, may

in the end become a harbour for young women with double identity — Miss 'Y' at school and Mrs. 'X' at home.

Assuming that the present conditions of service have come to stay, and that the graph of teachers' basic emoluments does not rise, there will be very little left to attract young ladies to take up teaching and our education would entirely be in the hands of men.

Discouraging as this situation seems to be to us, it is not without to the Department of Education, because for every married woman who has been teaching for many years and has reached the top notch of her remuneration, a young teacher is employed for a salary at rock bottom level of the scale. Hundreds of pounds are saved in this manner.

Having examined the pros and cons of a ticklish condition of our service as teachers, one feels that we cannot resign ourselves to fate and hope that some day some miracle will come to improve our lot. We need a change of mind and wind and discontinue to over burden the department with what must be done for us and by us when we care not what good or bad is thrust upon us. Such an attitude is not only unprofessional on our part but also irresponsible because the department in its dilemma what to do for us is bound to bring about conditions that are not only erratic but sometimes contrary to our aims and progress.

As a people we have a destiny. Haven't we the right to contribute to the building and shaping of that destiny? If we contend that we know ourselves more than anybody else knows us, let us throw away the cloak of irresponsibility, uncertainty and frustration and evolve schemes whereby married women teachers — for very obvious reasons should be retained in the profession and posts to be created for young teachers as there are far too many children who need schooling facilities while many women teachers are being written off the roll because they have got married.

THE BATTLE OF MEDIA

Instruction in African schools through the medium of the mother-tongue has been and among African teachers generally, is a target for some share criticism. The impression is created, that what is generally referred to as: "inferior education" for the Bantu derives inspiration and force from this consideration alone — mother-tongue instruction. We would be failing the African if we did not state, that there is nothing new or sinister in the fact that the child, the subject of thought in education, should conceive, acquire and express its experience, i.e. education, whether it be knowledge, skills or ideals through that language which the child (and not the teacher) best commands as medium of ordinary, social intercourse. This is in accordance with sound educational principle everywhere.

Language in itself is not education. Its highest value is communication of experience, of knowledge and values. It has been the misfortune of

the history of our education in this country that the mere knowledge and fluency in a foreign language, became and was accepted to be the hallmark of education. The fact that I should be using (or mis-using) English in this article may not be and often is not a pointer to my education or lack thereof. It can be and often is a reflector of the measure of my education. But so is my Tswana equally capable as medium of creation and communication in this regard.

But back to the child. By the age of seven, the child has acquired a reasonable proficiency in the use of the home language. With this, it steps into the first class-room. Is there anything more logical and natural than to help widen the child's experience through the use of its already acquired skill? Imagine the perplexity and often, sheer frustration of the same child entering the class-room to face a new fact of experience couched in a language the child neither understands nor can use to communicate its experience; note, to communicate and not to be painted green, white and yellow by some energetic knowledgeable but wholly inexperienced and ill-informed teacher who considers it the prime purpose of his practice to parade his incomprehensible knowledge to a dazzled child. So much for the mother-tongue for the time being.

It is a fact of psychology, sociology and philology. Language grows and develops with the people using it. It creates. It borrows. Its richness or the reverse is thus dependent upon the extent, intent and diversity of the experience of the people themselves. It is hardly possible under these conditions to "create" language and less still for any people to create and prescribe language for another. The language of any people is intimately intergrated with their personality, the group-self and is as sensitive as their religion.

Take a few family names at random: Motswasele, Mohapeloa, Schmidt, Strijdom. I have seen people wax very warm because their names were spelt: Motsoasele, Mohape'wa, Smit and Strydom and few things could have enriched my education as an African than the insistence by the late Prime Minister of South Africa, that his family name was Strijdom and not the mere homely Afrikaans version, Strydom.

Whatever the intention of the Department of Bantu Education, one must deeply regret its new creation in the South-Group of languages. I am referring here to the: shong, shopedi, shotharo "Bantu Latin," that is now paced through the primary Schools. I can't see it flourish into a language for the simple reason that it has no roots in the people for whom it is intended. It does not represent the gradual growth and development referred to above. Its a revolutionary hybrid from above and is met all round by revolution and it seems to take into no account, feelings which can be very sensitive on this point. Language. What makes one sadder is, it was hardly necessary especially at this time of so much change. It represents one of those things

which, like an angry appendix, can be dispensed with, without harm to the whole. Bantu Education is going through an experimental stage. Let's not overburden it with our ambitions.

—V. T. SIFORA

The Editor,
TUATA,
Ladyselborne High School,
Pretoria.

Dear Sir,

Kindly allow me space in your Magazine to express myself on a few things.

I am disgusted at the size and news value of our magazine. The November 1959 issue contained mostly District reports and other reports which were given at the 1959 Natalspruit Conference. To those who attended Conference, these articles are boring for all delegates and members who attended have copies of them. Most of these people gave the information to their Branches and Districts. Why, then, do we have to be burdened with them in the Magazine? I believe that after every Provincial Conference every delegate goes back to a report-back meeting where these reports are presented.

Even if teachers do not send articles for publication you can still give us many pages of news-worthy articles. Here are my suggestions:

(a) Publish the salary scales of African, European, Coloured and Asian teachers with their qualifications (I have a copy of these if you are interested).

(b) Publish Educational articles from educationists in the Union and abroad, e.g. The teaching of English, Novels, Poetry, Grammar and Composition, Essay. This would do us a world of good.

(c) Instruct each District to submit a miniature magazine to the Editor three months before the publication of TUATA. Re-edit these magazines and compile a TUATA Magazine.

I am not satisfied with the replies given the Emergency Committee by the Regional Director of the Southern Transvaal on March 21, 1959. To the question why Standard VI candidates who have passed in the third class are not admitted at high school the Regional Director replied that there are more applications than can be admitted. The Emergency Committee should have asked him to build more schools. The question of funds is immaterial in these days of high taxation. Why is the maximum enrolment per class 55 in our schools when it is a little over 25 in European schools? Is it not the case of overworking African teachers and expecting better results from them?

At the Natalspruit Conference we were told that the Emergency Committee would meet the Regional Director on January 20, 1960. We were all interested in the outcome of this meeting. Why did it not appear in the Magazine? The Emergency Committee should remember that this information is ours and not for them to keep.

The financial reports leave much to be desired. I should like to know how much money is in the

legal defence box, whether the fixed assets of TUATA are evaluated every year before Conference.

There are many teachers who pretend they do not know what the Teachers' Organization has done since 1906. Will you please publish a record of the achievements and activities for the benefit of these teachers. They give this as the reason why they do not join us.

I deplore the practice of electing the same office bearers for the Branches, Districts and Province for more than three years in succession. It has the effect of over working a few individuals and decreasing the efficiency of these people.

I have noticed that at Branch meetings, District and Provincial Conferences many a teacher's hands up on his hind legs to speak an infinite deal of nothing. You look for his meaning in the labyrinth of words and when once you have found it you feel that the game was hardly worth the candle. Brevity is the soul of wit. I suggest that the President give each floor speaker three minutes at a time in which to say his say.

I would like to encourage teachers to continue reading their books on the methods and psychology of education after completing their training. This would bring better results. The Department should be asked to organize refresher courses for teachers.

P. Eug. Rikhotso.

(Letter has been shortened—(EDITOR.)

