

The

30 MAY 1966



Teachers' Journal

ORGAN OF THE NATAL
INDIAN TEACHERS' SOCIETY

VOL. XV

MAY, 1966

No. 1

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EDITORIAL

SECONDARY EDUCATION TO FIT THE PUPIL

Indian primary and secondary education in Natal, and also teacher-training at the College level, came under the control and administration of the Education Division of the Department of Indian Affairs on April 1st this year. The Division has been carefully examining our educational needs and problems. It has under consideration, and in some matters already initiated, measures of a remedial and progressive nature.

In the sphere of secondary education important changes are contemplated. The Director of the Division, Mr. P. R. T. Nel, stated at a recent meeting of principals and vice-principals of secondary and high schools that **horizontal differentiation** or "streaming" would be introduced in 1967 on more or less the same lines as in the European schools of Natal. Pupils would be placed in either an **Advanced Stream** or an **Ordinary Stream** according to their ability and aptitude as measured by examinations and tests at the end of the Standard VI year. Those in the advanced stream would when they reach Standard X write an examination (the Natal Senior Certificate Advanced Grade Examination) which would have recognition for admission to a university or training college; the corresponding examination for those in the ordinary stream (the Natal Senior Certificate Ordinary Grade Examination) would not have this recognition.

The reasons for this horizontal differentiation have been given by Mr. Nel at other meetings.

"The main aim of the modern secondary school should be to develop the **whole child** in accordance with his particular needs, talents and potentialities and to make his education meet all the aspects of the pupil's personality: that is, the moral, intellectual, social, aesthetic and physical aspects. This concept means developing each child according to his nature, so that he becomes an asset to the community. In order to fit secondary education to the child subject groupings or vertical differentiation is found to be inadequate. Hence we get **horizontal differentiation** depending on condensed syllabuses. The Transvaal's three-stream programme and the Natal two-stream programme are probably known to us all. It now seems that Natal European schools might also move in the three-stream direction. What would happen to Indian high schools if that were to happen? Would they all offer the **advanced** courses only and increase the failure rate? It is clear that high school education for Indian pupils is in need of urgent adaptation."

(Address to Conference of Indian Teachers, 1964.)

The proposal to make this adaptation by means of horizontal differentiation, i.e., by means of syllabuses of two levels of difficulty, one advanced and the other ordinary, leading to two levels of attainment, is of far-reaching consequence and must be considered critically.

That every pupil should develop in accordance with his needs, talents and potentialities will be readily accepted by most of us. What may not be accepted is the particular method to be adopted to promote this development.

Horizontal differentiation is proposed. A question which must be asked is whether such organisation will lead to the realisation of the pupil's self in **all** aspects of his personality - moral, intellectual, social, aesthetic and physical. The gains, it seems, are to be mainly, if not solely, in the intellectual sphere. The success rate in examinations is expected to show an upward trend. Can the same thing be said about other desirable aspects of growth? Moral development, for instance.

Selection methods is another matter which needs consideration. Can we be sure that the examinations and tests which are to be administered will sort out pupils fairly? It is not uncommon for our Standard VI classes to have 40 or more pupils. Such large numbers reduce teaching efficiency and consequently affect performance in examinations adversely. In these circumstances some pupils may find themselves in the ordinary stream through no deficiency of their own.

Even if no such problem existed and it were possible to identify bright pupils and poor performers quite objectively, it does not follow that we have determined their potential performance, i.e., their proficiency under **future** conditions and environment. Pupils **do** change in different respects during the course of their teens. Any form of differentiation must provide for these changes.

We raise these points to stimulate interest in this vital question and hope that they and other related matters (e.g. parental choice and transfer between streams) will be discussed thoroughly. Whatever might be the views of our teachers, one thing should be clear to everyone: the children we teach differ, often considerably, in ability and aptitude. The secondary education programme of the Division takes this fact into account.

*The views expressed by writers in this Journal are not necessarily
the views of the Natal Indian Teachers' Society.*

TRANSFER OF EDUCATION

SOCIETY'S TRIBUTE TO NATAL PROVINCIAL ADMINISTRATION

Our Society has been in existence since 1925 and since that time has had a great deal to do with the Natal Provincial Administration because of its direct involvement in the educational fortunes of the Indian people of Natal over a period of forty years. This involvement was made possible by the fact that the Department of Education afforded us official recognition and thereafter regarded us as the mouthpiece of Indian teachers in this Province. Because of this recognition we have grown in stature and importance and are regarded in our community as being the only proper organisation to be concerned with matters touching the education of Indian children in Natal. You will be pleased to know that because of your recognition, the Education Division of the Department of Indian Affairs has also granted us recognition without our having had to go through the formalities as laid down in Act 61 of 1965.

In the period under consideration, the growth and development of our education has been phenomenal and successive Administrations over the years have made significant contributions to this success story. We therefore pay tribute to the Administration by placing on record that today every child seeking admission to an Indian school at whatever level is able to find a place, whereas a bare twenty-five years ago, some 30,000 Indian children could not see the inside of a school. It is also a matter for extreme gratification that in the last five years, more Government Indian schools have been built than in any comparable period over the last four decades.

We also pay tribute to the Administration for the fact that successive Departments of Education under its control, have always endeavoured to establish and maintain in our schools, the highest possible educational standards. To the best of our knowledge and belief there never has been any attempt in Natal to lower standards inside any classroom. On the contrary the direction has been towards higher ideals and goals in education.

It is true that over these years we, as a Society, have been impatient and have faced many frustrations in regard to salaries and conditions of service for Indian teachers. It is nevertheless also true that many significant advances have been made in salary scales and we appear to be moving in the direction of our goal of equality with the European teacher. More important than even this, is the fact that expenditure on Indian education generally rose to remarkable heights in recent years and for this our community is much in your debt.

These are just a few of the things among a great many upon which we could dwell, and which indicate the extent of the progress made in our education over these many years. The Executive Council of the Society felt that on the eve of our transfer to another Authority, we owed the Administrator in Executive Committee a duty to say a word of very warm appreciation and thanks on behalf of the Indian people for the advances which the Administration has made possible.

SOCIETY'S TRIBUTE TO NATAL EDUCATION DEPARTMENT

Mr. Director and Gentlemen,

We meet today at a moment in history which marks the close of an era in the history of education in Natal, with which we as a Society have been so closely associated for close on forty years. My Executive and I felt that the least we could do in the circumstances was to come to you as a group representing close on four thousand teachers who are under your control and who will in three days' time be under another control, to pay our respects and take formal leave of you. It is not easy adequately to convey our thoughts

on such an occasion but I must take the opportunity to recall briefly some of the things which require mention.

First allow me in passing to place on record what is now a fact of history. This Society was not happy about the changes being foreshadowed at the time in Parliament and openly expressed its opposition to this for a considerable time; but as the Government had made up its mind about the future of our education and as we did not have the power to control our destiny in any way we could not go beyond the motion of expressing concern and opposition.

However, the purpose of our coming here today is to pay our respects and humble tribute to you, Sir, and the many senior officials of the Department present, who have played such a significant role in our educational endeavours over several decades. We look back with great satisfaction on our association with these gentlemen.

I think it would be fitting to refer to the recognition that your department has accorded to our Society. This was not just a formality on paper but a very real and living recognition which resulted in our being directly involved with you in the planning and expansion of educational endeavour for the Indian people of Natal. As a result of it we grew in stature, and I hope in understanding as well, of all the many intricate and obstinate problems which you and your department have faced from time to time and in which we frequently ventured our co-operation. I must confess that at times we perhaps have also been obstinate and difficult but we are satisfied that none of you has held this against us because I believe it to be equally true that on both sides the sights were set on the same goals.

Just on three decades ago there were about thirty thousand Indian children who could not see the inside of a school. Today, thanks to your prodigious efforts, there is accommodation for every Indian pupil seeking it, albeit a substantial number of them in that cordially disliked institution, the platoon school.

Thirty-five years ago teacher qualifications were ludicrously low and the University graduate teacher was something of a rare phenomenon. Today Indian teachers are professionally more highly sophisticated because there are hundreds of graduate teachers in the service and no teacher can embark upon professional training without the matriculation certificate. I think my Society has been responsible for some of this.

The last five years have also been notable in that in this short time more Government schools have been established than in any comparable period over the last thirty years.

I also record with pleasure that your department has at all times resolutely set its face against the lowering of standards of education in any way in Indian schools. I go so far as to say that in the process of "Indianising" staff your department has retained the services of higher qualified European teachers, particularly in our girls' schools, and continued to do so rather than lower the standards by using the services of less qualified Indian teachers. We are hoping to build upon these same standards for the future.

I also place on record that right through your department there has always been a sympathetic understanding of the human element in this whole picture. By this I mean that due regard was always given to the personal and human problems encountered in the operation of the educational machine. In this context I must pay tribute to your Staffing Section which tries always never to inflict undue personal hardships on teachers in such matters of transfers.

It was in the "Shepstone Era" that we as a Society were able to make some of our most significant contributions to Indian education—the Natal Indian School Building Trust, of which Mr. Wilter is still one of the Trustees, being one of them. This era also presented us with some of our most exacting challenges as well as some of our most rewarding experiences.

There were the lean years such as in the world depression of the early 30's; there were consequently many frustrations as indeed there have been confounding moments when the years were not so lean. We were, however, fortunate in that our Directors of Education down the line were men of higher purpose than perhaps the economics or the politics of the day would have it, and so the education machine kept on ticking with varying degrees of success and disappointments.

Let me say that as negotiators for the general body of teachers we appreciate that there were difficulties but always believed that these were not beyond resolution. If we have been critical we would like to think that we were at the same time constructive and if dissident, we would like to believe that we did so according to the highest professional traditions without personal rancour.

These brief references have been made, Sir, in tribute and appreciation of you, your department, its many officials as well as of all those Directors of Education who preceded you in office. Many of us have regarded you gentlemen not just as "superior officers" but as good friends and well wishers. We know that you will all wish us well for the future. We take our leave, we pay our sincere respects and say thank you very warmly indeed, and remain,

Very cordially yours,

A. D. LAZARUS,
President.

R. S. NOWBATH,
Vice-President.

P. RAIDOO,
Hon. Gen. Secretary.

C. A. NAIDOO,
Hon. Treasurer.

C. V. RAMIAH,

S. CHOTAI, N. G. MOODLEY,
Members of Executive Council.

28th March, 1966.

VALEDICTORY MESSAGE BY DIRECTOR OF EDUCATION, NATAL

On the 1st April, 1966, the Natal Education Department will hand over the control of Indian education to the Department of Indian Affairs. We have now to bid an official farewell to Principals, teachers and pupils of all Indian schools in Natal, and to express our appreciation of the dedicated manner in which you have carried out your duties, often under very difficult conditions.

The Natal Provincial Administration is justifiably proud of its contribution to Indian education from the time when the Rev. Stott received the first grant for an Indian school of 30 pupils in 1869, to the present day when we have an establishment of 280 schools with a total enrolment of 137,666.

We commend the Indian people of Natal for their help in providing for the education of their children. They have made great sacrifices and have contributed large sums of money towards the cost of Government-Aided Schools. They have shown a commendable sense of devotion and responsibility.

The future now lies in the hands of another Department whose aim it will be to further the interests of the Indian people and to extend the educational opportunities of their children. I am confident that you will display the same loyalty and co-operation to your new Department as you have done in the past to this Administration.

On behalf of all of us who had the pleasure of working with you, I wish you well and assure you of our continued interest.

L. J. T. BIEBUYCK,
Director of Education,
Natal Education Department.

25th March, 1966.

THE SURNAME — WHAT IS IT?

By DR. A. D. LAZARUS

Headmasters in Indian Schools experience considerable difficulty in recording correctly the full names of their pupils and this article is intended to throw some light on what is required on official documents or other records which require a SURNAME to be inserted. Teachers themselves are uninformed and therefore never sure of themselves in this area.

What is a SURNAME ?

A Surname is a name added to a Christian or **given name**, i.e. a person's own name to make it more specific; hence such names often became **family names**. The Surname became equal to a FAMILY NAME.

The word SURNAME derives from the French **surnom** which in turn derives from the Latin **super + nomen**. SUR equals SUPER equals OVER and ABOVE.

super + nomen (a name) gives us supernomen which is a name over and above some other name.

Such additional Family names often signified occupation, craft, descent locality, or had reference to or originated in personal descriptions, such as physical size and even colour of hair.

The following are names among Europeans which became Surnames or family names.

Smith referred to a blacksmith or worker with iron, i.e., it describes occupation or craft.
 Johnson the son of John, i.e., showing descent.
 Attwell at a well, i.e., shows locality. Hillman does the same.
 Longfellow Somebody who is tall, i.e., shows a personal peculiarity.
 Whitehead again is a personal description.

The origin of Ramsbottom must remain an interesting speculation !

Names among Indians also have these same characteristics. They also indicate occupation, descent, locality, or have reference to personal descriptions. A large number of others have religious connotations. Examples of names among Indians which show these characteristics.

Occupation: e.g. **Moodley** originally referred to a group who were dealers in oil.

Pather is a goldsmith. So is **Soni**.

Chetty a money exchanger.

Pillay is a shepherd. Etc.

Descent appears in a name such as Haroun al Rashid, where **al** means the son of, i.e., Haroun, the son of Rashid. The **al** can also be **el** as often appears in the Bible.

Locality: **Randeree** or **Randeria** refers to a person who originated in the District of Rander. **Beharie** a person from Bihar.

Nair a man from the hills.

Personal description: **Sunder** means Handsome. **Karupan** means dark.

Qualities ascribed Vicariously: **Singh**, strong, aggressive, like a lion from Singha a lion.

Many of these names have become well known FAMILY NAMES among Indians in Natal. A SURNAME is therefore something different to the name given to a person at or after birth.

The **given name** is called the Christian Name or **Forename** and must not be confused with the FAMILY NAME or SURNAME.

Among Indians there does not appear to be a system of nomenclature akin to the European, although the adoption in this country (now very extensive), of **family names** like Moodley, Naidoo, etc. indicates a definite trend in that direction.

Where a family name is not adopted as in the following illustration compounded for the purpose, confusion results.

	Father's Given name or Christian name	Person's own given name or Christian name
	(here will figure father's given name)	
Son	ARUMUGAM	ARUMUGAM
Grandson	RAJENDRA	RAJENDRA GOPAUL
Gt. Grandson	GOPAUL	DHANAPALAN

At this stage, if not before, genealogy from names is impossible.

The Indian child at school always gives his father's forename or given name first, then his own given name, and the boy or girl does not understand the meaning of SURNAME. Even where the father is already using, and is well known by a certain Family name, like CHETTY (and this man may be very well known to the School Principal as being a Mr. Chetty), the son when asked for his surname, will give his father's forename and sees no inconsistency in the fact that while his father and mother are known as Mr. and Mrs. Chetty, he is giving a name which is giving him a different identity. My experience of this kind of thing is legion.

To ask a student's mother any question in regard to names, is comically futile because :—

(a) She does not know her husband's correct name

or

(b) If she knows it, she **may not utter** his name. She will say he is so and so's father or some other nickname, but **never** his real name — a curious constituent in a culture pattern over which no school principal, or anybody else for that matter, has any control.

There could be (and I suggest that it contributes directly to this kind of confusion) a further factor. The student sees and knows that his own **given name** appears last in the school Register. This re-inforces his habit of giving his name last and that of his father first.

I cannot see any logical reason why the family name should not be written last in class registers and still maintain an Alphabetical Order of names.

In any event the suggestion is made that record books should be re-orientated. The words CHRISTIAN NAME and SURNAME should be abolished. In their place we should use the words FORENAME and FAMILY NAME respectively, because these are more meaningful words.