NATALSPRUIT TEACHERS MEET SCHOOL BOARD

We wish to congratulate the Natalspruit teachers on the success of the meeting held between them and their school Board. This memorable meeting was held on September 23, 1958. The memorandum below formed the basis of their discussion.

MEMORANDUM

APPOINTMENT OF TEACHERS:

- (a) **Temporary Appointments:** This type of an appointment is more than often an emergency case which merits an immediate attention so as to avoid the suffering of the pupil. That being the case the Chairman of the School Committee and the Principal of the School should be given the prerogative of appointing a substitute whose appointment must be approved of by the School Board.
- (b) **Permanent Appointment:** The procedure for the appointment of permanent teachers should be strictly adhered to as regulated for — refer to the Bantu Education Journal, January, 1955.
- (c) **Promotions:** Our School Board had given us an assurance that whenever a vacancy of a higher status occurs the first preference would be given to the teachers who had sincerely, zealously and meritoriously served this Board. But in practice this does not seem to be the case. We, therefore, as

Principals of the teachers described here-above feel that the oversight to promote local assistant teachers to higher positions, deliberately done, is an expression of no confidence not only in the Principals but in the very Teachers. This naturally gives rise to the element of disinterestedness in the execution of the work by the assistant teachers who naturally must lose confidence in the recommendations given by their principals on their behalf.

2. INSECURITY:

The fact that more than often representations of the School Committee to the School Board have been waived aside makes the teachers feel that their positions are not secure. It is through the media of the School Committees that the teachers are able to give expressions of their professional wishes to the School Board. It must be clearly understood that School Committees are statutory bodies who have been granted special functions and should therefore be accordingly given their due.

3. STATUTORY POWERS OF SCHOOL COMMITTEES:

That certain members of the School Board have taken it upon themselves to act as if they were directly connected with School Committees of the various schools is viewed with horror and alarm by the teachers. It is, therefore, our strong opinion that such members of the School Board who so behave are flagrantly violating the regulations and committing an outrage on the escutcheon of the School Committees.

OBITUARY

It is with deep regret to have to report the death of TWO teachers, in the East Rand district.

1. **Mr. D. Mkofo**, who was a Principal at the Ntsikana H.P. School, Daveyton and a resident there.
2. **Mr. J. Morobongwane**, who was a teacher at the Samson Community school, Natalspruit and a resident at Stirtonville Location, Boksburg. The funerals took place respectively on 20th, 21st August, 1960.

SMILES:

- Young Teacher: Eva, Eva how I love and adore you!
- Young Mistress: I have heard that one before, dear.
- Young Teacher: Believe me Eva, I am different. My motives bear the stamp of sincerity, purity and nobility.
- Young Mistress: And what are these noble motives, Adam?
- Young Teacher: Marriage, Eva dear and you can choose your date, your cos
- Young Mistress: Shut up, Adam! I am amazed at your ignorance. I never want to see you again.

TRANSVAAL UNITED AFRICAN TEACHERS' ASSOCIATION

MUSIC COMMITTEE REPORT, 1960

A report of the Music Committee is, in the main, a report on our now well established annual event — the Music Festival or festivals, the running of which stretch for well over two months, from Branches to Districts and end at the Province where the best meet the best and really give their best.

This year's Festival has come and gone in the usual traditional style, colourful and enthusiastic, drawing large crowds at all levels. Indeed our immediate past was a time of intense fervour and expectancy on the part of conductors, and of thrills on the part of our audiences.

Now that the heat and fervour are gone with the event, some of the tunes still linger in our minds.

The highlights of this year's eisteddfod were the following songs: COUNTRY GARDENS, WINTER WONDERLAND, TALLY-HO, DREAM, BARK, THE SOUL'S LONGING, THAPELO to mention only a few. We pay our silent tribute to their composers for their contribution to culture and to the world of entertainment, as song is nourishment to both mind and soul. It is for this reason that this Festival has been brought to being.

As a Music Committee, our duty is to prescribe melodious songs which will thrill both the listeners and the singers. It is our duty to grade the songs, and also to provide some exercise to the conductors.

It was our privilege, as adjudicators, to assess the musical values of these songs, and whether the conductors rise to the occasion. With few exceptions, the songs were suitable for the sections they were prescribed; also, the conductors, at least some of them, brought out the correct melody, interpretation, and mood of each song. But other conductors failed in some or all these features, with the result that a song, and not the conductor, was found wanting, which was not so.

Let us state here that time has arrived when our conductors should make a serious study of music generally and of the art of conducting. In the study of songs, before they can teach any song, they should study its MELODY, RHYTHM, TEMPO, WORDS, MOOD. Each song must be learnt by the Staff before it can be taught to the choir. Otherwise we shall keep on marking time as it is the case in some schools.

We must go further and state the main characteristics of songs prescribed for the various sections as guide to conductors. In our view, the chief offenders are the conductors of Junior choirs who make them sing as if they were seniors, and who misunderstand the songs for these sections with the result that the whole rendition became a failure. As stated above, songs are graded, and the following are the main features of each song :

INFANTS, JUNIORS, INTERMEDIATES. Their songs are lullaby, jovial and their theme on out-of-door activities suitable to their age. There must be nothing serious about them. The voices should be light but blending, rounded and sweet.

SENIOR. These sing mostly madrigals which are light and full of expression, on topical subjects. In the same way, the voices should be light and sweet. Primary school boys have the tendency of artificially increasing the volume of their voices which is not good.

GIRLS' Songs. These are usually light and gay on topics on every-day life, and COUNTRY GARDENS is the case in point.

BOYS' Songs are jovial or grave and patriotic or on action in the field.

SECONDARY Choirs. Traditionally, we have given these choirs anthem-like songs which are dignified, ennobling and edifying, and we have kept to that.

While the recent festival is still fresh in our minds, we might as well do stock-taking as far as criticism is concerned. We invite comments on songs and the general running of the eisteddfod. These comments should of course be informed as against one we heard the other day when songs, which incidentally are the works of Mendelssohn, himself an immortal giant in the world of music, were said to be too old. We thought a song may be of poor melody, but if its melody is good its age has nothing to condemn it, as it was said the other day. If that is carried further, it means any old thing is bad: Handel's Messiah which are standard works will be left unsung; and so would be Shakespeare's plays and Esop's Fables. Let us criticise quality and not the age in this as in other matters. We shall leave this controversial point at that.

Let us turn on to the practical side of our work. As the main work of the Committee is to select songs for the year, and to advise the Emergency or Central Executive on all matters pertaining to music, we wish to state that this has been done, and that the said songs will, when all will be stocked, be released through the usual channels of secretaries. For the guidance of our buying public, the songs are sold from October. The time between now and October is for writing out these songs which is a task of skill and precision.

In this respect we wish to again state the difficulty we are encountering every year and that is of vernacular songs, especially for the Infants, Juniors and Intermediate sections. The three-part songs of Tyanzashe have been exhausted and repeated. Now we rely on the Morija translations which are nearly exhausted.

In our view this difficulty could be overcome in two ways, namely:—we encourage the local composers by organising competitions, and:—a parallel competition for composition of vernacular words to some of the songs we have grown to regard them as English songs, when in fact are German, French, Italian, etc. in origin. We commend this matter for the consideration of the Conference.

During this year we have answered a long-felt need and that is to open a new section — The Talent Eisteddfod, which is designed to cater to the talented among us. It is this group where our future great singers and entertainers will be drawn.

The songs for this new section are prescribed; some schools have already bought them but the bulk of them still lie in their packets. An appeal is made through the Branches and Districts to make this section a success even from the start for its future is even brighter than that of choir singing. It is suggested that competitions in the Branches should be in October or so, starting this year.

To answer another long-felt need, we have this year provided our conductors with songs in their original form. We wish we could do that for all songs and for the years but for certain local setbacks, namely that our suppliers are far away in England where orders take time to be despatched. Then, once the first order is sold out new stocks cannot be found in time for our sales which are seasonal. But, the typing of so many songs is equally a difficult task which is bound to tell on those who shoulder it year after year.

Novel features were introduced for the first time in this year's provincial competitions namely, the use of two halls at the same time, and the employment of a panel of adjudicators. It is for Conference to guide those in charge if they have any comments to make on these matters.

Should the system of a panel of adjudicators find general favour, we would like our Executive to send an appeal to our African adjudicators to reduce their fees.

Turning once more to the system followed at present in the sale of songs, it is as follows:

1. Songs are ready only after the list is released through the secretaries. No inquiry should be made to the person handling the music as he deals with a very heavy correspondence of orders.
2. No orders of previous years' prescriptions should be made, as ours is a depot of the year's songs only.
3. Cheques from Branches or Districts should bear the stamp of those bodies.
4. Postal orders and cheques should be addressed to: The Chairman, Music Comm. TUATA.
5. Only correct amounts requiring no change should be sent.
6. Schools should make one single order covering all songs of the year.
7. Where possible it is recommended that orders should be made by Branches and Districts, when a commission of 10% could be allowed and deduction made in the order itself. This would enable these bodies a small allowance for handling.
8. Branches and Districts should send songs to adjudicators at least a week before the competitions.

9. The following books are recommended for use by conductors: THE TEACHING OF CLASS SINGING (By Hilda M. Parker) sold locally by Juta and Co. Johannesburg.

Wishing the conductors another great musical year,

Signed: E. A. TLAKULA (Chairman)
For Music Committee.

HOW TO MAKE AN ORDER

In view of the wide range of songs, teachers are earnestly requested to strictly follow the procedure laid out here. It must be remembered that the person handling the orders has his regular school duties to cope with, and therefore every effort should be made to lighten his burden.

1. Songs should be written out according to the sections in Infants, Juniors, Intermediates, Senior B, Senior A, Boys, Girls, Secondary.
2. Begin with the mixed songs and then the part songs.
3. Send just the required amount in postal orders, or notes or cheques in case of associations.
4. Postal orders should be addressed to: Chairman, Music Comm. TUATA, Springs.
5. Postal orders should not be crossed.
6. Name and address of the person ordering should be clearly written and not scribbled. Only cash orders will be considered.
8. Orders should be written in form-like manner as follows: Title of Song. No. of Songs. Total price.
9. It is recommended that schools make complete orders at once.
10. As teachers may, during the year need songs other than those for competitions, it is recommended they order songs meant for other sections, which they may learn after the annual competitions.
11. Teachers should learn to build their own music library and refrain from writing to the Music Chairman for certain songs which do not form part of the syllabus for the season.
12. Branches can make their own arrangements regarding the choice of English and Afrikaans songs.
13. Branches should decide for themselves about songs in the solos, Duets, trios, quartets sections. Where possible, a separate date should be fixed for this section.

HAVE YOU HEARD?

That principals of schools will say: that the number of women on their staff taking accouchement leave has taken a sharp drop in the past ten months!—ED. BREAKING GLASS.

TRANSVAAL UNITED AFRICAN TEACHERS' ASSOCIATION

1961

(MUSIC SYLLABUS

1961

PRIMARY SCHOOLS

DIVISIONS	LANGUAGE	TITLE	PRICE
			s. d.
INFANT SECTION: (Lower Primary School)			
MIXED:	VERNACULAR	Fatse la heso	0. 6.
JUNIOR SECTION: (Lower Primary School)			
MIXED:	ENGLISH:	A Celtic Lullaby	0. 6.
	VERNACULAR:	Hlohohelo	0. 6.
	ENGLISH:	Butterfly	0. 6.
SOLO: (Girls)	ENGLISH:	Mrs. Jenny Wren	1. 0.
(Boys)	ENGLISH:	The Old Woman	0. 6.
DUET: (Girls)	ENGLISH:	I love sixpence	1. 0.
(Boys)	ENGLISH:	In the Merry Month of May	1. 0.
TRIO: (Girls)	ENGLISH:	Hurrah for the Holidays	0. 6.
(Boys)			
INTERMEDIATE SECTION:			
MIXED:	ENGLISH:	Rudolph, The Red-nosed Reindeer	1. 0.
	VERNACULAR:	Ukuba be ndinamapiko	0. 6.
SOLO: (Girls)	ENGLISH:	Chick a biddy	0. 6.
(Boys)	ENGLISH:	The Gipsy	0. 6.
DUET: (Girls)	ENGLISH:	Hide and Seek	1. 6.
(Boys)	ENGLISH:	Panis Angelius	1. 6.
TRIO: (Boys)	ENGLISH:	The Rising Lark	1. 6.
SENIOR SECTION:			
SENIOR "B" MIXED:	ENGLISH:	If Winter Comes	1. 0.
	VERNACULAR:	Polio	1. 0.
SENIOR "A" (Mixed)	ENGLISH:	The Goslings	1. 6.
	AFRIKAANS:	Immer voorwaarts	1. 0.
	VERNACULAR:	T U A T A	1. 6.
SENIOR "A" and "B":			
GIRLS' CHOIR:	ENGLISH:	The First Spring Day	1. 0.
BOYS' CHOIR:	ENGLISH:	The Mighty Conqueror	1. 0.
SOLO: (Soprano)	ENGLISH:	The Toyshop	1. 6.
(Alto)	ENGLISH:	Bed In Summer	1. 6.
(Tenor)	ENGLISH:	I'd like to sail	0. 6.
(Baritone)	ENGLISH:	Where Go The Boats	0. 6.
DUET: (Girls)	ENGLISH:	On Wings Of Song	1. 6.
(Boys)	ENGLISH:	The Dashing White Sergeant	1. 6.
TRIO: (Girls)	ENGLISH:	Twilight	1. 0.
QUARTET: (Boys)	ENGLISH:	Good Night	1. 6.
DOUBLE QUARTET: (Mixed)	ENGLISH:	Brother Jame's Air	1. 6.
SECONDARY SECTION MIXED:			
(Tenor)	AFRIKAANS:	Verlose Siele	1. 6.
	ENGLISH:	Thanks be to God	2. 6.
	VERNACULAR:	Isitandwa sam	1. 0.
SECONDARY A and B:			
GIRLS' CHOIR:	ENGLISH:	Spring The Swee Spring	2. 0.
BOYS' CHOIR:	ENGLISH:	Dream, Baby, Dream	1. 0.
SOLO: (Soprano)	ENGLISH:	Tom Bowling Rolling Down Rio	2. 0.
(Alto)	ENGLISH:	The Nightingale	1. 0.
(Tenor)	ENGLISH:	Sweet Spring	1. 0.
(Baritone)	ENGLISH:	Kentucky Home (Two Verses on'y)	0. 6.
DUET: (Girls)	ENGLISH:	Creation's Hymn	0. 6.
TRIO: (Girls)	ENGLISH:	Slumber Song	1. 6.
DOUBLE QUARTET: (Mixed)	ENGLISH:	My Friend	1. 0.
	ENGLISH:	How Calmly the Evening	1. 0.
TEACHERS' SECTION:			
SOLO: (Soprano)	ENGLISH:	The Canary	1. 6.