We are now experiencing a further difficulty which is confounding existing confusion. Birth Certificates are issued to some Indians with no surname or family name on it. Indeed the line for this provision on the Certificate is blanked out by the issuing officer. What I cannot understand is that a perfectly normal and literate Indian parent should accept such a document from the issuing officer, send it to the Principal of a school for the latter to record and then feel 'put out' when the Principal sends the document back and demands to know the SURNAME.

It is surely not asking too much of a parent that he inspect the document at the time it is being handed to him by the issuing officer and to refuse to accept it if incomplete in this particular.

SECONDARY EDUCATION

(1) STREAMING IN NATAL EUROPEAN SCHOOLS

We are indebted to the Natal Education Department for the information contained in this article. It is taken from the Natal Schools' Handbook

The Two Streams :

A "two-stream" educational system was introduced in Natal European schools in 1962.

The aim of the system is to provide courses of study and methods of approach more suited to the various ability groups, so that every pupil has a better chance of developing to the maximum. Not only must higher demands be made on those of above average intelligence but other pupils must be given a better chance of making satisfactory progress, experiencing something of the inspiration which comes from success and leaving school as more fully integrated personalities.

Pupils are separated into two streams on the results of the Standard VI examination (certain subjects will be controlled), and thereafter follow their respective streams from Standard VIII to Standard X. Separate Junior and Senior Certificate examinations will be set for each stream.

The two streams have been called the "Advanced Stream" and the "Ordinary Stream".

The "Advanced Stream" approximates in general the former Junior and Senior Certificate, and caters for the more intelligent pupils.

The "Ordinary Stream". In this stream differentiation in the syllabus and in the examinations occurs. Examination papers will be simpler and more direct.

Requirements for Streaming :

The minimum requirements for streaming based on the Standard VI examination are :

ADVANCED STREAM

Pupils must take seven subjects and fulfil the following requirements :

Main Language	45%
Arithmetic	40%
Second Language	35%
Three other subjects :—	
History, Geography, General Science, and a seventh subject chosen from Latin, German, French, Mathematics and Health Education	40%
Aggregate of seven subjects	50%

ORDINARY STREAM

Pupils must take seven subjects and fulfil the following requirements :

Main Language	40%
Arithmetic or Second Language	30%
Two other subjects from :—	
History, Geography, General Science, Latin, German, French, Mathematics, Health Education, Housecraft or Handicraft	40%
Aggregate of seven subjects	35%

Borderline cases :

When a Principal is in doubt as to a pupil's correct stream, he should refer the case to the District Inspector.

The Inspector will take into account such factors as school and class record, results of mid-year examination and any disturbing emotional or other factors which might be influencing the pupil's progress.

Should any parent not agree with the decision to place his child in the Ordinary Stream, he may :

- (a) allow his child to repeat the Standard VI year. This will undoubtedly prove beneficial, and should enable him to obtain the required minima for admission to the Advanced Stream; or
- (b) appeal to the District Inspector who will review the case.

Transfers between streams :

To meet the case of the pupil who develops even later than the screening at 13+ allows for, a pupil who passes any standard on the ordinary grade may transfer to the advanced grade provided that he repeats that standard at the advanced level. This is necessary as the syllabuses differ.

Cases warranting special consideration should be referred to the District Inspector.

Pupils who qualify for the Advanced Stream should take the advanced course but here, too, the parents' wishes must be taken into consideration.

Principals should, however, ensure that parents are fully aware of the implications of any change in course.

Admission to University or Training College :

Only pupils in the advanced stream will be able to qualify for admission to a University, a Teachers' Training College or to any other course of post-matriculation study.

(2) SECONDARY EDUCATION IN ENGLAND AND WALES

This article is published with acknowledgments to the National Union of Teachers (United Kingdom).

By the Education Act of 1944 the statutory system of education in England and Wales was organised into three stages: primary, secondary and further, with transfer from primary to secondary education of children between the ages of 10½ and 12. The Act placed on the local authority for every area the duty to provide schools in sufficient number, character and equipment to afford for all pupils an education in accordance with their age, ability and aptitude, such provision to be made, insofar as is compatible with the efficiency of the education provided and the avoidance of unreasonable public expenditure, for pupils to be educated in accordance with the wishes of their parents.

Length of School Life

Insofar as secondary education is concerned, the Act abolishes all fees in all maintained and grant-aided secondary schools and raised the school-leaving age to 15 with the proviso that "as soon as the Minister is satisfied that it has become practicable" the upper limit of school age should be raised to 16.

School leaving at 16 in 1970-71

On 27th January, 1964, the Minister of Education, Sir Edward Boyle, announced that the Government had given most careful consideration to the recommendation of the Newson Committee and that it was the government's intention that the school leaving age should be raised to 16 in the educational year 1970-71, the Government being satisfied that the supply of teachers is likely to be significantly better by 1970, that the necessary buildings can be provided in time and that there will be adequate time for the necessary educational preparation.

SELECTION FOR SECONDARY EDUCATION

At present the age of entry into secondary education in the public sector is at eleven plus; in the private sector the transfer is made at thirteen.

The selection procedures used by the local authorities in so far as they are used at all for the purposes of allocating children to those schools (or streams in comprehensive schools and other variants) believed to be best suited to their abilities and aptitudes vary considerably in detail but in total are broadly similar. The following are the techniques most generally employed:—

- (a) Standardised objective tests of intelligence (or "verbal reasoning");
- (b) Tests, usually objective and frequently standardised, of attainment in formal English and Arithmetic.

Both techniques are generally supplemented by (a) reports from primary school head teachers, and (b) scrutiny of the school records of the children over the period of primary education. In border-line cases, specimens of their school work may be called for, additional tests, and the heads and staffs of schools are consulted. The tests are ordinarily given in February or March to children in their own schools by their own teachers and are marked according to the instructions supplied with the tests, and again in accordance with the instructions, "raw scores" are converted into "standard scores". The local education authority then arranges for the scores and marks to be checked and examinees are arranged in single order of merit.

Such variations for selection procedures as exist generally rest in the degree of emphasis placed by the Authority on one or other of the techniques employed. Sometimes greater faith is put in the objective nature of standardised tests: in others greater confidence is put in the professional competence and judgment of teachers, even though these may in some ways be more subjective.

Where selection is made to the various types of secondary school it is, however, generally made in accordance with the number of grammar school places available in the area. As this varies considerably from area to area, there is no absolute standard by which children qualify for entry into the grammar school, and this great disparity between local education authority areas has intensified public disquiet about the operation of the eleven plus.

London: The Primary School Profile

A new method of transferring children from primary schools to secondary schools has now been adopted by the L.C.C. The old method, which relied principally on a one-day examination, has been replaced by a scheme designed to provide guidance and advice to individual pupils and their parents. Central to the procedure is a "primary school profile" for each child—a record of the child's abilities and interests built up during his school life. It will not contain the results of tests in English and Arithmetic, nor will it contain an intelligence test result as taken in the present 11-plus. It will, however, give enough information about attainment and ability for secondary schools to deal with admissions and to place pupils in suitable teaching groups.

The Thorne Experiment

A scheme, which has attracted much interest elsewhere as an attempt to deal with the problem of border-line cases, was introduced in 1957, after several trial runs, in the Thorne area of the West Riding of Yorkshire and has since been extended to other parts of the country. When the scheme begins in a new area the first step is to group the primary schools. A group consists of about eight schools, or rather more if some are very small. Year by year each school is given an initial quota of grammar school places, which

is the average of the number of places its pupils have occupied in the last three years, except where unusual circumstances suggest some modification. In each school order the last two children covered by the tentative quota and the first two outside it, form the initial borderland for the schools and are seen by the panel. If there are eight schools in the group 32 children will be seen by the panel on the first occasion it meets, and for these 32 children 16 grammar school places are available. The panel's duty is to decide who shall fill them.

If all four children from one school take the places, there is a second round for that school at which the next four below appear before the panel. If none takes places, there is a second round for the four above. In this way the initial or tentative quota is converted into a final quota or, what amounts to the same thing, the borderline is drawn for each school.

The panels are nominated by teachers of the area. Each panel consists of three primary and two secondary teachers. The groups of schools are paired, the panel from the first group taking children from the second, and vice-versa. All the children who go before a panel spend a whole day with it. There are no fixed rules of procedure. Each panel acts at discretion but a not unusual pattern is to follow the ordinary primary school day, with some written English and Arithmetic in the morning and individual work in the afternoon.

Because the initial method of selection ensures that all the children interviewed are fairly close to the border-line, it is claimed that the possible variation in procedure does not preclude a common level of selection.

This scheme makes no claim to great accuracy than any other method: all that is claimed is that it combines equal accuracy of selection with other well tried schemes while allowing greater freedom of curriculum to the primary schools and it is perhaps well to mention here the effect of changes in selection procedures, or indeed of changes in secondary organisation, on the work and curriculum of primary schools and must never be overlooked.

As has already been indicated there is considerable parental disquiet about the operation of the eleven plus, which so early in their lives can place children in categories which may well determine their whole educational and vocational future, and this disquiet is shared by many members of the teaching profession, and by a growing number of administrators, though there is by no means agreement as to whether or not selection is necessary at all.

There are those who firmly believe that selection is necessary on educational and psychological grounds and that children of widely different ability should be educated separately. The Government White Paper, "Secondary Education for All: A New Drive", published in 1958, supported this view, saying: "No matter how secondary education is organised, there must remain a substantial element of selection in the broadest sense of the word, if we are to do justice to the different needs of individual children."

This view is obviously not shared by those who believe in the evolution of some form of comprehensive education. At the same time, even those who find it difficult to support selection on educational, psychological or social grounds recognise that in the present situation in many areas this is only one way of using the resources which are available or made available—to produce the best balance of quality and quantity in secondary education. Some also recognise the dangers of substituting alternatives without due consideration being given to them or without adequate consultation between all parties concerned. It is recognised, however, that changes or proposed changes, in the structure of secondary education during the next decade will be much influenced by decisions for or against the retention of the selection procedures. At the same time, it is important to remember that whether to select and how to select are separate questions.

TRIPARTISM

Ten years ago secondary education in the public sector was still very largely organised on the tripartite basis of grammar, technical and modern schools, but during this decade there has been a considerable and increasing blurring of the demarcation lines between the three types of school. From within the schools this blurring of the division has been hastened by the introduction into the modern schools of special courses similar to, though less advanced than, those offered in the two other types of school. In an increasing number of modern schools these courses have led to external examinations of various kinds including the General Certificate of Education at Ordinary Level and even at Advanced Level.

The White Paper on Secondary Education already referred to gave encouragement to those authorities and schools experimenting with special courses. "The aim must be to provide the widest possible range of opportunities for boys and girls of different capacities and interests. Advanced technical courses may be concentrated in separate technical schools or provided in grammar schools alongside more traditional courses. Secondary modern schools may each be encouraged to develop a wide variety of courses or the necessary variety may be achieved by encouraging each to develop its own speciality appealing to different aims and interests—technical apprenticeships, careers in commerce, nursing and so on. There should be arrangements for a boy or girl who would obviously do better in another type of school to transfer as early as possible, but such transfer can never be anything but exceptions to the normal rule . . . all secondary schools should be enabled to be good in their own ways, and that there must be full recognition of the fact that, where separate grammar and modern schools exist, there will be an overlap in the capacity of the pupils and that therefore the courses offered must overlap also."

Many local authorities accept that this kind of "overlap" offers the best prospect of minimising the errors of the 11+ and to do them justice have tried, insofar as Ministry approval permitted, to devote to the secondary modern schools a more equitable share in the resources available to them. Some have put a seal on their good intentions by decisions to abandon the practice of discriminatory naming of the various kinds of secondary school and call all "County Secondary Schools." Others like the City of Leicester, make "O" Level courses available in all their secondary modern schools. In 1956 Warwickshire decided that instead of the tripartite system of grammar, technical and modern schools, there should be only two types of secondary school (1) selective secondary schools or grammar schools, and (2) non-selective secondary schools or high schools. The Committee determined that the same standards of staffing, equipment and accommodation should be applied to both types of school. In accordance with this policy all the secondary modern schools have in turn been designated as High Schools and increased accommodation and equipment is being provided for them. The first group of schools so designated began advanced courses in 1957 and it is intended that, as staffing conditions allow, all of them shall develop fifth and sixth form studies. The process of development is, of course, not yet complete, but in the first group of schools which were designated as "High Schools" very considerable progress has been made. G.C.E. courses and courses for other external examinations have been developed in all schools. At the same time the aim is that every child should leave school not only with a sound knowledge of general subjects, but with a skill for use in work or leisure. Provision is therefore made for such courses as engineering, building, horticulture, nursing, catering, dressmaking and commercial subjects, etc. Each school is free to develop according to the needs of its pupils and the subjects vary from place to place. The aim is that no child shall suffer as a result of the selective examination at the age of 11. This is but one example among many.

ALTERNATIVES TO TRIPARTISM

Not all local authorities, however, regard "overlap" of the blurring of demarcation lines as sufficient. In some areas attempts have been made to overcome the difficulties of selection and consequent segregation of pupils in secondary education and the introduction of comprehensive schools or schools of a comprehensive nature such as multi-lateral or bilateral schools. In some authorities, London for example, all these variants are to be found.

Multi-lateral and Bilateral Schools

Both bilateral and multi-lateral schools were defined in a Ministry of Education circular (144) in 1947 as:—

- (a) bilateral school means one which is organised to provide for any two or three main elements of secondary education, i.e., modern, technical or grammar, organised in clearly defined sides:

Some authorities make both tripartite and bilateral provision. In Nottingham, for example, 18% of the more able children are in grammar schools and 18% take a grammar course in bilateral grammar/modern schools in which all pupils can take the G.C.E. examination.

- (b) a multi-lateral school means one which is intended to cater for all the secondary education of all the children in a given area and includes all three elements in clearly defined sides.

Multi-lateral Units: The Durham Campus

Ever since 1949 the County of Durham Education Committee has intended to plan its secondary schools so that they are grouped in inter-dependent multi-lateral units. Because of the enormous backlog in educational building resulting from the inter-war depression, the authority was only able to begin this scheme on any scale in 1962, when progress with the building programme made it possible to divide most of the County into 12 areas; each area or "unit" consisting of a Grammar school (or Grammar/Technical) and anything from three to eight Secondary Modern Schools. So far the units are regarded as pilot schemes. There are, however, already in existence two prototypes of the scheme at Walsingham and Billingham, the latter having an additional feature in that the first year of secondary education children are housed in a common school (or "hall").

Each school has its own Head Teachers' Committee who meet once a term and on such other occasions as are deemed necessary in order to ensure an organisation based on the principles of a common curriculum in the basic subjects covering the first two years of the secondary school course, ensuring at the same time that the least academically gifted pupils in the Grammar/Technical school and the most highly gifted pupils in the Secondary Modern School will follow similar courses of instruction in English, Mathematics, History, Geography, Science and, in so far as is possible, Modern Languages.

It was further intended that in the last term of each of the first two years the Head Teachers in Committee would arrange suitable tests to be set on the year's work covered by the common curriculum and, after careful consideration of the parents' wishes, the year's work, the results of the tests the Head Teachers would recommend the appropriate transfers to the governing body. Normally the transfers to the Grammar/Technical school would be made from the Secondary Modern School providing a course leading to G.C.E. "O" Level, but further and later transfers are not ruled out if this should prove necessary.

Within the units each secondary school developing along its own lines will provide a variety of courses reflecting the needs of the locality, the special facilities built in the school and the special interests and aptitudes of the staff. In order to further the concept of a "campus" or unit, opportunities are taken for united functions as inter-school athletic meetings, games fixtures, musical festivals, meetings of school societies and so on.