(Tenor)
 DUET: (Ladies)
 TRIO: (Ladies)
 QUARTET: (Mixed)

ENGLISH
 ENGLISH:
 ENGLISH:
 ENGLISH:

Dicky Gossip 1. 0.
 La Serenade 1. 0.
 People will say we're in love 1. 0.
 Dream Song 1. 0.

Copies of the above songs are obtainable from:--

The Chairman,
 Music Committee, TUATA,
 1—Hlabangana Street,
 Kwa-Thema, SPRINGS.

THE TEACHER'S ROLE IN T.U.A.T.A.

It must be said from the very onset that the attempt made here does not pretend to cover the wide and vast field embraced by this subject. Mightier pens and greater minds can delve deeper into this subject and produce efficacious results. Mine is merely to provoke them from inactivity, in this connection, into action.

The teacher of today represents the pedagogue of the dawn of the history of education. To discuss the teacher's role in T.U.A.T.A. without intruding into education and schools would be impossible.

In the first place the teacher is the tool and his pupils the substance through which the tool works. The pupils in the teacher's charge have to be educated. Education, as we know it, is the process of adjustment to the environment. In handling this very "explosive" material, the teacher has to exercise great care for the whole life-career of an individual has to be moulded by him — the destiny of a soul is his responsibility, a soul that has to reach full growth intellectually and emotionally. The teacher is supposed to be well equipped for his task when he leaves the Training School. But that is not enough, because the "Best Teacher" is "Experience," and this teacher cannot do his work effectively in rabid isolationism which may be mis-called individualism. The teacher must "talk shop" with his fellow-workers, after all man is, by nature a gregarious being. T.U.A.T.A. affords the teacher a forum where he can exchange views and problems in respect of his type of work. It is not enough to rub shoulders with colleagues in the immediate surrounding. The man farther than your doorstep might have the key to the peculiar problem you are facing.

The famous philosophers, men who spread and taught that thinking was important, gathered students round them. They never did what we may call "go-it-alone," they woke up from the stupor of self-glorification and self-idealizing. Plato had his Academy, Aristotle his Lyceum, and up to now their footprints on the sands of time have not been erased.

It is common to hear young or new teachers ask about the achievements of T.U.A.T.A. on their behalf. But it shocks the banks of the Limpopo to get the same question from teachers who can boast of having been in the field for the last—er—10 to 20 years. An interesting question would be what have you done for the Association or the profession as such. It is perhaps, time we became honest with our dear selves. T.U.A.T.A. is what TATA and TATU were before TUATA

came to be. If we are criticism-mongers we are doing nobody any good. Destructive criticism is like a poison potion — it corrodes and reveals the character of the critic. Our constructive criticism is welcome within TUATA. The Branch or District will welcome you with open arms. It is a bad habit to shun meetings, and yet be ready to criticise. Those at the helm are as human as any other person, and are therefore not immune to error, after all, "to err is human and to forgive divine." It is only a coward who will criticise a man behind his back. If in other professions, like law and medicine, people find it necessary to club together professionally, what is our stumbling block? We dare not shirk our responsibility to the child, lest we should prove ourselves unworthy of the profession we profess to love.

There are a number of advantages one can catalogue for a teacher who plays his part in the Association. Take, for example, Music. Supposing a "Majo'a" puts the school on the Music map. From the Limpopo to the Vaal this wonderful conductor has fans who would just be happy to feast their eyes on him. If that be the case, how do the members of the staff where this man is teaching feel? I leave that to your imagination. The school is envied, and should a member of the staff leave to join any other school, the people who are in charge of schools fall over each other trying to obtain his services. Mind you, it is not the "Maestro" himself. The person who is almost forgotten in the whole process is the poor principal where the maestro teaches. So your vital and energetic role in TUATA is for your benefit, dear reader. If at this moment we undertook witch-hunting in our minds and were honest, how many "Importations" have been effected for the last two years, not because the teacher can train in football well, or basket ball, athletics or is a good gardener arts and crafts teacher etc. You my dear reader, might be where you are, for the simple reason that you could show what you were worth with a baton and a pitch pipe.

Lastly, in pleading for a change of approach to the uncompromising critic, it would be appreciated if, whenever, there is need for certain questions to be answered the Secretary of the Branch should be contacted. It might be a copy of the constitution, or why your copy of the "MAGAZINE" is irregular? I am definite he would gladly accept such queries. At the next meeting it might be the ambition of your group to discuss on a higher level, such topics as, literature, study circles, truancy, juvenile delinquency and measures to combat these evils. There are parents who are not very co-operative when you are keen to have

your class 100% present in order to be able to feel that you are ready to drive that point home in the history or geography lesson.

By endeavouring to seek knowledge where we lack it, in respect of our Association, we shall be paying tribute to the pioneers who blazed the trail and founded this "CLUB" of all the Transvaal African teachers.

I. E. ZWANE
(East Rand District Secretary)

**TRANSCAAL UNITED AFRICAN
TEACHERS' ASSOCIATION
CONFERENCE REPORT**

**B. CONFERENCE NEWS: OBSERVATIONS AT
POTCHEFSTROOM ANNUAL CONFERENCE.**

1. **STRENGTH OF TUATA:** Ten districts with a membership of 5,308.

2. **DISMISSAL OF TEACHERS:** Mr. S. Rabotapi vs. Meyerton School Board. Case won by Mr. Rabotapi at the Supreme Court—£561. 15. 0. plus costs.

Mr. S.K. Mogotlane vs. Zebediela School Board — TUATA still investigating it.

The dismissal of married women teachers is being handled at the highest level—ministerial level by the highest teachers body, the FEDERAL COUNCIL OF AFRICAN TEACHERS in the Union.

3. **RELATIONS WITH THE DEPARTMENT:** Much improved; in fact cordial. Even the case of an Inspector in Ermelo who threatened the Ermelo TUATA has been settled and the allegations that TUATA is not a recognised body have been successfully exploded.

4. **RELIEF:** Conference voted £50 to the Sharpeville Relief FUND. Conference indicated that this amount could be increased if TUATA was not so financially overburdened this year. Conference further petitioned that the educational needs of the victims (Sharpeville) be investigated.

5. **AFFILIATION WITH WORLD TEACHERS BODY:** TUATA accepted the invitation to join the FEDERATION OF WORLD TEACHERS and appointed the President, Mr. C.A.R. Motsepe, to be an observer-delegate at its 1960 Conference held at Amsterdam.

6. **FEDERAL-COUNCIL:** The draft UNITARY CONSTITUTION of the Federal Council of Union African Teachers was rejected by TUATA in favour of the old FEDERAL CONSTITUTION.

7. **FINANCE COMMITTEE:** Conference approved of the formation of a FINANCE COMMITTEE. This is a 4-man Board comprising the best financial brains. The word of this committee is to inspect all the financial documents and books of the Motherbody and if necessary, of the Districts and Branches. Mr. Phetheni, a well-known financial wizard, has been elected the first Chairman of this committee.

8. **MUSIC COMMITTEE:—**

A FEW EXCEPTS FROM THE REPORT.

(a) Teachers should study the songs thoroughly before they train the choirs. They should pay attention to the MELODY, RHYTHM, TEMPO, WORDS and MOOD of the songs.

(b) This year the chief offenders were the conductors of Junior Choirs who made them sing as if they were senior pupils. Juniors must be jovial and not serious. Their voices should be light but blending, rounded and sweet.

(c) Primary boys' choirs have a tendency of artificially increasing the volume of their voices. This is not encouraged.

(d) Songs for next year will be ready for sale from October 1960.

(a) A Talent Eisteddfod will be organised particularly for small groups — solos, duets, trios, etc.

(f) **BOOKS WHICH CAN HELP CONDUCTORS: THE TEACHING OF MUSIC** by Hild M. Parker obtainable at Jutas and Co., Johannesburg. **CONDUCTING WITHOUT FEARS** by Joseph Lewis — Ellis, Johannesburg.

9. PRETORIA DISTRICT — BRAVO.

To belong to Pretoria District is certainly an honour. This year we won SIX 1ST POSITIONS at the Provincial Competitions. We extend our hearty congratulations to Monong Girls' Choir, Reikagetse Senior B Choir, Lethabong Senior A, Wallmansthal Secondary School Boys' Choir, Wallmansthal Secondary B Choir, Modise-Sekitla Secondary A Choir.

10. **NEW EXECUTIVE OF TUATA.** Mr. C. A. R. Motsepe (President) Mr. H. Ntsaba (Vice President), Mr. D. M. Mphahlele (General Secretary), Mr. I. E. Zwane (Assistant General Secretary), Mr. S. H. Mbambo (Treasurer), Father S. S. Malinga (chaplain), Mr. L. L. Peteni (chairman Finance Committee), Mr. A. F. Tlakula (chairman Music Committee), Mr. B. L. Leshoi (Editor), Mr. S. M. Mogoba (Sub Editor).

C. GENERAL INFORMATION:

1. **MUSIC SCHOOL FOR NON-WHITES**, the first of its kind in Africa, was opened on 21st March, 1960 at Eloff Street Extension, Johannesburg. The Director is Mr. Joseph Friedland. It admits music teachers and jazz players and includes folk and classical music in its curriculum. Fees are £25.

2. **UNIVERSITY COLLEGE ADVISORY COUNCILS:** Turfloop has 2 graduates in its Advisory Council and Ngoya has 1 and 4 matriculants!

3. **UNIVERSITY OF SOUTH AFRICA 1960 GRADUATION:** Only 23 degrees and diplomas were conferred. The worst graduation ceremony in years! Where does the fault lie?

4. **STATISTICS WORTH NOTING:**

Africa has a population of	200,000,000
South Africa has a population of	14,928,000
(not the latest census)	
Reserve Africans in the Union	3,307,234
Farm Africans in the Union	2,924,305
Africans who own cars	100,000

Literate Africans	3,000,000
African Children at School	500,000
University Students (external included)	2,000
Medical Doctors	250
Nurses	10,000
Traders	11,000

New Union Senate . . . and Old Enlarged Senate

Total:	54.....	90
Transvaal:	14.....	27
Cape Province	12.....	22
Natal:	8.....	8
Orange Free State:	8.....	8
South West Africa:	4.....	4
G. General's Choice:	8.....	16
Co'oureds:	1.....	1
AFRICANS	0.....	4

1960 — WHAT A YEAR!

- February Coalbrook Disaster
435 Africans entombed
- March 12 Basutoland celebrated Moshesh
Day, New Government
New Paramount Chief
- March 21 .. Sharpeville — 68 Africans shot dead
- April 8 PAC and ANC banned
- May 31 Union Jubilee Celebrations
- June 20 Mali Federation's Independence
- June 20 Union Republic D'Afrique
Centrale (Chad, Congo,
Central Republic)
- June 30 Congo Republic
- July 31 Somalia
- October 1 .. Nigeria celebrate independence
- April 27, 1961 Sierra Leone

XMAS FOOD FOR THOUGHT:

Council of Scientific and Industrial Research: "A large proportion of South Africa's Urban Bantu cannot afford to pay rent without foregoing some of the basic necessities of life or turning to illegal and anti-social practices for more income."

HAPPY XMAS & PROSPEROUS NEW YEAR! !

—SUB EDITOR

**TRANSVAAL UNITED AFRICAN
TEACHERS' ASSOCIATION**

EDITORIAL REPORT

JUNE 1960 **VENUE: POTCHEFSTROOM**

Mr President and Conference, I give this report with mixed feelings at this 3rd Annual Conference of TUATA. The year has been a very unpleasant one for your Editorial Board. The Board received practically no support from the members of the Association. Perhaps this conference will be able to find the cause for this lack of interest by the teachers in their own paper.

THE EDITORIAL COMMITTEE. The following served on this committee for the year June, 1956 to June, 1960.

- Mr. B.L. Leshoai (Chairman)
- Mr. K. Choshane (Secretary)
- Mr. J. S. M Kumalo (Committee member)
- Mr. S. M. Maja
- Mr. M.S. Mogoba

COMMITTEE MEETINGS.

Only one meeting was held at Lady Selborne High School, Lady Selborne, Pretoria, November 7th '59. TUATA NEWSLETTER. 5000 copies were printed in November, 1959 and sent to all the District Secretaries for distribution to their respective Branches. The cost was £75.

THE TUATA MAGAZINE. 5000 copies in June 1960. Cost £26. 10. 0. Here Mr. President the position is very disheartening. Only one small issue of this paper has been possible.

CIRCULAR LETTER. This was sent to all Districts on the 18th February 1960. The purpose was to urge members of the Association to write articles for the paper. One member responded from the Pietersburg District and one from the East Rand District. This unsatisfactory position requires our serious attention.

In conclusion, Mr. President, I wish to point out that no adverts could be published in our June issue of TUATA because the size of the paper did not warrant it.

Signed: B.L. Leshoai.

**TRANSVAAL UNITED AFRICAN TEACHERS'
ASSOCIATION**

c/o BOX 266,
PIETERSBURG,
19/9'60

TO ALL DISTRICT SECRETARIES:

CIRCULAR No. B / 6 / 60

You are hereby informed that:—

- (a) **THE PRESIDENT'S TRIP TO HOLLAND:**
The President's trip to Holland to attend the World Confederation of Professional Teachers' Associations failed. The Department of Bantu Education refused to approve of his leave and, therefore, a passport could not be issued by the Department of Interior.
- (b) **APPOINTMENTS:**
 - (i) **ASSISTANT GENERAL SECRETARY :**
Mr. I. E. Zwane is the Assistant General Secretary for the year 1960/1961.
(ii) **SUB-EDITOR:** Mr. S. Mogoba is the Sub-Editor for the year 1960/1961.
- (c) **COMMITTEES:**
 - (i) **EDUCATION COMMITTEE:** Messrs. H. Ntsaba (Chairman), A. W. Kgarebe, C. L. Sentletse and L. Makgabo.
 - (ii) **EDITORIAL COMMITTEE:** Messrs. B. Leshoai (Chairman), S. Mogoba, K. Choshane, S. M. Maja, K. G. Mokgatle.
 - (ii) **MUSIC COMMITTEE:** Messrs. I. Tlakula (Chairman), C. N. Majola, D. Mavi, J. Motuba.