This scheme does not eliminate an examination of some kind at 11+. The purpose of this examination is to offer an initial assessment, but it is hoped that such an assessment will lose its previous significance as parents begin to appreciate the intentions of the campus principle.

It is also intended where school uniform is worn the same uniform will be worn by all the children in any one campus.

The Darlington Plan

In one area of Co. Durham, namely, Darlington, the campus plan is not expected to apply. In 1963 the Chief Education Officer proposed a plan whereby at the age of 11 all pupils would attend seven or eight mixed secondary schools and prepare for the "O" level. The Grammar school would become a sixth form centre as part of a higher education unit together with the new College of Further Education and the Teacher Training College in the town centre. This plan caused much local controversy and the Local Association of the N.U.T. submitted two alternative proposals as they felt the secondary schools were too small for a wide enough range of courses. Nevertheless, in 1964 the "Peter Plan" as it has become to be known, after the Chief Education Officer who proposed it, was approved in principle by the Town Council and further consultations with the Ministry of Education and teachers' associations were authorised.

COMPREHENSIVE SCHOOLS

Comprehensive schools are defined, in the same circular, as schools intended to provide for all the secondary education of all the children in the given area without the tripartite organisation envisaged for the multi-lateral school. Few of the schools in the country, even among the 152 officially recognised as comprehensive in 1962, are fully comprehensive in the terms of the circular's definition, particularly as regards catering for "all children in the area," as not all comprehensive schools receive all the abler children in the district because parents can, and do, send their children to maintained or to direct grant grammar schools in the same area, or they can, and do, send them to independent schools. Some comprehensive schools are too small to provide a sufficient variety and range of courses to meet all the needs of all the children in the area and not all the schools are co-educational. Only in Anglesey, the small island country of North Wales, is there provided a system of education which is fully comprehensive within the terms of the Ministry of Education's definition. Those who support the idea of comprehensive education believe they will best provide for all pupils equal opportunity for physical, social and spiritual development with the full development of personality as the first objective and without the need for making anything approaching a final judgment about a child's potential ability at the early age of eleven.

Many authorities, having accepted in principle a development plan based on the fullest possible introduction of comprehensive education, have, for two major reasons, found complete implementation impossible. One reason is the existence within the areas they control of many Direct Grant and Independent Schools which the authority is unable to bring within the comprehensive scheme. Another reason is that the authority has within its area too many schools of too recent construction which it cannot scrap. Indeed, many of these schools are post-1944 and many of them of very recent construction.

Whatever the scheme under consideration there is ample evidence that the idea of comprehensiveness as a mode of secondary education is growing. In some areas where opportunities are given by movement of population or the development of new housing estates, the prevailing pattern of future building and therefore of its planning is likely to be of the comprehensive school as we now know it.

TWO-TIER SECONDARY EDUCATION

In many areas, however, planning for secondary education has to take account of existing buildings and this is no doubt the explanation of the growing interest in some form of two-tier comprehensive system of which the Leicestershire Plan is a prototype.

The Leicestershire Plan

For the first ten years after the passing of the 1944 Education Act a tripartite system of education was provided in the County of Leicestershire, but in 1957 the Leicestershire authority decided to undertake an experiment in two areas of the County (Hinkley and a district adjacent to the City of Leicester). The main proposals of the Leicestershire experiment were :—

- (a) that a number of high schools associate with a grammar school to form a single educational unit.
- (b) that a small proportion of pupils transfer to the high schools at 10 plus, and go on to the grammar school (if desired) at 13 plus.
- (c) that the remainder go to the high schools at 11 plus and on to the grammar school (if desired) at 14 plus.
- (d) that entry to the grammar school is entirely a matter of parental choice provided that an undertaking is given to stay at school at least until the end of the school year in which a pupil becomes 16.
- (e) pupils whose parents are not prepared to give this undertaking stay in the high schools until they leave.

The Leicestershire authority claims that the scheme eliminates selection problems thereby mitigating the sense of failure which often had an inhibiting effect on the work of the children in the modern schools: that all secondary schools will have to broaden their courses and that the prospect of going forward from the high school to a more adult school community helps to mitigate the desire of many young people to shake off the shackles of school; that although the high school has to face the disappointment of not seeing its pupils through to the end of the course, it benefits from the stimulus of having in its charge all the bright children who would otherwise have been "creamed off". It is also hoped that it would be possible to create, in the grammar school, a much more adult conception of staff/student relationships and that by limiting the grammar school to a higher age range it would be able to function more efficiently and yet remain a medium sized school.

THE SCHEME HAD THE FINAL ADVANTAGE THAT EXISTING BUILDINGS COULD BE USED AND THAT IT WOULD REQUIRE LITTLE REARRANGEMENT OF EXISTING STAFF.

The Leicestershire Experiment is now to be extended to further areas of the County, and this Plan, or variants of it, are being favourably considered by an increasing number of authorities. This suggests that, in the eyes of local authorities, particularly those who have to take account of the existing building provision throughout or in part of the areas under control, the advantages of a two-tier plan appear to have outweighed the possible disadvantages.

The Croydon Plan

The County Borough of Croydon proposes a transfer age at eleven with a further transfer age in a two tier system at 16, creating one college to take all sixth form pupils, who would number approximately 250 to 300 a year. Instruction should be given "by means of lecture tutorial and guided private study, the College being open, like the Technical College, for a full length day (9 a.m. to 9 p.m.) and pupils and staff all having individual time tables." The advocates of the Plan argue that there is a natural break after G.C.E. "O" Level, that many schools have not sufficient variety of staff for all the necessary courses, that staff are used wastefully on small numbers, that in any given area there are not enough teachers of high specialist ability for all the schools requiring them, that concentration would allow first class and adequate facilities (e.g., laboratories and practical rooms) and that older pupils would gain from this form of age and work segregation, especially as it was argued that with the numbers envisaged for the sixth form college a wealth of "A" Level courses could be offered. If the scheme were adopted the other maintained secondary schools would gradually be turned into comprehensive schools with an age range from 11 to 16.

The West Riding of Yorkshire Plan

The West Riding County proposal would alter the transfer age to 13. It has been suggested that there should be a fresh division of both primary and secondary education; primary schools from 5 to 9, middle schools from 9 to 13, and upper schools from 13 to 18. The proposal is designed to meet the demands of a number of Divisions of the Riding which have asked for comprehensive education but cannot have it in large schools for children of 11 to 18 because there already exists in these areas a number of small schools which are too good to be dispensed with altogether but cannot be adapted to meet the needs of the kind of secondary education it is wished to provide. While the starting point of the scheme is the same as that of Leicestershire, the age of transfer to the upper schools is one year lower, the reason being that it is considered wrong to have a break in the middle of the G.C.E. "O" Level examination and that the best way to do this is to extend the primary school to the age of 13 which would, incidentally, also bring it into line with the break in education in the private sector of the British education system.

Because the Education Act requires children to be transferred to separate secondary schools after the age of 12, this scheme and others like it would require a change in legislation.

The Stoke-on-Trent Plan

Stoke-on-Trent suggests a combination of the West Riding and Croydon schemes with breaks at 13 as well as at 16. The authorities are considering a number of experiments with a divided high school from 11 to 13 and from 13 to 16; and for children over 16 a Junior College would be established. Entry to this College would depend on "ability or evidence" of intention to pursue an academic course. The Stoke proposal is not fully worked out as yet, and reference to it is only included as an example of other variants of the two-tier system which are at present receiving the consideration of a number of local education authorities up and down the country.

(3) COMPREHENSIVE EDUCATION FOR ENGLAND AND WALES

The details contained in this article appear in a recent circular notice of the British Ministry of Education.

In 1965 the Secretary for Education and Science, Mr. Crosland, issued a circular requesting local education authorities in England and Wales to submit plans for a comprehensive system of secondary education to include all schools they maintain and outlining acceptable forms of comprehensive organisation.

The Government's first announcement of its intention that state-maintained secondary education should be reorganised along comprehensive lines instead of the traditional separatist system of grammar, secondary technical and secondary modern schools, was made in a debate in the House of Commons in November 1964. This decision was endorsed by the House of Commons in January 1965, in a motion 'that this House, conscious of the need to raise educational standards at all levels and regretting that the realisation of this objective is impeded by the separation of children into different types of secondary schools, notes with approval the efforts of local authorities to reorganise secondary education on comprehensive lines, which will preserve all that is valuable in grammar school education for those children who now receive it and make it available to more children; recognises that the method and timing of such reorganisation should vary to meet local needs; and believes that the time is now ripe for a declaration of national policy'.

In the circular which is addressed to local education authorities and the governors of direct-grant, voluntary-aided and special-agreement schools, the Secretary of State re-states the Government's awareness that the complete elimination of selection and separatism in secondary education will take time to achieve and that the evolution of separate schools into a comprehensive system must be a constructive process requiring careful planning by local education authorities in consultation with all those concerned. But, the circular goes on, the spontaneous and exciting progress which has been made by so many authorities in recent years demonstrates the objective to be not only practicable but widely accepted.

The most appropriate system of comprehensive organisation must depend on local circumstances, and the circular recognises that local education authorities may wish to adopt more than one form.

Main Forms

The following are the forms of comprehensive organisation which the Secretary of State will approve, but the circular makes clear that two are acceptable only as interim measures.

1. *The orthodox comprehensive school with an age range of 11 to 18*

There has been considerable experience of this type of school and the Secretary of State considers that it would in many respects provide the simplest and best solution, were it not for existing buildings, which are mainly designed as small schools (500 pupils or less). Local authorities are reminded that orthodox comprehensive schools need not have more than 900 or 1,000 pupils (that is, the size of many grammar schools) and there may be special circumstances where a school can share buildings. Also, there would be scope for building some schools of this type.

2. *A 'two-tier system with all pupils transferring at 11 to junior comprehensive schools and at 13 or 14 to senior comprehensive schools.*

There are several forms of 'two-tier' system (in which secondary education is subdivided into two stages) but this is the only one with the advantage that transfer to the senior comprehensive school is automatic for all pupils. As with all two-tier systems, it can use existing buildings and it is possible for it to develop into an orthodox comprehensive system as new buildings become available.

3. *The comprehensive school with an age range of 11 to 16 combined with a sixth form college for pupils over 16.*

Various patterns of sixth form college have been put forward: they might cater for all pupils staying on beyond the age of 16 or they might only be open to those with some academic qualifications. They could be either separate schools or sixth form units attached to one school and accepting pupils from schools without sixth forms. The Secretary of State is prepared to accept a limited amount of experiment with sixth form colleges, provided that local education authorities considering such schemes ensure that there is no restriction in opportunities.

4. *An organisation with middle schools between the primary and secondary age ranges.*

Under this system pupils transfer from primary schools at the age of 8 or 9 to a comprehensive school with an age range of 8 to 12 or 9 to 13, and then to a comprehensive school with an age range of 12 or 13 to 18.

The establishment of middle schools is made possible under the Education Act 1964, and the solution might seem attractive as it eliminates the necessity for selection and shortens the secondary school span, making it possible for smaller comprehensive schools. But the Secretary of State intends to give statutory approval to only a small number of proposals of this kind, as he wishes 11 to be regarded as the normal age of transfer until the reports of the Central Advisory Councils on Education on primary education and the age of transfer are published in the summer of 1966.

The circular also describes two-tier systems which may be approved on a short-term basis only, since they are not fully comprehensive.

5. *A two-tier system in which all pupils transfer at 11 to a junior comprehensive school and at 13 or 14 some move on to a senior school while others remain at the junior school.*

Some of the junior comprehensive schools in which pupils remain do not prepare for public examinations and expect pupils to leave at 15, but there are others which provide public examination courses, keep pupils at least until 16, and encourage transfer to the sixth form of the senior school.

The circular says that the schools keeping pupils till 15 must reorganise, at least to the extent of providing courses for the Certificate of Secondary Education. However, this system has inherent disadvantages which are described with system 6 (below).

6. *A two-tier system in which all pupils go to a junior comprehensive school at 11 and then all pupils transfer at 13 or 14, but to different senior schools.*

Under this system only some of the senior schools aim at sixth form work: the others take pupils to the Ordinary Level of the General Certificate of Education only.

Although neither system 5 or system 6 is fully comprehensive, since both involve separation of children of different aptitudes at the age of 13 or 14, they are acceptable as interim measures provided that transfer to the senior school is at the parents' choice and parents can be given organised guidance, and provided also that the junior school is staffed and its curriculum devised to cater effectively for the full range of its pupils' abilities.

HISTORY OF INDIAN EDUCATION

THE ARRIVAL AND SETTLEMENT OF THE INDIAN PEOPLE IN SOUTH AFRICA, 1855 - 1911

(By SAMMERJITH SUNKER SINGH)

We begin with this issue of the Teachers' Journal a series of articles on the History of Indian Education in Natal.

The first of these, by Mr. Sammerjith S. Singh, furnishes the general historical background. Our next issue will carry an article on the history and growth of primary education.

WHEN Natal became a British possession in 1843 it was little more than "a beautiful and luxurious waste," yielding scarcely any produce that could be turned to commercial account. The small group of settlers were making a desperate search for the crop through which prosperity might be reached.

In the early 1850's agriculture on the coastlands was still in an experimental stage. By the mid-50's it had been shown that many plants with the potentialities of export crops for the British market could be successfully reared. The most important of these were tea, cotton, arrow-root, cayenne pepper, indigo, coffee and sugar. All these grew so well in Natal that experts pronounced them equal in quality to the best grown in areas which were already established producers. All were produced in commercial quantities during the next thirty years. Yet the only one which could finally be called the staple crop of Natal was sugar. For various reasons all the other potential staple crops, after being taken up with enthusiasm, were abandoned altogether, or cultivated in such small quantities as to be of minor importance in the total economy.

Sugar was left alone in the field as the only coastal crop of any significance. Sugar cane has been growing in Natal for centuries. It was in 1635 that some Portuguese sailors from the vessel "Nossa Senhora de Belem", which was wrecked on the Natal coast near the Umzimkulu River on the mouth of which Port Shepstone now stands, discovered natives cultivating sugar cane.

The plant was next heard of after nearly two centuries. In 1828, Nathaniel Isaacs, companion of Lieutenant Farewell, one of the founders of Durban, reported that the cane was wild and that it was presumably indigenous. There were two sorts of cane — he said — the larger being valled "moaba" and the other "sinpha". But Dr. Mann who was authorised by the Government Immigration Board in 1859 to write an account of the characteristics and capabilities of Natal, felt that sugar cane was not indigenous.

The genesis of the industry had taken place when Henry and Tom Milner arrived in 1847 from Mauritius, in the brig "Sarah Bell" with a supply of seed cane. From this material Edmund Morewood of "Compensation", near Umhali on the north coast of Natal, started the first plantation. He had been harbour-master of the Boer Republic of Natal, and was soon destined to become the father of the Natal sugar industry. He erected the first mill on the "Compensation" flats and commenced crushing in 1850. Others soon followed the example of Morewood and small cattle-driven mills began to spring up along the coast, particularly at Isipingo. Rivalling "Compensation" at this time was the Springfield land run jointly by Henry Milner and J. B. Miller. From this estate came the first sugar put up for auction by Robert Acutt (June 23, 1854) on the Market Square of Durban. By the middle of 1855 there were 500 acres of cane ready for the mill.

For the cultivation, reaping and manufacture of sugar a certain type of labour is necessary. It was the opinion of Dr. Johnstone, the representative of Victoria County in the first Legislative Council of Natal, that 300,000 natives (a high proportion semi-skilled) were required for the cultivation of the whole coast-land. In fact, without a large and reliable number of capable hands, sugar planting was a barren occupation. These essentials were conspicuously absent in the labour which the Natal planters were able to engage in the 1850's.

The Shepstone system was primarily responsible for this situation. Shepstone, who was appointed native interpreter to the officers sent to occupy Natal, introduced a system of tribal reserves where the Zulus lived under their own chiefs and their own laws continuing their traditional methods of subsistence — agriculture and cattle herding.

A considerable portion of these Zulus were by no means disinclined to labour, or unwilling to render it to the farmers; but upon their own terms and at their own times. These men possessed land for which they paid no rent and were settled with their families, among their countrymen, in locations, which they cultivated, for their maintenance, and from which they were unwilling to move permanently in order to take regular employment from the planters.

They were ready to work for two or three months at a time, but then they insisted upon returning to their locations and the planter could never count upon seeing them again at any definite time. Such irregular and unskilled labour did not suit the planter, and jeopardised the success of all his undertakings. He required the continuous labour of the same individuals, or at least as a very imperfect substitute the means of replacing with certainty and without delay, the labour of which he was thus from month to month deprived.

As the fifties progressed, coastal enterprise began to face disaster. Time after time the editors of Natal newspapers, and authors of petitions to the Government deplored the deficiency in labour.

There were planters who, having ground under cultivation with cane, varying in extent from 15 to 150 acres each, were experiencing the want of labour to such an extent as seriously to depress their confidence and to create painful apprehensions as to the ultimate result. All other circumstances without exception, were favourable, "yet this one want lay as a heavy incubus on their energies and hopes."

As the natives failed to fulfil the demand for labour the planters began to look elsewhere. Some farmers asked for convict labour. Sir George Grey, High Commissioner for South Africa and Governor of the Cape Colony, did not favour this. He disapproved because of the facilities for escape and concealment which the colony afforded. It was certain that if convicts were introduced in any number, they would escape and spread in various directions throughout South Africa.

As the Natal planter began to despair of obtaining their labour locally, some of them turned to importing it. Mr. Crawford, manager of the Umzinto Sugar Company, brought from Java seventeen Chinese and Malays. But to the Chinese the object of emigration was to make money, not to settle. However, no more Chinese came.

Request for Indian Labourers

On February 5, 1855, two planters, John MacKenzie and R. Vause addressed a letter to the Colonial Secretary, imploring that arrangements should be made to import labourers from China and the Indian possessions. But this was only a general plea for the introduction of labour. The first definite suggestion that labourers could be introduced from India was made in a letter addressed to the Editor of "The Natal Mercury" and published in that paper

on April 25, 1855. It is dated "Itongati, 5th April, 1855," and appears over the initials, "J.R.S." There cannot be any doubt that the writer was James Renault Saunders whose descendants still farm on the north coast and are celebrated for the manner in which they house their Indian workers. This letter gave a history of Indian immigration into Mauritius, and made a number of suggestions about the conditions on which labourers should be introduced from India.

In an editorial "The Natal Mercury" approved of the letter in view of the correspondent's experience in Mauritius.

In 1854 Sir George Grey arrived as Governor of the Cape Colony and in the next year news was received in Durban that he would visit Natal which was then being administered as a district of the Cape although it had a Lieutenant-Governor of its own. There were many matters which required the attention of the British Government, and the colonists decided that they would make use of the visit to refer to these in an address which they would present to the Governor. On the question of labour they declared:

"Independently of measures for developing the labour of our own natives, we believe Your Excellency will find occasion to sanction the introduction of a limited number of coolie or other labourers from the East, in aid of the enterprises on the coastlands to the success of which, sufficient and reliable labour is absolutely essential; for the fact cannot be too strongly borne in mind, that on the success or failure of these rising enterprises, depends the advancement of the colony or its certain and rapid decline. Experimental cultivation has abundantly demonstrated that the issue depends solely on the constant supply of labour."

Sir George Grey who had been Governor of New Zealand had also visited Mauritius and had seen the good results of Indian labour there on the sugar plantations. On the subject of Indian immigration, His Excellency declared that he formed his opinion before he saw the memorial, or knew the views of the people of Natal. He mentioned the political, social and industrial advantages which he believed would flow from the introduction of this class of labourers — both as regards the natives of the Colony, and the interests of the White settlers.

Shortly after his return to Cape Town, he instructed the Colonial Secretary of the Cape Colony to write to the Government of India on the question of allowing Indian labourers to come to Natal. He (the Secretary) described in the most glowing terms Natal's potentiality of becoming a great sugar, cotton and coffee producing country, granted a supply of satisfactory labour, which could best be procured from India. He went on to say that the superior natural advantages and resources of the colony would recommend it as a fit field for the employment of Indian labourers. Some sections from this important despatch need to be quoted:—

" . . . Cotton, coffee, indigo, arrow-root and other inter-tropical plants are cultivated with great success, and the vast extent of land both in the hands of private proprietors, and unappropriated at the disposal of the Government secure to the labourer alike the prospect of constant employment as long as he seeks it, and the means of becoming a petty proprietor himself, when he is desirous and has the means of retiring from service. His Excellency considers it to be a favourable circumstance that the Immigrants would not be brought in large numbers on isolated estates where they will be treated as a separate class, but will be located in small detachments, chiefly in villages among the European population, of whom a considerable portion are engaged in the cultivation of small plots of ground, where the Immigrants and their families will be treated as members of the household, and will consequently have a better chance of profiting by instruction and enjoying other civilizing influences."

Government of India Not in Favour

The Government of India refused to sanction the proposed emigration to Natal. There was abundant demand for labour in the Bombay Presidency (from where Natal required the emigrants) and the rates of wages were higher in Bombay than in Natal. The Governor-General-in-Council had not overlooked the remark of the Lieutenant Governor of Natal that the sugar planters would readily give to Indian labourers twice, or three times the rate of wages paid to the Natives of the Colony. But in the absence of precise and satisfactory information it was felt that such a statement could not be put forward to the Indians as an inducement to emigrate to Natal. As regards emigration from Calcutta and Madras (even if such were desired from the latter port) the Governor-General-in-Council felt that the superior advantages held out to emigrants by Mauritius (about 14/- per month) and the West Indian Colonies (20/- per month), the difficulty experienced in meeting the wants of those colonies, and the adequate demand for labour which existed in the Bengal and Madras Presidencies combined to prevent any emigration taking place to Natal from those quarters. Moreover the communication between India and Mauritius was well established and the Indians were not prepared to go to Natal which was quite a "terra incognita" to them.

Demands Increase

The farmers became even more vociferous in their demands after this reply from India. Enterprise in all departments of agriculture, especially on the coastlands, in sugar growing, had been strained; every available shilling of capital had been expended in the cultivation of large tracts of sugarcane, and in the purchase of machinery.

The first Legislative Council elected under the terms of the new charter of 1856 met at Pietermaritzburg on March 24, 1857. In his opening address, the Lieutenant Governor referred to the reply received from the Government of India. He said that he desired to obtain the views of the Council on the necessity for the introduction of foreign labour. Scott's wish was carried out by the appointment of a Select Committee of the Council on April 6 "for the purpose of taking into consideration and reporting upon the propriety of introducing Indian or Chinese labourers into the Colony; and the measures desirable to be adopted for facilitating the introduction of such labourers." The Committee recommended that the Legislative Council urge the Governor-General of India to allow immigration from India to Natal. The Committee was further of opinion that a large supply of labour would be required in Natal. The employers would be prepared to pay rates and inducements equal, if not superior to those offered in Mauritius or the West Indies. The importation was to be made privately by the planters. It was not to be a state project.

In view of the recommendation of the Committee, Lieutenant Governor Scott made an appeal to the Secretary of State for Colonies. The planters of Natal were prepared to pay wages at the rate of ten shillings per month with such rations and lodgings, etc., as applied to Indian labourers in Mauritius. In his letter to the Secretary of State, the Lieutenant Governor stated: ". . . . It will be seen that the present demand is very small, not exceeding 135 in number, but it is probable that, if these were obtained and found to be as useful as contemplated, others would be required."

Natal could not properly make direct representations to the Government of India which was at this time still, technically, subordinate to the East India Company. Its affairs were controlled by the Court of Directors. Natal's request for the immigration of 135 labourers was submitted to the Court of Directors and by it to the Government of India.

The matter was considered by the Government of India. Since the number applied for did not exceed 135, it was regarded more in the light of an experiment than of a permanent scheme. One of the previous objections

was in some measure obviated by the higher rate of wages offered. But the Government of India thought that before any decision was come to, provision must be made for various matters of detail including the importation of women, and the possibility that the cost of the immigration might exceed £7 a head, the sum which the applicants for labourers had undertaken to pay. After careful consideration of the subject, the Government of India came to the conclusion that, if the Colony of Natal agreed to the rules they (the Government of India) had considered sufficient in regard to other colonies, "it will be unjust to it and to the Indian labourers, to refuse to allow such labourers to go to the Colony, if they can be prevailed upon by legitimate offers to do so."

This reply was communicated to the Court of Directors, who, in turn, wrote to the East India Board, stating that they agreed with the opinion of the Government of India. The Board concurred with the Court of Directors of the East India Company in thinking that the experiment might be made, subject to the conditions proposed by the Government of India.

Sir Bulwer Lytton then wrote to Lieutenant Governor Scott, informing him that as soon as the requisite arrangements had been made by the Colony of Natal, the Government of India would be prepared to give the necessary authority for the emigration of Indian labourers.

Planters Impatient

While all this correspondence was going on, the planters of Natal were getting impatient. Scores of petitions were submitted to the Legislative Council of Natal, on the question of labour. The farmers of the Victoria County petitioned the Legislative Council "to pass a Bill through Your Honourable House for the introduction, by the Government, of coolie labourers." The landowners of the Lower Umkomaas could not "but dread the future," and requested "His Excellency to place on the estimates, and Your Honourable House to grant, a sufficient sum to defray the expenses of the immediate introduction of coolie labourers into this Colony to relieve the present want of the Colonists." The inhabitants of the County of Pietermaritzburg also stated "that this want (of labour) is paralysing the enterprise of the colonists and retarding the prosperity of the community generally." The Natal Chamber of Commerce, interested in the general development of the Colony, stated: "Your petitioners have learned on unquestionable authority that so urgent is the demand for labour in the coast districts that unless some immediate and extraordinary means are adopted for securing a supply, a large portion of the present season's crop of sugar as well as arrow-root and other products will certainly be lost, numerous enterprising individuals will be ruined, and the progress of the Colony materially retarded." The House should "pass laws facilitating the introduction of coolie and other labourers, so as to supply the prospective wants of the Planters, Farmers, and other employers of Labour."

Law 14 of 1859

The Natal Legislative Council enthusiastically passed Law 14 of 1859 permitting the importation of Indian Labour. The Colony was to be responsible for the transport of the labourers, and employers were to pay three-fifths of the passage money of each immigrant. The conditions of their contract were stated. The labourers were to be indentured to their employers for three years — afterwards increased to five years — at a wage of ten shillings a month rising by one shilling a month with each year of service. They were to be provided with housing accommodation and rations estimated to cost the employers about eight shillings a month. The employer was to provide medical care and attention and to retain the services of a medical practitioner to this end. Estates were to be inspected twice yearly by the resident magistrate or other persons duly authorised by the Governor. Every immigrant was entitled to a free passage back to India, if he resided for ten years in the Colony, the first five under indenture and the next five as a free labourer.

When any Indian immigrant desired to commute his right to a free passage for the value in land to the amount of such passage and the Lieutenant Governor saw fit to grant to such immigrant out of the Crown Lands of the Colony a piece or parcel of land equal in value, at the upset price of crown lands, to the amount of the cost of such return passage, such immigrant was to be given the land in exchange.

Official sanction for the introduction of Indian labourers had been obtained, and the necessary legislative measures had been passed. It remained only to set in motion the machinery for the introduction of the immigrants.

With the enactment of Law 14 of 1859 Natal was ready to receive labourers from India but before the colony's emigration agent at the ports of Madras and Calcutta could begin recruiting labourers the Government of India had, in terms of existing legislation, to pass a law permitting the emigration and issue rules and regulations for the protection of labourers after their recruitment and on board the ships. This the Government of India was tardy in doing. It had first to study the immigration system drawn up by the Government of Natal and examine the measures provided for the protection of a body of labourers who were, in the main, illiterate. Natal grew impatient at this tardiness and decided that in the circumstances the swiftest and most effective scheme to expedite the transportation of labourers from India would be to send to India a representative who could attend to the matter by direct negotiation. The person delegated for the task by the Government was Mr. William Collins, the Postmaster-General of the Colony. Mr. Collins first went to Mauritius to acquaint himself with the system of Indian indentured labour in that Colony. Thence he proceeded via Bombay to Calcutta where he discovered that the Government had not yet taken any steps to permit the recruitment and transportation of labourers to Natal. He persuaded the Government to suspend its standing orders, pass post haste the necessary law and issue the regulations and rules making legal the recruitment and transportation of labourers to the Colony of Natal.

Arrival of the First Indians

Once this was done Collins chartered a ship at Calcutta, the "Belvedere" and one at Madras, the "Truro", to carry the first labourers to Natal from India. The "Belvedere" left Calcutta on October 4, about nine days before the "Truro", but because of the 1200 miles additional sailing distance the former had to cover, the "Truro" reached Durban first. It dropped anchor at Durban, on Friday, November 16, 1860. "The Natal Mercury" of November 22, gives a very good description of the landing of the labourers. The following paragraph is taken from that article.

" . . . A very remarkable scene was the landing and one well worth remembrance and record. Most of the spectators who were present had been led to expect a lot of dried up, vapid, and sleepy-looking anatomies. They were agreeably disappointed. As the swarthy hordes came pouring out of the boat's hold, laughing, jabbering and staring about them with a very well satisfied expression of self complacency on their faces, they hardly realised the idea one had formed regarding them and their faculties. They were a queer, comical foreign looking, very Oriental-like crowd. The men with their huge muslin turbans, bare scraggy shin bones, and coloured garments; the women with their flashing eyes, long dishevelled pitchy hair with their half covered, well-formed figures, and their keen inquisitive glances; the children with their meagre, intelligent, cute and humorous countenances mounted on bodies of unconscionable fragility, were all evidently beings of a different race and kind to any we have yet seen in Africa or England"

The "Truro" carried a consignment of 340 labourers — 197 men, 89 women, and 54 children (with one birth on the voyage). After a few days at the barracks the "Truro's" passengers were distributed amongst the planters and householders. At ten o'clock on Wednesday morning, November 21, Edmund Tatham, Emigration Agent, attended at the Barracks, for the purpose of allot-

ing the Indians to the various parties who had applied for them. The list of applicants was made out according to priority of application, and, on being read over, those who were not present to answer when called upon were placed at the bottom to take their turn in due course again. The supply was only equal to about one-third of the aggregate number applied for, and the mode of allotment had been to strike an average, and give each person one-third of the number wanted. As soon as the number of each applicant was settled, the immigrants were told off from the list in regular rotation as it stood, so that everyone took his chance of getting good, bad, indifferent, married, single, weak and strong, in regular order through the list.

Among the passengers of the "Truro" were 101 Gentoos (apparently Hindus); 78 Malabars, 61 Christians, 16 Muslims, 1 Rajput and 1 Marathee.