(iv) FINANCE COMMITTEE: Mr. L. Peteni (Chairman), G. G. Gregory, F. Ledwaba, F. Mafole.

The chairman of the above committee should get started with th work for the year 1960/1961. The General Executive Committee will demand reports from time to time. The expense of committee members travelling to meetings will be borne by the association (this also includes subsistence).

We should be in a position to publish both the memorandum and the minister's reply without difficulty. It is a matter of URGENCY and also a matter of PUBLIC INTEREST.

With Thanks,

D. MAKGELEDISA MPHAHLELE
General Secretary

TRANSVAAL UNITED AFRICAN TEACHERS' ASSOCIATION

GENERAL EXECUTIVE'S REPORT PRESENTED AT THE THIRD ANNUAL CONFERENCE OF TUATA

Venue: IKageng Location, Potchefstroom
Dates: 24-29th June, 1960

1. MEMBERS OF THE GENERAL EXECUTIVE COMMITTEE: The following constitute the association's General Executive Committee:—

CHAIRMAN:

Mr. C. A. R. Motsepe (President).

VICE-CHAIRMAN:

Mr. H. Ntsaba (Vice-President).

SECRETARY:

Mr. D. M. Mphahlele (General Secretary).

ASSISTANT SECRETARY:

Mr. I. E. Zwane (Ass. Gen. Secretary).

OTHER MEMBERS:

- Mr. S. H. Mbambo (General Treasurer).
- Mr. B. Leshoal (Editor).
- Mr. I. E. Zwane (E/R. Dist. Secretary).
- Mr. P. E. Malebye (Marico Dist. Secretary).
- Mr. C. T. D. Marivate (N/E. Dist. Secy.)
- Mr. M. M. Mamabolo (Pret. Dist. Secretary).
- Mr. J. Motau (Pret. Dist. Secretary).
- Mr. R. Rabotapi (Rand Dist. Secretary).
- Mr. J. Ntshabele (Rust. Dist. Secretary).
- Mr. A. Masipa (S/E. Dist Secretary).
- Mr. I. Mokomme (S/W. Dist. Secretary).
- Mr. H. Nefale ((Zout. Dist. Secretary).

(a) EMERGENCY EXECUTIVE COMMITTEE MEETINGS: Four (4) meetings were held during the eriod 1/7/59 to 29/6/60.

Date	Venue	Attendance
28.8.59	Pretoria	100%
21.11.59	Pretoria	100%
6.3.60	Pretoria	100%
23.4.60	Pretoria	100%

(b) GENERAL EXECUTIVE COMMITTEE MEETINGS: Four (4) meetings were held during the period 1/7/59 to 29/6/60.

Date	Venue	Attendance
12.9.59	Pretoria	90%
2.10.59	Pretoria	90%
12.3.60	Pretoria	80%
7.5.60	Pretoria	80%

3. PROPERTY OF THE ASSOCIATION. The property of the association is as tabulated below

Type Writers	4
Duplicating Machines	2
Trophies	24
Shields	3
Cabinet	1
Stapler	1
Rubber Stamp	1
Pad	1
Minute Books	4
Music Eisteddfod Record Books	1
Music Library	1

4. ORGANISATION IN THE DISTRICTS: The association consists of Ten (10) district. On the whole, work in the districts has been going on fairly satisfactorily. Conference is informed that, as from the 1/7/60, a new district to be known as "The Letaba District" will officially be recognised. The new district was formerly part of the Zoutpansberg District. The Assitant General Secretary represented the Executive at the Rustenburg District Conference .. 14th-16th December, 1959. It must be pointed out, however, that:—

(a) SUBMISSION OF SUBSCRIPTIONS TO THE GENERAL TREASURER: Some Districts have had difficulty in recovering monies of the association under the custody of certain branch or district officials. All such cases have been reported to the General Executive Committee for for immediate attention. Let me point out that the General Executive has decided to employ the most drastic steps in the recovering of the said monies.

(b) LACK OF PROMPT RESPONSE: Certain District and Branch officials have been quite negligent in effecting instructions emerging from a higher office. Such a state of affairs cannot be tolerated in an association of professional men and women.

(c) MEMBERSHIP: By the 22/6/60 only the East Rand and Marico Districts had submitted statistics. It might interest Conference to note that District Secretaries were instructed to forward this information by 4/6/60. However, district reports will depict the relevant figures.

5. DISMISSAL OF TEACHERS: The cases herein referred to, are those officially reported to the General Executive Committee through the recognised channels of the association viz: from the complainant to the Branch; from the Branch to the District; and, Executive Committee.

(a) **CLOSED CASE:** Mr. C. R. Rabotapi vs. Meyerton School Board. This case appeared in the 1959 General Secretary's report. It was discovered later, however, that the case had not been submitted to the General Executive Committee through the constitutional channels. The Rand District was thus asked to do so. It is disappointing to report that this was not done.

However, Conference will be pleased to learn that Mr. S. R. Rabotapi took up the case with the Supreme Court of Justice and it was concluded in his favour. The Meyerton School Board has been ordered to pay him £561. 15. 0. plus costs and reinstate him up to 30/6/60, or pay him the salary without serving the notice.

(b) **CASE STILL BEING INVESTIGATED:** Mr. S. K. Mogotlane vs. Zebediela Bantu School Board.

(c) **DISMISSAL OF MARRIED FEMALE TEACHERS:** This burning issue can best be tackled at the highest level. Hence, the FCATA will be meeting the minister of Bantu Education (Mr. Maree) re this matter. The meeting with the Minister will take place before the end of August, 1960. A memorandum has already been submitted.

An analytic survey of the situation in the Transvaal could be summarised as follows:—

(i) In most principal, urban areas, no action has been taken by the school boards.

(ii) In some board areas, teachers have been notified to expect the boards to effect the regulation whenever deemed appropriate.

(iii) In some board cases, teachers have been employed temporarily.

(iv) In some rural areas, teachers have been served with notices. It is quite apparent that the dismissal of married female teachers is gradually affecting the structure, texture and numerical strength of the association.

6 PROVINCIAL MUSIC EISTEDDFODS:

(a) **GENERAL:** Not many schools entered for the competitions this year as compared to last year. It should please conference to learn that these competitions ended in good time.

(b) SCHOOLS	DATE	VENUE
Primary	28/5/60	Vlakfontein, Pta.
Secondary	4/6/60	Vlakfontein, Pta.

(c) **RESULTS.** (See attached list for winners).

7. TUATA AND THE DEPARTMENT OF BANTU EDUCATION.

(a) **MEETING WITH THE SECRETARY FOR BANTU EDUCATION (Mr. De Villiers), 3/10/59, IN THE COMMITTEE ROOM BANTU EDUCATION BUILDINGS, PRETORIA.** This meeting was called by the Secretary for Bantu Education. No agenda was sent.

At the meeting, the Secretary for Bantu Education, said it had come to his notice that TUATA was becoming an undesirable "small Power Group." He said, further that TUATA

was intimidating teachers, officials, school committees, etc. In substantiating his argument he quoted the misunderstanding between the Lady Selborne Branch of TUATA and the City Council of Pretoria over the holding of local City Council Music Competitions. He went further to deplore the circular issued by the Pretoria District advising teachers not to associate themselves with a welcome function, that was being arranged for the Minister of Bantu Education by two Pretoria Sub-Inspectors. In summing up his ensure, he said that he regarded the two incidents as "interference and impertinence of the highest order."