The "Belvedere" arrived on November 26. It brought 69 gardeners, 61 Brahmins, 25 Chuttrees or warriors, 18 Dairymen, 16 pig-rearers, 14 fruit growers, 14 potters, 11 salt-dealers, 11 porters, 9 clerks, 8 herdsmen, 7 boatmen, 6 leather-workers, 5 policemen, 5 messengers, 5 laundrymen, 4 oil pressers, 4 iron-mongers, 4 traders, 3 undertakers, 2 barbers, 2 hunters, 2 jewellers, 1 confectioner, 1 weaver and 1 dealer in enamel-ware.

This list disproves the statement often made in some quarters that all the indentured labourers were recruited from the "untouchables" who were living in semi-starvation in India. In fact this group was just as representative of the various sections of the community as were those Europeans who came from England to Natal in the late 1840's and early 1850's).

Labourers Give Satisfaction

From the beginning the employers were very pleased with their new hands. Mr. J. R. Wilson, a sugar planter of the Umhlanga, who obtained thirteen immigrants from the "Truro" and twenty four from the "Belvedere" made a public statement in "The Natal Mercury" of December 20, 1860, about his experiment of employing Indian labourers. He said that although the Indians were not physically as strong as the Africans, they did on the whole a better day's work, as they were not only diligent and regular but they economised their strength and finished their apportioned task in a much more satisfactory manner. They got through their eight hours' labour with clockwork pertinacity, and in this respect were mere machines.

The planters were most happy that they had been finally, after negotiations stretching over five years, able to get their labour. Approbation of the presence of Indians was expressed at official and unofficial levels and great emphasis was laid on the point that in the continued presence of the Indian labourers lay the economic prosperity of the Colony.

The immigrant Indian labourer set himself whole-heartedly down to the task of cultivating the soil. He was by character and tradition an agriculturist, a tiller of the soil who lived with a fatalistic resignation to all difficulties — he believed that what was happening had been willed by the gods. He had left his native land to seek fortune beyond the dreaded black waters. His aim was to make good and return to his native village. He worked hard — he found the climate congenial — there was not in his new land the colossal extremes of temperature — not the violently marked difference between the seasons. He worked hard — and the effect with which he worked was noted and remarked on by officials, by the planters themselves and reflected in the official records of the Colony.

As early as 1863 a number of indentured Indians paid down their five pounds commutation fee, and had thus released themselves from any obligation to the government or the country. Although the original contract was for three years, the immigrants were required, at the expiry of the term, to enter into a new contract of service with the same or some other employer for a further period of not less than twelve months, and not more than two years. Such additional service could be commuted or redeemed on payment,

to the government by every such immigrant, of a sum of fifty shillings for each year remaining to complete an industrial service of five years. The labourers could then seek employment where they liked and they could follow whatever vocation they chose. Many of them lost no time in exercising their newly-acquired liberties, and engaged themselves to other employers at rates of wages varying from twenty to twenty-five shillings per month. Some of the free Indians spread throughout the Colony to alleviate the severe shortage of semi-skilled labour. They were employed as artisans, cooks, house-servants, tailors and **dhobe**s.

Sugar Industry Prospers

The value of the Indian labourer was recognised in most quarters. The "Natal Mercury" of January 19, 1865, stated: ". . . Coolie immigration after several years of experience of it, is deemed more essential to our prosperity than ever. It is the vitalising principle. It may be tested by its results. Had it not been for the coolie labour we should certainly not have had it to say that our sugar export increased from £26,000 in 1863 to £100,000 in 1864, and has prospects of a greater increase before it. Had it not been for coolie labour we should not hear of coffee plantations springing up on all lands and the prosperity of older ones, being sustained solely through the agency of East India men."

In the earlier days ex-indentured Indians having very little or no money with which to buy land, leased small holdings from Europeans. In some cases these holdings were subsequently sold to the tenants who purchased them out of savings or paid for them over a period in instalments. In this way most of the land held by Indians in Durban, Clairwood, Cato Manor and Overport, and also on the North Coast in the districts of Inanda and Stanger was acquired.

The time-expired Indians with their industrious habits and comparatively few wants did remarkably well as cultivators. In numerous localities they converted waste and unproductive land into well-kept gardens, planted with vegetables, tobacco, maize and fruit trees.

Temporary Cessation of Immigration

The world depression of the late 1860's hit Natal in common with other countries and, for the time being, the planters did not need labour. As a result the importation of indentured labourers ceased in 1866. With the improvement in trade that came with the 1870's shortage of labour again became a difficulty that grew more acute year by year. The Natal planters of Verulam, held a meeting on June 22, 1869, and resolved that, owing to the great increase in cultivation, it was of vital importance to the prosperity of agricultural enterprise and to the welfare of the whole Colony that there be a continuous supply of reliable labour. Another meeting was held near Verulam on September 5, 1870, to discuss the labour question. They resolved: "It seems clear beyond the possibility of a doubt, that the Coolies must continue to be our only source of reliable labour and, therefore, the necessity for the Government's taking immediate steps in the matter becomes all the more imperative. Unless adequate measures be adopted, the results can only be disastrous to the Colony."

The Natal Government urged the Colonial Office, that communication should be sent to India asking for a renewal of Indian Immigration to Natal. The Indian Government was not prepared to allow emigration to be resumed until the grievances of the Indians in Natal were fully investigated.

These Indians who had returned to India had made a number of complaints. Payments were frequently delayed and irregular. They were compelled to work beyond the nine hours prescribed by law, and this frequently without any extra remuneration. They stated that the system of medical care and supervision was very defective. There were numerous instances of flogging and withholding of payments.

Colin Bannister Price-Lloyd, a civil servant from India, who spoke some Indian languages and was, therefore, in a position to communicate more easily with the Indian immigrants than had hitherto been the case, and Mr. Michael Galway, the Attorney-General of Natal, were appointed in 1872 as a special commission to report on the treatment of Indians in Natal. Their report asserted that there was no general, systematic bad treatment, though there were isolated instances of deliberate ill-usage. There was, however, great laxity. On many estates there was no medical care. There were not a few cases of illegal flogging and withholding of wages. The Indians in Natal objected to the term "Coolie". In India it was applied to the low class labourer, and it was regarded as a term of reproach and in the nature of abuse. The use of the word was galling, and a source of annoyance. The Commission suggested that the term "Indian Immigrants" be substituted for that of Coolie in all official documents, and that the designation of "Coolie Agent" be changed to that of "Protector of Indian Immigrants."

Resumption of Emigration from India

After a great deal of persuasion the Indian Government agreed to allow emigration to Natal to be resumed. Emigration was resumed in 1874 and continued uninterrupted until 1911. During the period 1860 and 1872 Indians and Europeans were co-operating to their common advantage without a hint of future clashes of interest.

Between 1870 and March, 1871, the immigrants who had arrived by the first five ships ten years previously became entitled to a free return passage to India. At the discretion of the Governor, the immigrant could forego his free return passage home in exchange for a piece of land equal in value to the cost of the passage. But the planters wanted the Indians to stay in Natal as labourers, not as independent land-owners. The planters realised that if the Indians were offered crown land, many whom they might otherwise have kept in their service would prefer to take the land.

Accordingly the Indians were encouraged to postpone their claim for a free return passage. Those who had completed their five years' service were encouraged by their employers to re-indenture.

Grants of Land

There were many difficulties which delayed the granting of the land which time-expired Indians should have received. In which part of the Colony was the land to be granted? Were wives and children of Indian immigrants also entitled to land grants? What was to be the area of each grant? Who was to pay for the cost of survey? Although a solution to these questions was not difficult to find, the Governor, Colonial Secretary and Surveyor-General did not immediately do anything in the matter. After immense pressure was brought to bear by the Indians, the Protector of Indian Immigrants and the Secretary of State for the Colonies, it was decided to make grants of land in Braemar, near Umzinto. Reluctantly, 53 Indians signified their willingness to accept the 15 acre plots.

Why were so few grants made? Some of the immigrants were reluctant to apply because of the announcement that the area of the lots was to be reduced from 60 acres to 15 acres. Another reason was the very great distance from Durban at which the available lands were situated. Half an acre of ground within five miles of the Durban market would be more acceptable than 15 acres beyond Umzinto in the County of Alexandra. Moreover, the land on the average was poor and not highly favourable for cultivation.

The time-expired Indians spread to most part of the Colony. Many of them, by industry and sobriety, had succeeded in creating a very fair position for themselves in Durban. By 1877 about 50 Indians were to be found on the Burgess Roll as ratepayers and therefore entitled to all the rights of citizenship. All the fishing and nearly all the market-gardening and hawking of fruit and vegetables were in the hands of Indians.

Arrival of "Passenger" Indians

Following in the wake of the indentured labourers, there began gradually arriving in the Colony during the late 1870's a group of immigrants known incorrectly as "Arabs" — to distinguish them from the indentured community. They were mainly Moslem and Gujerati merchants who were attracted to Natal, in the first instance, to supply the needs of the Indians. They were men who, unshackled by indenture and without costing the Colony one penny, had found their way to Natal, from the various parts of British India and from Mauritius. They were British subjects, free to travel to any part of Her Majesty's Dominions. They chose Natal as the field for their commercial pursuits. The first passenger Indian to open a store in Durban was Aboobaker Amod who arrived in the colony in 1874. His shop was in West Street, next to where Greenacre's stands today. He later opened another shop near the spot where Cuthbert's is today. The Indian traders settled not only in Durban but spread to the remotest parts of the Colony.

Gradually prejudice against the Indian began to grow. The Europeans in Natal felt it was right and fitting that they should be served by coloured people, properly subordinate and submissive and filling the menial occupations. But it seemed altogether wrong and improper that these Indians should have an independent status, should aspire to wealth and education. It can be understood, then, that as the ex-indentured immigrants and their friends, the passenger Indians, increased in wealth and numbers and began to have a more important place in the community, the jealousy and hostility of the Europeans in Natal were stirred. This hostility showed itself in many ways.

As a result of the agitation against the Indians a Commission was appointed in 1885, under the chairmanship of Mr. Justice Wragge, "to enquire into the report upon the Indian Immigration Laws and Regulations of the Colony, and on the general condition of the Indian population in Natal." The commission after a searching enquiry, reported: "Free Indians thrive in Natal, their industrious habits cause them to prosper in nearly every occupation in which they engage . . . They do remarkably well as cultivators in the coast districts . . . In fairness to the free Indian we must observe that the competition is legitimate in its nature and it certainly has been welcomed by the general public.

Whatever may have been the causes that gave birth to an outcry against Indian colonists, the fact cannot be denied that the Indian settlers promoted the agricultural, industrial and commercial advancements of the colony to a very considerable degree. The Commission's report was indisputably a setback to the anti-Indian agitators, but it did not crush the agitation.

The prejudice against the Indian continued to grow. Law 25 of 1981 amended and consolidated the laws governing the indenture system. By this law the right of the Indian, after the expiry of his indenture, to claim crown lands in lieu of his return passage was abolished. As a result of this law, 13,000 Indians who could have applied for grants of land were deprived of this privilege.

Mahatma Gandhi

The anti-Indian agitation became even more marked after 1893 when Natal was granted Responsible Government. The year 1893 was important to the Indian in another way also. It was in that year that Mahatma Gandhi — that great champion of the Indians in both India and South Africa, arrived in Natal.

In 1894 the Natal Legislative Council sent Messrs. Binns and Mason to India to confer with the Indian Government in the hope of obtaining its consent to a proposal that contracts of indenture should terminate in India. To this the Government of India did not agree. But in 1895 the £3 tax was introduced. If an indentured Indian did not return to India, he had to pay a tax of £3 a year not only for himself but also for his wife, and children over 16 years. It did not, however, come into active operation until the indentures entered into in 1896 were worked out, that is in 1901. This act aroused a great deal of indignation, but was not repealed until 1914.

When the Anglo Boer War broke out in 1899, Indians in Natal under the leadership of Mahatma Gandhi, offered their services to the Government. The motive underlying these offers was to endeavour to prove that in common with other subjects of the queen the Indians, too, were ready to do service for their Sovereign. The offer was gladly accepted. The Indians were trained by Dr. L. P. Booth of the St. Aidan's Mission, Durban. The Indian Ambulance Corps and the *dhooly*-bearers who came with Sir George White from India rendered valuable services. Sir George White spoke in glowing terms of the heroism of Purbhoo Singh who, perched on a tree, never once failed to ring the gong as a notice to the inhabitants of Ladysmith each time the Boer cannons were fired from the Umbulwana Hill. The names of the members of the Volunteer Corps were mentioned in despatches. When the war came to an end, the districts of Vryheid, Utrecht and Paulpietersburg were annexed to Natal, but they were still governed by the old Transvaal laws. Indians were, therefore, prevented from living in these districts except in separate areas or "bazaars".

The many restrictions imposed on Indians in South Africa raised the ire of the Indians not only in this country but also in India. There was a growing feeling that the indenture system should be abolished. A deputation from Natal headed by Messrs. Abdul Kadir and Anglia went to England to represent the grievances of the Indians in South Africa. They drew the attention of the British Government to the iniquitous nature of the indenture system. Their representations attracted much attention both in England and in India. In order to ascertain the true position of the indenture system, the Natal Government appointed a commission under Mr. F. W. Clayton, a Member of the Legislative Assembly.

In 1909 the Commission reported, inter alia, that the indentured Indians were "industrious, frugal, law abiding, and, on the whole, sober in their habits." It was their opinion that the indenture system should continue and that "several industries owe their existence and present condition entirely to indentured Indian labour and that if the importation of such labour were abolished under present conditions, these industries would decline, and in some cases, be abandoned entirely."

The Europeans of Natal required the indentured labourers, but did not want them to remain as free Indians in the Colony. The Indian National Congress was greatly perturbed at the harsh treatment meted out to Indians in South Africa. The 1909 session of the Congress at Lahore firmly demanded the prohibition of the recruitment of indentured Indian labour. In 1910 the Honourable G. K. Gokhale moved a resolution in the Imperial Legislative Council of India, to empower the Governor-General-in-Council to prohibit the emigration of indentured labour from India to Natal. The indenture system came to an end in July, 1911. The last ship to bring indentured Indians to Durban was the s.s. Umlazi which arrived on July 21, 1911. In all 152,184 persons came as indentured Indians. They helped to make Natal the "Garden Province".

NOTES AND NEWS

N.I.T.S. CONSTITUTION

The attention of all Branches and members is drawn to the following provisions in the Society's Constitution :—

Clause 12, Meetings, Sub-Section iv.

"Nominations for any of the official positions of the Society shall reach the Electoral Officer/s before the 15th May. Thereupon the Electoral Officer/s shall forward the names of such nominees to the members.

"Each member shall record his vote and forward same duly sealed to the Electoral Officer/s nominated by the Executive Council. Only those who are members as at 31st March shall be eligible to vote in the ballot for official positions."

(At the meeting of the Executive Council held on 26/3/66, Mr. R. M. Naidoo was nominated as the Society's Electoral Officer for this year on the recommendation of the Emergency Committee).

Clause 16, Conference, Sub-section c.

"No notice of motion shall be placed on the Conference Agenda except those agreed to by the Executive Council. All notices of motion from members shall come through their respective Branches.

"Notices of motion from Branches must reach the Secretary-Treasurer at least six weeks prior to the Annual Conference."

(Under this heading, Conference Resolutions are also invited).

Clause 17, Accounts, Sub-section b.

"Books of the Branches shall be closed by 31st March of each year and a statement shall be submitted to Headquarters not later than 15th April for the purpose of internal audit."

Clause 18, Alteration of Rules, Sub-section b.

"When an addition or alteration to the rules of the Society is proposed to be discussed at the Annual General Meeting, it must be submitted in writing and forwarded to the Secretary-Treasurer at least six weeks before the said meeting."

Branch Constitution

Clause 7, Meetings, Sub-section d(i).

"The Annual General Meeting shall be held before the 31st of May of each year."

Clause 9, Reports, Sub-section b.

"The Secretary's Annual Report and the Financial Statement of the Treasurer shall be submitted to the Society on or before the 5th June of each year."

INSURANCE

As suggested at the meeting of the Executive Council held on 27/11/65, the Society sought the opinion of two Insurance Brokers on the Group Scheme offered by the Colonial Mutual Life Assurance Society Ltd. to our members. The text of the letters received by the Society reads as follows:—

1. From the S.A. Bureau of Insurance Consultants (Pty.) Ltd., P.O. Box 1413, Cape Town (dated 6/12/65) :

"In reply to your request for a report on the above, I have to advise that I have examined the Colonial Mutual Life Assurance Society Limited tender dated 24th March, 1964, and have pleasure in reporting as follows:—

I note that the rate for the insurance offered is a preferential one and, therefore, cheaper than that obtainable in the ordinary insurance market if individuals were to effect private insurance.

The permanent total disability benefits incorporated in the fund are extremely valuable because in the event of a claim arising in terms of the K9 Disability Clause, which prevents a member from continuing his normal occupation (not just any occupation), the following safeguards operate:—

1. All premium payments cease.
2. The basic Policy continues as if premiums were being paid in full.
3. The member immediately receives a capital sum plus accident bonuses.

NOTE : I have been advised by the Colonial Mutual that the Accident Bonuses are paid at the rate of R40 per R1,000 per year. This rate is double the normal rate provided by the Colonial Mutual in their Accident Department.

Finally, I may state from personal knowledge of the Colonial Mutual, that they are the pioneers in the Group Endowment Field underwriting, amongst others, Group Endowment Funds for the majority of Staff Associations for Government employees such as the Public Servants' Association, the three Post Office European Staff Associations, the Postal Employees' Union (Non-Europeans), the S.A. Nursing Association (all Races), the Natal Hospitals Non-Europeans' Staff Association, the Natal Provincial Administration Personnel Association, the Cape Provincial Hospitals Officials' Association, the Transvaal Hospitals Employees' Association and six of the seven S.A. Railways' Staff Organisations.

I consider the scheme submitted to you to be an ideal one in every respect and have no hesitation in recommending the scheme for your acceptance."

2. From the Herman Blumenthal (Pty.) Ltd., P.O. Box 3086, Johannesburg dated 6/12/65).

"We have examined the Group Quotation submitted by several companies and the scheme submitted by the Colonial Mutual Assurance Society would appear to be the best available.

The Company is reliable and we have no hesitation in recommending the acceptance of same."

CHATSWORTH BRANCH

INTER-SCHOOL PUPIL ACTIVITY PLANNED

Given below are some details of the plans of the Chatsworth Branch to promote cultural and literary activity among pupils.

There are 16 schools in the area.

These 16 schools will be divided into 4 zones. This will be done in order not to inconvenience schools which may experience some difficulty in so far as travelling is concerned. The allocation of schools will be so effected as to put into a particular group schools which fall in a specific locality.

The schools so allocated into zones will compete with one another and by a process of elimination the best school will be selected. Eventually there would be 4 such schools in the semi-finals and 2 schools in the finals.

A detailed programme which will include Topics, movers, opposers, time, venue, dates, adjudicators in the case of debates and topics, venue, time, adjudicators in the case of Speech Contests and venue, time and Quiz Master in the case of Quiz Competitions will be prepared and given to each school. Adjudication sheets will be prepared and will be filled in triplicate by the officers concerned. Copies of these adjudication sheets will be given to the participating schools and one will be retained by the Branch for its filing.

The semi-finals will be conducted by the Branch Officials in the same manner as for the zonal competitions.

Trophies will be awarded to the winning schools in respect of Debates, Quiz Contest and Speech Contest.

- (a) Each school will be required to produce a short play.
- (b) Each school will compete in a special zone (as above).
- (c) At each of the zonal presentations the best play will be selected.
- (d) The 4 plays so selected will be presented to the public (on condition all allied circumstances are favourable).
- (e) Trophies will be awarded in this respect also.

With the passage of time and if facilities are available the scope of this activity will be widened to include choirs.

The finals in the Debates, Quiz Contests and the Speech Contests will be arranged for a Saturday morning at which adjudicators, other than school teachers in the area but persons suitably qualified for the job will adjudicate.

Aims :—

1. To inculcate the art of public speaking.
2. To train our pupils to adapt themselves and be of some service to the community when they attain adulthood.
3. To promote cultural development.
4. To initiate a keen sense of team spirit.
5. To induce pupils to speak and write clearly, correctly, coherently and convincingly.
6. To pave the way for a keener appreciation and understanding of more advanced literary works (e.g. Shakespeare's works).

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The



Teachers' Journal

ORGAN OF THE NATAL
INDIAN TEACHERS' SOCIETY

CONFERENCE ISSUE - JULY, 1966

40th ANNUAL CONFERENCE

OPENED BY

The Honourable the Minister of Indian Affairs and Immigration

Mr. A. E. TROLLIP

AT THE

CITY HALL, DURBAN

ON

WEDNESDAY, 6th JULY, 1966

AT 10 a.m.

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NATAL INDIAN TEACHERS' SOCIETY 40th ANNUAL CONFERENCE

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P R O G R A M M E

1. Wednesday, 6th July, 1966 :

10.00 a.m.: Official Opening.

(a) Prayers : Rev. J. M. Francis.

(b) Welcome : His Worship the Mayor of Durban, Councillor Dr. Vernon Shearer.

(c) Message to Conference : Prof. O.P.F. Horwood (Principal and Vice-Chancellor, University of Natal).

(d) Opening of Conference : The Honourable the Minister of Indian Affairs and Immigration, Mr. A. E. Trollip.

(e) Presidential Address : Dr. A. D. Lazarus, M.A.

(f) Director of Education : N.E.D. - Mr. L. J. T. Biebuyck.

(g) Joko Tea Bursary Awards.

2. Conference Theme :

"New Horizons".

3. Wednesday, 6th July, 1966 :

2.00 p.m.: Opening Address on the Conference Theme -by the Director of Indian Education, Mr. P. R. T. Nel.

3.30 p.m.: Closed Session - Members only.
Conference Resolutions.

4. Thursday, 7th July, 1966 :

10.00 a.m.: Physical Education in Indian Schools

by Mr. W. H. L. Heckroodt (from the I.A.D.).

Mrs. Louise Morrill, Adult Literacy Consultant from the U.S.A. Discussion on the New System of Requisitioning (I.A.D. will be represented). (Closed Session - Members only).

11.30 a.m.: Teaching of English in the Primary & High Schools

by Mr. G. A. H. Dale (Vocational Guidance Officer : N.E.D.).

2.00 p.m.: Teaching of Afrikaans in the Primary School
(Speaker to be announced).

3.30 p.m.: Streaming in the High School

by Dr. N. van der Walt (from the I.A.D.).

5. Friday, 8th July, 1966 :

10.00 a.m.: Annual General Meeting

Agenda : 1. To read and confirm Minutes and Business arising.

2. To read and confirm Secretary's Report and Treasurer's financial Statement.

3. To amend and modify rules.

4. Elections.

5. To deal with Correspondence.

6. Other Business.

3.00 p.m.: Executive Council Meeting

Agenda : Elections :-

(a) Five elected Members of the Executive Council.

(b) Members of Sub-committee, including Emergency Committee.

(c) Society's representatives on other bodies.

6. Persons contesting the Elections this year :

(a) President : Dr. A. D. Lazarus, Mr. N. G. Moodley, Mr. A. L. A. Pillay.

(b) Vice President : Mr. E. S. Chetty, Mr. S. Chotali, Mr. R. S. Naidoo
Mr. C. V. Ramiah, Mr. A. K. Singh.

(c) Hon. Gen. Secretary : Mr. P. Raidoo (unopposed)

(d) Hon Treasurer : Mr. C. A. Naidoo, Mr G .R. Moodley.
Electoral Officer : Mr. R. M. Naidoo.

Presidential Address — 1966

The Honourable,
The Minister for Indian Affairs,
Distinguished Guests,
Ladies and Gentlemen.

Our theme for this Conference is "New Horizons" and I propose to take a brief look at these vistas.

Most people are by now more or less familiar with the history of the last three months and more, so I will not labour the details except to observe that all Indian teachers are now civil servants, a different status to what we used to be. Accommodation to the full implication of this is going to take some time.

I did indicate last year that your officials have had the pleasure of being consulted on a wide variety of topics touching teachers, schools and content of education. There has been protracted discussion on the salary scales and the method of their implementation.

I regret to record there is still much dissatisfaction among teachers on this issue, because in the implementation of the new scales, a substantial number of teachers in "the middle group" received little or no benefit from the new dispensation. This Society will continue vigorously to represent the case for this large and disappointed group.

Then there was much discussion on examinations and certification. The Natal Junior Certificate, as we knew it, came to an end last year - and this I should make clear, had nothing to do with the "take-over" on 1/4/66 or the New Dept of Education. It is just something that we inherited while the transition was being prepared. The point I am making is that the two things are not connected in any way.

A High School education must now be viewed as a four-year course at the end of which the student will write for an, as yet unspecified period, the Natal Senior Certificate and the Certifying Authority will be the Natal Education Department.

We have been very much concerned with the question of what will happen when this unspecified period comes to an end. What sort of examination will students then write and who will be the certifying authority?

This Society holds very strongly that no certificate should bear the label "Indian" or any other tag to indicate a particular origin. After all, the Natal Education Department was a Department of Education which did not concern itself with such irrelevancies as the race of the examinee. There can be no valid educational reason for a departure from this sound approach.

It is our feeling that when Natal ceases to be as engaging as it has been, the Dept. of Education, Arts & Science might assume the role of certifying authority or as an alternate the Joint Matriculation Board might be cajoled into performing this function.

I am aware that our new department is styled "The Division of Education" to which is sub-pended "of the Department of Indian Affairs." It is my opinion that my people and I should be concerned with South African affairs and that we should not allow ourselves any longer to lead the kind of schizophrenic existence in which we are South Africans one moment and something else in the next. To my mind this is something more than just an academic speculation. It is vital to our country that we get our socio-political thinking straight here

and now and it is therefore the more important that the educational machine be geared to the right concept. It has a duty to avoid perpetuating a system of anachronistic beliefs or even superstitions.

Talking of anachronisms leads me to comment on the tyranny of the antiquarian in Education under whose auspices the general run of teacher has to resort to practices - I should say malpractices - which are not based on any known or accepted educational principle and this tyranny persists because of the antedeluvian approach to education of some headmaster or, and this on the evidence is the more probable, that somebody even more pristine, higher up, demanded it. The teacher in turn dishonourably submits to these fiat for fear of victimisation, as I have so often been told. To become possessed of one's bureaucratic importance might be doing something to or for one's ego - it could hardly achieve much else - but I seriously question the eligibility of these hallucinations either to promote real education or to enrich the child who in the final analysis is the sole reason for the setting up of the whole complex machinery of any system of education as well as the whole bureaucracy to run it - and here I am using the word in its most benign sense. The stories that come to me are legion; I shall not retail them here. The point I am making is that nobody has the right to set himself up as the final authority on such matters as the educational process. Only the veriest fool could be led to believe that there was only one royal road - and that a narrow one - to the fulfilment of our highest educational aims and endeavours.

The road ahead is probably going to be hard and tricky, but it is going to be interesting, because it is going to present challenges that we have perhaps never had to face before. It is going to call for courage, even daring, but I believe that our Society is poised to meet these challenges and will be able to add several dimensions to the educational edifice that is about to loom on the new horizon.

Finally I must take a brief look at the end-product of our education. There can be no point in planning and building the education system if the school leaver is not going to find employment for his talent in the world beyond the classroom. This is a very wide and complex subject, but I do appeal to you, Mr. Minister, and all those set in authority over us, to give serious consideration to employment opportunities for the highly qualified Indian boy and girl. The problem is here now, and will become even more acute with the passing years. We owe it to our country to take a good and searching look at it now so as to be able to meet this challenge also when it comes, in a statesman-like manner.

Dr. A. D. LAZARUS,

President—N.I.T.S.

City Hall,
Durban.
6th July, 1966.

"It is not great deeds that make people's lives happy; it is the little kindnesses of daily life."—E. Hadwin.

"What you were, others may answer for; what you tried to be, you must answer for yourself."—John Ruskin.

Secretarial Report

(July 1965 — June 1966)

Mr. President, Ladies and Gentlemen,

Once again it gives me great pleasure to submit my secretarial report for the period July 1965 to June 1966.

The period under review saw Indian Education pass from the control of the Natal Provincial Administration to the Department of Indian Affairs. The transition appears to have been a smooth one. Schools under the Education Division of the Department of Indian Affairs may be experiencing some "teething troubles" but I am sure that in due course these would be overcome.

As far as the Society is concerned, the year was a very busy and fruitful one, as this report will attempt to record.

1. MEETINGS

Last year the Society convened a record number of meetings. Besides the usual quarterly meetings held, three additional meetings of the Executive Council were held :

A. The five members of the Executive Council, Members of Sub-Committees and the Society's representatives on other bodies were elected on 2/7/65.

B. A second meeting was called on 31/7/65 at which meeting the Draft Regulations on the Conditions of Service of Indian Teachers after the take-over on 1st April 1966 was discussed very fully.

In the light of these discussions and on the recommendations made by members of the Executive, a Memorandum was to be submitted to the Department of Indian Affairs.

N.B. After this meeting a copy of a Memorandum submitted by the Society on the above matters, was forwarded to branches as a "confidential" document.

C. The third special meeting of the Executive Council was convened for 17/12/65.

Agenda : Report of the interview with the I.A.D. on 14/12/65.

re : Method of implementation of Salary Scales.

The following table is self explanatory :

Date	Number of Branches Present	Branches not Represented	MAIN BUSINESS
18.9.65	19	Nil	<ol style="list-style-type: none"> 1. Interview with the Director of Education (7/4/66) re: Miscellaneous matters. 2. Issue of free diaries to members of the Society. 3. Request for 1966 Annual Conference in Pietermaritzburg. 4. Appeal for financial assistance: Mr. S. S. Mackerdhuji. 5. Contributions made by Indian Teachers to the Natal Teachers' Provident Fund: Clarification from I.A.D.
27.10.65	19	Nil	<ol style="list-style-type: none"> 1. Contributions to the Union Widows' Pension Fund after take-over. 2. Accumulated Sick Leave for those already in the service as from 1/4/65. 3. Request for interview with the Provincial Executive Committee re- Salaries of Indian Teachers. 4. Appointment of Acting-Supervisors. 5. Supplementary examination for the N.T.D. (External). 6. Application for Senior Lecturer posts at the Springfield Training College. 7. Payment of Bilingual-bonus after take-over.
17.12.65	19	Nil	<ol style="list-style-type: none"> 1. Report of Interview with the I.A.D. on 14/12/65. re- Method of Implementation of Salary Scales.