It became quite manifest to the General Executive Committee, that it was through the two above-mentioned Pretoria incidents, that the General Executive Committee was called to appear before the Secretary for Bantu Education.

(b) **SOUTHERN TRANSVAAL REGIONAL SURVEY OF TUATA.** At the meeting of the 3/10/59, at which the Southern Transvaal Regional Director was present, the Director intimated that he was going to launch a regional survey of the activities of TUATA. He mentioned that questionnaires would be sent to schools, etc. These questionnaires were indeed sent out. The General Secretary also had to complete a fairly comprehensive questionnaire on behalf of the association. The names, schools where employed, rank in respect of each of the five members of the Emergency Executive had also to be sent to the Southern Transvaal Regional Director.

On the 28/11/59, a report on the survey was given by the Southern Transvaal Regional Director (Mr. Prozesky) to the General Executive Committee in Pretoria. (A copy of the minutes prepared by the Regional Director's Office will be read, to explain the results of the survey).

(c) **THE BARBERTON BRANCH AND THE ERMELO INSPECTOR OF BANTU EDUCATION.** Conference will remember that at the last annual conference, it was reported that the said Inspector had instructed, by means of a Departmental Circular, all teachers in the Barberton area not to summon nor attend meetings of TUATA, as he alleged that TUATA was not a recognised body. Conference will be pleased to learn that the President and the General Secretary visited this area on the 5/3/60, to address the teachers. This meeting was called by the General Secretary. Since the meeting all is running smoothly as before and the branch is again alive.

8. **DONATIONS BY THE ASSOCIATION.** The General Executive Committee voted the sum of £50 towards the Sharpeville Relief Fund. It is the intention of the Executive to continue this practice.

9. **TUATA AND FEDERAL COUNCIL.** TUATA is still a constituent member of FCATA. (See Federal Council report for more information.)

10. GENERAL: On behalf of the General Executive Committee, I wish to thank you one and all for what you have done for the Association during the year June, 1959 to June, 1960.

Mr. President and members of Conference, I have the unique pleasure of presenting this report.

Signed: DIXON, MAKGELEDISA MPHAHLELE,
GENERAL SECRETARY,

JUNE, 1959 to JUNE, 1960.

PROVINCIAL EISTEDDFOD RESULTS

PRIMARY SCHOOLS: 28th MAY, 1960.
VLAKFONTEIN, PRETORIA.

- | | |
|--------------|-----------------|
| 1. | Moluping School |
| Boys' Choir | North East. |
| 1. | Mononong School |
| Girls' Choir | Pretoria. |

SENIOR "B":

- | | |
|------------|-------------------|
| 1. | Reikagetse School |
| Afrikaans | Pretoria. |
| 1. | Edinburg School |
| English | North East. |
| 1. | Photsaneng School |
| Vernacular | Rustenburg. |

SENIOR "A":

- | | |
|------------|---------------------|
| 1. | Lethabeng School |
| Afrikaans | Pretoria. |
| 1. | Nkidikitlana School |
| English | Pietersburg. |
| 1. | Mthonjeni School |
| Vernacular | East Rand. |

SECONDARY SCHOOLS 4th JUNE, 1960
VLAKFONTEIN, PRETORIA.

- | | |
|--------------|------------------------|
| 1. | Wallmansthal Secondary |
| Boys' Choir | Pretoria. |
| 1. | Shingwezi |
| Girls' Choir | Zoutpansberg |

SENIOR "D":

- | | |
|------------|----------------------------|
| 1. | Tshivhaso Secondary |
| Afrikaans | Zoutpansberg |
| 1. | Wallmansthal Secondary |
| English | Pretoria. |
| 1. | Mamelong-Nqabeni Secondary |
| Vernacular | East Rand. |

SENIOR "A":

- | | |
|------------|--------------------|
| 1. | Bafokeng Secondary |
| Afrikaans | Rustenburg. |
| 1. | Fumana Secondary |
| English | East Rand. |
| 1. | odise-Sekitla |
| Vernacular | Pretoria. |

Signed: D. Makgeledisa Mphahle'e,
GENERAL SECRETARY.

TRANSVAAL UNITED AFRICAN TEACHERS' ASSOCIATION

1. ORGANISATION IN THE DISTRICTS AND BRANCHES: In order that work in the Branches and Districts should run smoothly, proper RECORDS must be kept. It is pathetic to notice that very little attention has been given

this matter in the past. Tabulated below are a few records suggested by the General Secretary

A LOG BOOK

ENTRIES

- Dates and venues of conferences.
- The results of the elections at conferences.
- Visits by the District and Emergency Committee Officials.
- Visits by other personalities.
- Results of the Branch or District activities.
- Allocations received: date, amount, paid-up membership.
- Cases: date when received, date when settled, date when dispatched to a higher body, date when settled by the higher body .. accompanied by other relevant facts about the case.
- Life Membership awards.
- And other matters of historical importance.

A BRANCH/DISTRICT EXECUTIVE COMMITTEE REGISTER

This book is to be signed by every member each time a meeting is held and, a summary of attendances and absences worked out.

A PROPERTY BOOK

This book is to be kept by the Branch/District Treasurer. It should denote number of trophies, shields, typewriters, gestetners, cabinets, etc. owned.

A MEMBERSHIP REGISTER

This book should show: name, sex, year of joining, branch, district, subscription fees payments.

MUSIC COMMITTEE

SOME OF THE URGENT DUTIES FOR THE PERIOD: JUNE 1960 - JUNE 1961

- Publish the music syllabus before the end of the fourth quarter, 1960.
- Revise the music regulations.
- Investigate the possibility of having Regional Provincial Eisteddfods.
- Furnish the General Secretary with a list of African Adjudicators within and outside the Transvaal.
- Investigate the possibility of subsidising schools attending provincial eisteddfods, out of the music fund.
- Solicit more trophies so that the three first positions should be awarded trophies.

EDUCATION COMMITTEE

- Supply the Editorial Committee with material on various educational topics
- Investigate the possibility of starting a pension fund for the teachers.
- Gather information in connection with benefits from the Unemployment Fund by teachers.
- Examine the examination systems under Bantu education in comparison with other local systems.
- Examine and investigate the root cause for the mass expulsion of students in state schools.
- Investigate and examine the cause for the poor matric results.
- Investigate the merits and the demerits of employing unmarried female teachers in the

place of married female teachers.

- (h) Collect general statistics e. g. population, death rate amongst teachers in the Transvaal, annual produce of teachers by training schools, number of expelled students in any one year, number of teachers that have taken the full sick leave for any one year, number of inspectors, sub-inspectors, supervisors, organisers, etc. in the Transvaal, number of schools offering the matric course in the Transvaal, etc.

GENERAL:

I believe that the above hints will guide all concerned, and that the work of the association will surge and thunder. Let us all be spurred into action. Hints to the other two committees will follow.

Submitted to the General Executive Committee Meeting, 3/9/60.

DIXON, MAKGELEDISA MPHAHLELE
GENERAL SECRETARY 30/8/60.

THE FINANCES OF THE TUATA.