Date	Number of Branches Present	Branches not Represented	MAIN BUSINESS
26.3.66	19	Nil	<ol style="list-style-type: none"> 1. Five year anniversary of the Republic of South Africa. 2. Contribution to Union Widows' Pension Fund. 3. Interview with the Provincial Executive Committee: Salaries of Indian Teachers. 4. Mr. M. L. Sunichur and his legal costs: re- His grading. 5. Mr. M. Sagadevan and his Grading. 6. Physical Education Bursary. 7. Status of present incumbents after take-over of persons holding promotion posts in scheduled schools. 8. Roll of Honour/Honorary membership for retired teachers. 9. Death Benefit Scheme. 10. Accumulated Sick Leave. 11. Election of Electoral Officer. 12. Photograph of Executive Council. 13. Group Scheme for Indian Teachers. 14. Bilingual Bonus for Teachers in service who qualify after 1/4/66. 15. Language requirements for Teachers seeking promotion posts after 10 years. 16. Meeting of High School Principals and Vice-Principals (12/2/66) attended by P. R. T. Nel: re- Abolition of the Natal J.C. as from 1966. 17. Recent resignations from Society.
14.5.66	19	Nil	<ol style="list-style-type: none"> 1. Five year anniversary of the Republic of South Africa. 2. Accumulated sick leave: Representations made to I.A.D. 3. Group Scheme for Indian Teachers: Copies of Master Policy, etc. 4. Language requirements for Teachers seeking promotion posts after 10 years. 5. Recent memoranda submitted to the I.A.D. by the Society. 6. Formation of Sub-Committees by the I.A.D. 7. Request by Kasturba G/A Indian School to join Umgeni Branch. 8. Request for a School Hall by Merebank Branch. 9. Repayment of Loan Bursaries by stop-order made available for Teacher-training by Pietermaritzburg Branch. 10. Leave taken by Teachers to write examination for Attorney's Admission (Stanger). 11. The Springfield Training College as a Teacher-training Institution after the take-over. 12. Publication of Centenary Lectures. 13. N.I.T.S. Investment, Ltd. 14. Loans made available to Teacher-trainees at the Springfield Training College by the Society.

The Society also called a Special General Meeting on Saturday, 14th May 1966 to discuss Salaries of Indian Teachers. This arose as a result of a petition signed by more than 200 members, expressing their dissatisfaction with the salary "negotiations." The meeting was well-attended; members aired their grievances and satisfactory explanations were rendered by members of the Salaries Committee, and, I am glad to record, that the meeting ended on a happy note.

Minutes of all Executive Council Meetings are forwarded to Branch Secretaries for re-distribution to member schools. Our information is that a great many teachers fail to read these minutes - for that matter, even all the other "literature" that is sent from time to time from Head Quarters. The result is complete ignorance of the Society's "doings".

School Correspondents could play a vital role in this regard by getting every member to initial all documents sent out by Head Office or from the Branch officials.

2. Annual General Meetings of the Branches attended by your Officers and or Members during the year

- a. On 18.5.66, Dr. Lazarus attended the meeting of the P.M. Burg Branch.
- b. Pinetown Branch (20.5.66) attended by Mr. C. V. Ramiah and the Secretary.

- c. Umgeni Meeting called on 20.5.66 was represented by Mr. R. S. Nowbath.
 - d. Dr. A. D. Lazarus and Mr. K. R. Nair were present at the meeting held on 21.5.66 at Estcourt.
 - c. The meeting convened by the Port Shepstone Branch on 21.5.66 was attended by Messrs. C. V. Ramiah and S. S. Singh (Guest Speaker).
 - f. Messrs. S. Chotai, V. V. Naidoo and P. Raidoo were present at the meeting held (21.5.66) (Stanger Branch).
 - g. 25.5.66 :
 - i. Tongaat Branch at which Mr. C. V. Ramiah was present.
 - ii. Umzinto Branch at which Dr. A. D. Lazarus and Mr. C. A. Naidoo represented the Society.
 - h. 26.5.66 :
 - i. Merebank Branch attended by Mr. S. Chotai.
 - ii. Durban Central at this meeting Dr. Lazarus and Mr. P. Raidoo were present.
 - iii. Sydenham Branch : The Society was represented by Dr. Lazarus and C. A. Naidoo.
 - i. On 27.5.66 Dr. Lazarus, Messrs. S. Chotai and C. A. Naidoo attended the meeting of the Verulam Branch.
 - j. 30.5.66 : Meeting of the Chatsworth Branch at which Dr. Lazarus, Mr. C. A. Naidoo, Mr. P. Raidoo and Mr. C. V. Ramiah were present. The guest speaker at this meeting was Mr. S. L. C. van der Walt (Chief Inspector of Education. I.A.D.)
3. **Other Functions attended by the Officers of the Society during the period under review.**
- a. 9th Schools' Music Festival : — Two performances. (2.8.65 & 6.8.65)
 - b. A meeting of officers of the Branches in the Durban Area was convened to discuss the appeal from the Durban and District Community Chest and to receive Reports from the 8 branches (14.9.65).
 - c. 2.10.65 : Official opening of 3rd cottage at Lakehaven attended by the President, Vice-President and the Secretary.
 - d. 6.10.65 : Lectures organised by the Durban Central Branch of the Society and attended by members of the 8 local branches. The addresses were by Dr. Argus Tressider - Cultural Attache of the American Embassy, and Sir Ronald Gould - General Secretary of the National Union of Teachers in Great Britain.
 - e. 7.10.65 : The Secretary attended a pageant "Nurseryland" at Currie's Fountain.
 - f. 31.10.65 : Your president was one of the speakers at the official opening of the M. L. Sultan Umzinto G. A. Indian School.
 - g. 13.11.65 : Meeting of High School/Secondary School principals convened by the Society re: abolition of the Natal J. C. as from 1966. The attendance at this meeting was unsatisfactory.
 - h. 11.12.65 : Farewell to Mr. G. Panchoo, retiring principal of the Inanda G.A. Indian School. Your Society was represented by Dr. Lazarus.
4. **Branch Functions/Meetings attended by your Officers :**
- a. 25.9.65 : Dr. Lazarus and the Secretary attended the Arts and Crafts Exhibition organised by the Chatsworth Branch and opened by Miss Wyatt Stait.
 - b. 17.11.65 : Meeting of Umgeni Branch re: Salaries of Indian Teachers The meeting was attended by Mr. S. Chotai.
 - c. Meetings attended by Dr. Lazarus and Mr. S. Chotai: re: Salaries of Indian Teachers.
 - i. Pietermaritzburg - 24.11.65
 - ii. Chatsworth - 25.11.65

- iii. Verulam Branch - 29.11.65
- iv. Clairwood - 2.12.65
- v. Mayville - 3.12.65
- vi. Stanger - 6.12.65
- vii. Sydenham - 7.12.65
- viii. Umkomaas - 8.12.65
- d. Branch Social and Dinner
 - i. Clairwood Branch - 9.12.65
 - ii. Mayville Branch - 9.12.65
 - iii. Clairwood Branch - 30.6.66
 Attended by the President and the Treasurer.
- e. 11.12.65 :Branch Social, Dinner and Farewell to Mr. J. Khan - Durban Central Branch. Dr. Lazarus was present at this function.

5. Miscellaneous Matters attended to :

- a. 16.9.65 : The President and the Treasurer called on Mr. G. A. Higgs of the Provincial Accountants Department.
re : Stop Order Deductions for 1966.
- b. 17.12.65 : Special Meeting of the Executive Council :
Agenda : Report of the Interview with the I.A.D. on 14.12.65.
re : Method of Implementation of Salary Scales.
- c. 28.3.66 : The full Emergency Committee of the Society called on the Director of Education (N.E.D.), his planners and his Administrative staff : Mr. L. J. T. Biebuyck, Mr. H. Lundie, Mr. Van den Heever, Mr. H. Wilter, Mr. J. S. de Waal, Mr. J. Long, Mr. P. H. J. Kedian, Mr. K. O. Magni and Mr. A. G. J. Logan to take formal leave of the N.E.D.
(The valedictory address delivered by Dr. Lazarus on the occasion appeared in the last issue of the Teachers' Journal).
- d. 17.4.66 : A meeting of the Natal Indian Education Council was attended by Dr. Lazarus and the Secretary.
- e. 13.5.66: Members of the full Executive were entertained to tea at the Orient Hall by Mr. P. R. T. Nel, Director of Indian Education and his Inspectorate.
- f. On 12.2.66 a meeting of principals and Vice-principals was held to discuss the I.A.D.'s plans for the conducting of the J.C. Exams at the end of 1966.
Because this meeting was addressed by Mr. Nel there was a full turnout of persons concerned, unlike a previous meeting of this nature convened by the Society.
- g. On 12.3.66 : The Society was responsible for a meeting of Vice-principals of Indian High Schools to discuss their status in relation to the senior lecturers at Springfield Training College.
As a result of this meeting a memorandum was submitted to the I.A.D. on behalf of the Vice-principals asking that they be equated to principals of P2 schools.
- h. The President represented the Society at the official opening of the Natal Coloured Teachers' Society in Durban on 28.6.66.

6. Meetings Convened by the Department of Indian Affairs.

This has been the main feature of the Society's activities over the past few months. Your Society has representation on the Salaries, Regulation and Syllabus Committees (Vide annexure).

Numerous meetings have been called recently by the I.A.D. and members are having a unique experience of consultation. This must surely result in furthering the cause of Indian Education.

7. Sub-Committee Meetings.

Only a few of the Society's sub-committees have functioned actively over the past twelve months.

(a) **Emergency.**

As in the past, this committee has met regularly and at very short notice, to take very important decisions which are later ratified by the full Council. Unfortunately, the attendance at these meetings this year fell far short of expectations on the part of one or two members.

(b) **Teachers' Journal Board.**

With the exception of the Conference Journal, Mr. A. N. Lazarus, constituting a one-man "board", brought out 2 issues during the year, the June issue receiving particular praise both from teachers and members of the public.

Year in and year out, we are failing to constitute a board of 5 members for reasons that are inexplicable. Shall we make another attempt this year?

(c) **Arts and Crafts.**

Because of the Arts and Crafts Exhibition organised by the Republican Committee, in which our schools took part (26 & 27 May), Council recommended that the Society's biennial exhibition scheduled to take place during the Michaelmas Holidays be cancelled, and that the matter be reviewed again early next year.

(d) **Music.**

The Committee again presented a successful Festival (financially and culturally) in the Durban City Hall on the following dates:

- i. For school children on 2.8.65
- ii. For adults on 6.8.65

The Committee has planned to hold this year's Festival, at the Durban City Hall also on September 20th for children and on September 23rd for adults. May their efforts be crowned with success.

(From funds accumulated by the Committee, the Society is sponsoring bursaries at the Springfield Training College for a third-year course in music.)

(e) **Conference.**

This Committee has met very often to plan this year's Conference. The programme is an attractive one. Our Conference has always been one of the "July Attractions" of Durban.

May this year's opening of Conference and its sessions be just as absorbing and interesting as in the past

P.S. For the first time in the history of the Society (40 years) a Minister of State has consented to officially open the Conference.

For the first time, the Mayor of Durban is according a reception, in the form of Tea, to some of its members and the Society's guests.

(f) **Scholarship and Bursary.**

Because the money standing to the credit of this Committee is "frozen" or tied up, with N.I.T.S. Investments Ltd., it had little or nothing to do over the past year.

Glenton & Mitchell Ltd., are continuing to make the Joko Tea Bursary Awards. The successful candidates for this year are:

- i. On the result of the Std VI examination to take the Natal Junior Certificate:

Name	School 1966
Vasant R. S. Frajlal (Male)	Sastri College
Gengamma Govindsami (Female)	Merebank High

- ii. On the results of the Junior Certificate examination to take the Senior Certificate.:

Nirmala Moodley (Female)	Durban Girls High
Ganasen Munsamy (Male)	Chatsworth High

- iii. On the results of the Senior Certificate examination to take the Natal Teachers' Diploma:

Parbhavati Ramdas (Female)	Springfield Training College
Arnold I. C. Singh (Male)	Springfield Training College

We as a Society and the winners of the awards over the years, are much beholden to this firm for its contribution of over R400 per annum for almost ten years.

- (g) i. Full-time Secretary.
ii. Constitution Revision.
iii. Professional.

The above Committees did not meet at all during the year.

(Since there were many amendments to the Constitution from 1963 onwards, it is suggested that the constitution be reprinted, bringing it up to date).

8. Interviews.

The following table is an indication of the main interviews undertaken by your officers.

Date	Personnel	Persons Interviewed	Subject Matter
27.7.65	Officials	Officers of the Clairwood Branch.	Action Mr. Mahabeer re: Branch tour to L.M. and Rhodesia.
19.8.65	Officials.	Officers of Durban Branch.	Appeal from Community Chest via the Durban Indian Child Welfare Society.
26.8.65	Officials.	Officials of the Natal Indian High School Sports Association.	Training of Athletic Coach.
12.10.65	Emergency Committee and Messrs. R. S. Naidoo, A. N. Lazarus.	Mr. P. R. T. Nel and others from his department.	Teacher Training, Building Programme, Requisition for Supplies, Advertising of Remainder of Professional Posts, Urgent Minor Repairs at Schools, Introduction of Afrikaans, Salaries of Indian Teachers, Vernacular Teaching in Indian Schools, and Celebration of the Fifth Anniversary of the Republic of South Africa.
3.11.65	Emergency Committee.	Delegates from the S.A. Hindu Maha Sabha.	Introduction of the Vernacular in Indian Primary Schools after take-over.
10.11.65	Emergency Committee.	P. R. T. Nel, G. Krog, F. C. Hawkins, J. Naidoo, and C. Kuppusami.	Abolition of the Natal Junior Certificate by the N.E.D. as from 1966.
14.12.65	Dr. A. D. Lazarus, Messrs. S. Chotai, N. G. Moodley, R. S. Naidoo.	Mr. P. R. T. Nel, Mr. G. Krog and others from the I.A.D.	Salaries of Indian Teachers—Application/Implementation of Scales released by the I.A.D.

The above table excludes all the interviews undertaken by your President with the Director of Indian Education, Mr. P. R. T. Nel, in recent months. It is no exaggeration to state that the President is in constant communication with the Director on the many matters requiring attention since the advent of the "take-over"

9. Matters in Brief.

(a) 1966 Diaries.

Last year we printed 1400 diaries (almost double the previous year's figure). Generally speaking, the diary was well-received because it contains some useful information.

Next year, Council has decided to issue every member of the Society with a diary, financed on the following basis :

- i. 50% of the cost from Head Quarters.
ii. 50% from Branch Funds (or the Branch may decide to make members pay part of the cost).

(b) N.I.T.S. Investments Ltd.

The finances of the Company is causing the Directors some concern. The monthly cheque from the Accountant's Department is decreasing at an alarming rate.

Recently, Council urged Branch Officials to canvass for shares on a commission basis (3%) but with no avail. For some unaccountable reason they do not appear to be interested, mainly, I presume, because they are themselves not shareholders.

The Society's monthly rental has been increased from R18 to R25 and that of the Child Welfare Society has been increased from R100 to R300 per month.

I am not exaggerating when I say that the Company is living from "hand to mouth."

(c) **Salaries.**

This matter still continues to be the "burning question" among the rank and file of teachers for the new scales brought little or no relief to the hard core of Indian teachers who have given many years of loyal and unstinting service to the profession.

Let us hope that in the various representations already made and those that are likely to follow, their plight is given some sort of priority.

(d) **Death Welfare Scheme.**

Mr. S. V. Pillay of the Pietermaritzburg Branch submitted proposals on the above scheme to a meeting of the Council held during the year. The scheme, illustrated by diagrams, was circulated to all the Branches for their consideration of the proposals.

Although this item appeared on the agenda at subsequent meetings of the Council, the scheme appears to be "still-born."

(e) **Ties and/or Badges for Society's Members.**

This item also came up for consideration during the past 12 months. Pietermaritzburg Branch was entrusted with the designing of these and we are eagerly awaiting their suggestions.

(f) **Group Insurance Scheme for Indian Teachers.**

At long last, under the Chairmanship of Mr. A. K. Singh (Chairman of Sub-Committee) this matter has been finalised and teachers are taking out policies with the Colonial Mutual Life Assurance Society.