1. SOURCE OF INCOME.

- (a) Subscription:

The Branch Treasurer collects the subscriptions of Ten shillings from each teacher and issues a receipt for each Ten Shillings. As the receipt books will be sent to the General Treasurer through the District Secretary, the Branch Treasurer will be left without a record of teachers who have paid. It is very essential, therefore, to keep a Subscription register which should have the following columns:-

DATE: NAME OF TEACHER: RECEIPT NO.:
YEAR OF SUBS.: AMOUNT

Such a record will make it easy to find out both the teachers who have paid and those who have not. A foolscap size notebook with hardcover could be purchased for this purpose.

After the last day for the payment of subscriptions has expired the Branch Treasurer should add up his subscription register, the total amount should correspond to the amount reflected on the cheque forwarded to the General Treasurer through the District. It would be advisable to have a specific date as the last day for all collections, preferably the 28th February of each year.

- (b) Entries for Competitions:

In all cases receipts should be issued for all monies paid as competition entrance fees. It is advisable that each school should pay for all its choirs at the same time so that only one receipt should be issued. It would be necessary to keep a register for all entries under the following headings

DATE: NAME OF SCHOOL: SONGS: RECEIPT
NO.: AMOUNT.

This money should be deposited with the bank in the current account which must be in the

name of the Branch.

- (c) Admission at Competitions:

This is where there is a likelihood of a big leakage if no precaution is taken. Everytime a roll of tickets should be used, not only the Treasurer but also the Chairman and the Secretary should keep a record of the number of the first ticket before the competition and the number of the last ticket after the competition.

The Treasurer collects the cash and issues the tickets just outside the main door, he should be assisted by two men, one to collect the tickets already paid for. He should be inside near the main door, another man should be at another door in order to give out pass-outs. The two men assisting the Treasurer should be elected by the Committee not appointed by the Treasurer.

Monies should be banked not later than 48 hours after the competitions.

2. PAYMENTS

All payments should be made by cheque, which should be signed by the Chairman, Secretary and Treasurer. No payment should ever be made unless a documentary evidence is produced. After payment a receipt should be given by the payee as an acknowledgement of the payment. It is essential that the Treasurer should get invoices when he buys on credit. If Petty Cash payments are made, cash slips should be obtained. Claim forms for travelling and for services rendered should be filled by the officials and members. The Claim forms should be signed by the Claimant, Chairman and the Treasurer.

If Petty Cash must be used for stamps, telegrams, etc., a Petty Cash book should be kept under the imprest system.

PLEASE REMEMBER NO PAYMENT MUST EVER BE MADE BY CASH EXCEPT FROM PETTY CASH.

L.L. PETENI
CHAIRMAN: FINANCE COMMITTEE

These suggestions have not yet received the approval of the Emergency Committee, therefore you are all invited to send your suggestions & comments to the Emergency Committee. Ed tor.

SMILES:

Father: Learned your tables, Masilo?
Masilo: Yes, father.
Father: 3x11?
Masilo: Masho-tharo Tharo!
Father: What?
Masilo: Masho-tharo THARO!
Father: Get out of my house!

TRANSVAAL UNITED AFRICAN TEACHERS' ASSOCIATION.

BALANCE SHEET AS AT 26th JUNE 1960

1) ACCUMULATED FUNDS:	3861. 16. 7	1) FIXED ASSETS	163. 16. 6.
Balance as at 26th June, 1959.	3377. 10. 3.	At cost, less depreciation.	
ADD: Trophies not taken into account.	188. 0 0.	a) Typewriters.	119. 18. 6.
	3565. 10. 3.	b) Duplicating Machine.	43. 18. 0.
LESS: Depreciation not accounted for.	33. 1. 0.	2) TROPHIES (At cost, less depreciation).	230. 16. 0.
	3532. 9. 3.	3) INVESTMENTS.	1500. 0. 0.
ADD: Excess receipts over payments.	329. 7. 4.	Cash on Fixed Deposit. (South African Permanent Building Society).	1500. 0. 0.
	3861. 16. 7.	4) CURRENT ASSETS.	1967. 4. 1.
		a) Cash at Bank.	1965. 4. 1.
		b) Unpaid Cheque. (B.E.B. Chunoe-Rustenburg.)	2. 0. 0.
			1967. 4. 1.
	<u>3861. 16. 7</u>		<u>3861. 16. 7.</u>

We hereby certify that the above Balance Sheet and Receipts and Payments Account has been drawn up, and is in accordance with the Books, information and explanations as supplied by the Treasurer, Mr. S. H. Mbambo.

From the details and explanations so supplied, the Balance Sheet has in our opinion, been properly drawn up so as to exhibit the true and correct view of the state of affairs of the association, according to the best of our knowledge and belief, the explanations given us, and as shown by the books as at the 26th June, 1960.

HERMAN & LOUIS.

RECEIPTS AND PAYMENTS ACCOUNT FOR YEAR ENDED 26TH JUNE, 1960.

PAYMENTS.

1) TRAVELLING EXPENSES:	699. 9. 1.
Emergency Committee.	63. 6. 9.
Executive Meetings.	331. 18. 2.
Visit to Belfast.	11. 10. 0.
Visit to Zoekskraal.	2. 5. 0.
Visit to Dikgale.	1. 10. 0.
Visit to Barberton.	24. 19. 2.
Liquidation.	264. 0. 0.
2) PRINTING:	611. 12. 6.
Music Purchases and adjudication.	481. 17. 4.
Magazine.	129. 15. 2.
3) ALLOCATIONS.	503. 15. 0.
4) STATIONERY & POSTAGES	26. 6. 6.
5) BOARDING & LODGING.	94. 7. 0.
6) ACCOUNTING FEES.	25. 4. 0.
8) AFFILIATION AND TRAVELLING TO FEDERATION.	50. 18. 9.
9) DONATIONS.	10. 0. 0.
0) TELEPHONE	3. 15. 6.
11) BANK CHARGES.	8. 7. 10.
12) DEPRECIATION.	16. 16. 6.
	<u>2055. 12. 8.</u>
EXCESS OF RECEIPTS OVER PAYMENTS.	329. 7. 4.
	<u>2385. 0. 0.</u>

RECEIPTS.

1) MEMBERSHIP SUBSCRIPTIONS 1959.	404. 11. 6.
North East District.	109. 0. 0.
Zoutpansberg District.	84. 0. 0.
South West Districts	8. 0. 0.
Pretoria District	38. 7. 6.
Marico District.	32. 10. 0.
Rand District.	70. 14. 0.
East Rand Districts.	62. 0. 0.
2) MEMBERSHIP SUBSCRIPTIONS 1960.	1363. 5. 9.
North East District.	115. 0. 0.
Zoutpansberg District.	328. 10. 0.
South Eastern District.	91. 0. 0.
Rustenburg District.	192. 10. 0.
Pietersburg District.	334. 10. 0.
Pretoria District.	47. 5. 0.
Marico District.	68. 10. 0.
East Rand District.	186. 0. 0.
3) INTEREST ON FIXED DEPOSIT.	12. 10. 0.
4) MUSIC SALES — 1959	152. 15. 3.
—1960	282. 14. 6.
5) DOOR TAKINGS.	139. 19. 0.
6) DONATION RECEIVED.	4. 4. 0.
7) ADVERTISING IN MAGAZINE.	25. 0. 0.
	<u>2385. 0. 0.</u>

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