Lest it be misunderstood, let it be widely known that the scheme was only accepted by the Society after receiving two Brokers opinions on the matter. These opinions (already circulated to Schools as official bulletins) are reproduced elsewhere in this Journal.

A copy of the Master Policy has been lodged with the Society and the commission we are to receive from the Company to espouse any cause decided upon, is to be administered by the Trustees, Dr. A. D. Lazarus, Mr. A. K. Singh and Mr. C. A. Naidoo.

Incidentally, the Company has launched on a policy of employing Indian agents. Just as teachers are migrating to Zambia, we are likely to lose more as insurance agents who are being paid on a scale far more attractive than salaries paid to Indian teachers.

(g) **Membership.**

The membership of the Society is growing at a steady rate. Early in the 1950's the membership stood at 600 plus, and today we are reaching the 4000 mark.

Numerically speaking, we can be justly proud of our membership, but can the same be said of the "quality" of our members? For many teachers interest in the Society's activities ceases with the payment of their monthly subscriptions.

We still find cases of the odd teacher who is not a member simply because he/she has not been approached by the Branch Officers to join.

(h) **Appeal from the Durban and District Community Chest.**

An attempt was made last year, and it turned out to be a feeble one, to assist the Community Chest in its drive to reach its target. Meetings were called of 8 local Branch Officers and in most cases they were ignored by them.

In several cases they acted most irresponsibly with the appeal forms given to them for distribution to member schools. When all unused forms/cards were called for the appeal fell on "deaf ears."

This year the target is just over R350,000 and at a meeting of the Central Committee of the Chest held recently and attended by Mr. A. M. Rajab, much more was expected of teachers this year than in the past. It is true that teachers contribute a great deal to appeals made to them but it is equally true that the same few "converted" make these contributions. Would it hurt us considerably if our charity for the year is extended by another 25 cents or 50 cents?

Our Branches.

Branches still play an important role in the working of the Society.

In the present set up it is only natural that while some branches are very active, others are inactive. Others also display a feeling of indifference.

The table below is an indication of how active or otherwise your Branch has been over the period under review.

BRANCHES	MEETINGS	LECTURES, SYMPOSIUM	EXCURSIONS, TOURS, VISITS	SOCIALS, PICNICS	SPORTS FIXTURES	OTHER ACTIVITIES
1. Clairwood ..	7	1	-	1	1	(a) Awards bursaries. (b) Art Exhibition to commemorate Republic Day
2. Pinetown ..	6	-	1	1	-	(a) Awards bursaries. (b) Art Exhibition.
3. Tongaat ..	6	2	1	2	2	(a) Awards bursaries.
4. Chatsworth ..	7	-	-	3	2	(a) Awards bursaries. (b) Arts and Craft Exhibition. (c) Organised Debates and Quiz for pupils.
5. Merebank ..	4	1	-	1	-	(a) Organised Debates and Public Speaking. (b) Arts and Craft Exhibition. (c) Awards bursaries.
6. Mayville ..	6	-	-	2	1	
7. Newcastle ..	7	1	-	-	-	(a) Awards bursaries.
8. Dundee ..	6	-	1	2	-	
9. Sydenham ..	6	1	-	1	3	(a) Awards bursaries. (b) Organised Sports — Soccer, Netball and Tennis. (c) Travelled to Pietermaritzburg and Stanger.
10. Umzinto ..	5	-	1	-	1	
11. Umkomaas	5	-	-	1	1	(a) Awards bursaries.
12. Stanger ..	5	-	1	1	1	(a) Runs N.P.A. Library Depot. (b) Awards bursaries. (c) Organises debates.
13. Pt. Shepstone	7	1	-	-	2	(a) Awards bursaries. (b) Arts and Crafts Exhibition.
14. Verulam ..	6	-	-	-	1	(a) Arts and Craft Exhibition. (b) Awards bursaries. (c) Conducts Afrikaans classes.
15. Durban ..	4	1	1	1	-	
16. Umgeni ..	3	-	1	1	-	(a) Conducts Afrikaans classes.
17. P.M. Burg ..	6	-	-	1	3	(a) Awards bursaries for Teacher Trainees. (b) Organises Cultural activities. (c) Organises Debates, Arts and Craft Exhibition.

N.B. At the time of going to press, no reports were received from Ladysmith and Estcourt.

Following past practice, I give some significant extracts from Branch Secretarial Reports :

During the course of this year great changes in our educational system have occurred in which we as teachers have been directly involved and in which your society has officially played an active and momentous role. Our society is an institution in the world wherein freedom of debate is so seldom marred by lack of dignity or want of good taste, as it is so composed of representatives of a fraternity which is in itself representative of the finest norms and tradition of our people as Indians and our demeanour as South Africans.

(DUNDEE BRANCH)

Sport : This aspect of Branch activity has now been in the doldrums for several years and the reason for the lull is probably due to the lack of adequate sporting facilities within easy reach of the schools in the Branch.

(DURBAN CENTRAL)

It is imperative that every teacher should be a member of the Society that has done much for Indian Education in Natal and much more for the Indian Teacher. Our Society is a democratic one and every member has the right to voice his opinion.

(UMZINTO BRANCH)

At the end of August, 1965, the Branch organised a lecture on the teaching of composition, which was delivered by Miss Farrant, Head of the English Department at the Springfield Training College. She made a splendid job of it.

(SYDENHAM BRANCH)

Whilst a number of teachers benefitted from the salary adjustment a great majority gained only a negligible sum. Years of loyal and unstinted service had not brought the desired reward.

(NEWCASTLE BRANCH)

After several attempts we succeeded in establishing an Afrikaans class which has a membership of 19 under the tutorship of Mr. Maipath. These classes have now been discontinued temporarily because we cannot meet with the attendance requirement stipulated by the I.A.D.

(MERE BANK BRANCH)

Since there is no end to studies, a large number of our teachers are showing great determination to improve their qualifications. For the first time, more than 10 teachers will be writing their majors at the end of this year.

(TONGAAT BRANCH)

Modern educationists have focussed a great deal of attention on the question of Nursery School Education. In this country no serious thought has been given to this subject. The Nursery School at one end is an important — if not more so — as the University at the other. To say that we have thus far passed successfully through a University without any University School, is to blind ourselves to the truth. I leave this aspect for you to re-consider.

(PINETOWN BRANCH)

The year 1966 will be remembered by many of us for many years to come. Another chapter in the history of Indian Education in South Africa has now been opened. Those of us who have served under the Natal Education Department will always recall those bygone days of the old era. None of us can, at this stage, be sure of what the future holds in store.

(CHATSWORTH BRANCH)

As our Society finds it difficult to arrange seminars and refresher courses for our teachers, I don't see why the pages of our Journal could not be utilised for such topics as "New approach in the teaching of Mathematics".

(VERULAM BRANCH)

Our Society is supposed to be an organisation, whose members are conscious of matters concerned in education and we are united by a common set of aims and values. Are our members active participants in such a Society? Why do they prefer to remain passive onlookers especially when our Educational System is going through a difficult phase.

(CLAIRWOOD BRANCH)

Although arrangements were made to take a group of teachers to Mozambique the tour had to be cancelled at the very last moment because for various reasons, many of the teachers had to "drop off".

(MAYVILLE BRANCH)

Mr. P. R. T. Nel, the Director of Indian Education gave us an enlightening talk on Indian Education under the Indian Affairs Department. He outlined some of the changes and improvements planned by his Department.

(UMKOMAAS BRANCH)

April First, 1966 has come and gone; with it the much talked about speculations, have vanished like the morning mist. As members of such a large body as the Natal Indian Teachers' Society, we are left to "Wait and see".

(STANGER BRANCH)

A determined effort must be made to get the teachers from the outlying schools to take an active interest in the affairs of the Branch. In this respect, I suggest we ask each school in the area to organise some activity for members at least once a year.

(PORT SHEPSTONE BRANCH)

Every year the activities of the Branch culminate in the Annual Subscribed Dinner. A pleasing feature to note is that the response is overwhelming. It is indeed pleasing to note that all our members are now making contributions to the Durban and District Community Chest through the Branch.

(UMGENI BRANCH)

There are still a few teachers who are reluctant to join "their" Society. To them I say, "Do you think it's justified to allow others to fight your battles?" The strength of every teacher depends on the strength of the Society.

(PIETERMARITZBURG BRANCH).

Thanks.

For the successful discharge of my duties, I place on record my sincere thanks to the following:

1. The President, the Vice-President and the Hon. Treasurer for their sustained interest and loyalty to the Society.
2. Members of every Sub-Committee for attending meetings, often at great inconvenience to themselves.
3. The School Correspondents who are after all, the most important cogs in the entire set up.
- (4) The ordinary members of the Society, for again reposing their confidence in me.

The thanks of the Society are extended to:

- (a) His worship the Mayor, Councillor Dr. Vernon Shearer, for according us a Reception.

- (b) The N.P.A., for collecting our Subs and deductions for shares taken in the N.I.T.S. Investments Ltd.
- (c) The N.E.D. and the I.A.D. for their willingness to meet us at all times.

My personal thanks go to Messrs B. S. Jacob and Y. M. Haffejee (of the Glenover High School) for assisting me immeasurably during the period of "stress and strain" just before Conference.

Conclusion.

By the time this report is presented, some of us will have sat through 3 days of Conference sessions. Teachers converge on Conference for various reasons : to meet old acquaintances, to listen, to learn and to make contributions.

For some the end of the day does not bring relief; there are the papers to be sorted out and the records put right. We require all categories of teachers to be present.

I wish the incoming officers every success in the forthcoming year.

Yours faithfully'

8th July, 1966.

P .RAIDOO

Hon. Gen. Secretary.

"It is better to light the candle than to curse the darkness."

—Chinese Proverb.

"Some treat books as they do lords; they inform themselves of their titles, and then boast of an intimate acquaintance."—C. C. Colton.

"He who never changes any of his opinions never corrects any of his mistakes."—Anon.

"You can't change the past, but you can ruin a perfectly good present by worrying about the future."—Anon.

"The greatest service we can do for another is to help him to help himself."—Trine.

ANNEXURE "A"
MEMBERS OF SOCIETY'S SUB-COMMITTEES
(Elected during the year)

- A. **Emergency:**
 Dr. A. D. Lazarus, Mr. R. S. Nowbath, Mr. N. G. Moodley, Mr. C. A. Naidoo, Mr. C. V. Ramiah, Mr. S. Chotai and Mr. P. Raidoo.
- B. **Arts and Crafts:**
 Mr. R. Perumal (Chairman) and Mr. R. Ariyan (Secretary).
- C. **Music:**
 Mr. C. V. Ramiah (Liaison officer).
- D. **Journal Board:**
 Mr. A. N. Lazarus (Editor/Chairman).
- E. **Scholarship and Bursary:**
 Mr. L. R. Naidoo (Convenor).
- F. **Salaries Board:**
 Mr. S. Chotai (Chairman). Mr. N. G. Moodley and Mr. R. S. Naidoo (Sec.)
- G. **Professional:**
 Mr. R. S. Nowbath (Chairman) and Mr. D. Nair (Secretary).
- H. **Full-Time secretary:**
 Mr. R. S. Nowbath (Convenor).
- I. **Conference:**
 Mr. S. Jogi Naidu (Chairman) and Mr. S. L. Pillay (Secretary).
- J. **Constitution Revision:**
 Mr. A. N. Lazarus (Chairman) and P. L. Lelloo (Secretary).

ANNEXURE "B"

A. SOCIETY'S REPRESENTATIVES ON OTHER BODIES :

- a. **S.A. Institute of Race Relations (Natal Coastal Region) :**
 Messrs. N. G. Moodley and C. V. Ramiah.
- b. **Natal Indian Educational Council :**
 Dr. A. D. Lazarus and Mr. P. Raidoo
- c. **Arthur Blaxall School for the Blind :**
 Mr. S. Jogi Naidu
- d. **David Landau Community Centre :**
 Mr. R. Perumal
- e. **M. L. Sultan Technical College Council :**
 Dr. A. D. Lazarus (Alternate Mr. P. Raidoo)
- f. **Meyrick Bennett Child Guidance Clinic :**
 Mr. N. G. Moodley

B. N.I.T.S. INVESTMENTS LTD.(Regd. 1960) :

Board of Directors : Dr. A. D. Lazarus (Chairman), Miss S. M. Lawrence, Mr. R. G. Pillay, Mr. P. Raidoo, Mr. C. A. Naidoo, Mr. R. S. Naidoo, Mr. N. Gopaul, Mr. A. G. Narayadu, Mr. C. V. Ramiah with Mr. R. M. Naidoo as Secretary.
Registered Office : 71 Albert Street, Durban.

C. TRUSTEES : NATAL INDIAN SCHOOLS BUILDING TRUST :

Dr. A. D. Lazarus (Chairman), Mr. R. P. Nair (Secretary/Treasurer), Mr. R. Dhookun, Mr. H. Wilter (Representing the N.P.A.), and Mr. P. Raidoo.
Registered Office : 3 Beatrice Street, Durban.

ANNEXURE "C"

Society's representatives on committees set up by the Department of Indian Affairs :

- A. **Salaries :**
 Messrs. S. Chotai, R. S. Naidoo and N. G. Moodley.
- B. **Regulations :**
 Messrs. C. V. Ramiah, N. G. Moodley and R. S. Nowbath.
- C. **Teacher Training :**
 Messrs. A. N. Lazarus and R. S. Naidoo.
- D. **Syllabus Committees :**
- i. **Teaching of English :**
 Messrs. C. A. Naidoo and V. Nair
 - ii. **Teaching of Afrikaans :**
 Messrs. N. Ramsudh and E. M. Naidoo

SUBJECT COMMITTEES

- i. English : Mr. V. Nair.
- ii. Latin : Dr. A. D. Lazarus.
- iii. Commercial Subjects : Mr. C. A. Naidoo.
- iv. Mathematics : Mr. P. C. Samuel.
- v. History : Mr. S. S. Singh.
- vi. Geography : Dr. M. B. Naidoo.
- vii. Right Living : Mrs. Pat Poovalingam.
- viii. Biology : Mr. S. Ponnen.
- ix. Physical Science : Mr. K. G. Moodley.
- x. Special Education : Mr. P. B. Singh.

N.B. :

- A. The President (Dr. Lazarus) is ex-officio member on all these sub-committees.
- B. The Department envisages setting up several other committees on which the Society will be represented

ANNEXURE "D"**INDIAN AND EUROPEAN SCHOOL POPULATION**

	1964		1965	
	Indian	European	Indian	European
No. of Students in Training Colleges	518	678	559	695
No of Pupils (Secondary) in Govt Schools	12,406	26,450	13,762	21,440
No. of Pupils (Primary) in Govt Schools	28,073	48,292	33,403	49,485
No. of Pupils (Secondary) in Govt-Aided Schools	1,218	2,662	1,138	2,686
No. of Pupils (Primary) in Govt-Aided Schools	83,238	4,525	80,338	4,975
No. of Pupils (Secondary) in Registered Private Schools	—	2,404	—	2,142
No. of Pupils (Primary) in Registered Private Schools	1,454	2,710	1301	2,241
No. of Pupils (Primary) in Govt-Aided Religious Schools	462	—	489	—
No. of Pupils (Primary) in Govt-Aided Farm Schools	—	156	—	110
No. of Pupils in Nursery Schools	—	1,078	—	1,098
	127,369	82,955	130,990	84,872

ANNEXURE "E"**MINUTES OF THE ANNUAL GENERAL MEETING OF THE SOCIETY HELD AT THE NATAL TAMIL VEDIC SOCIETY HALL, DURBAN, ON 2nd. JULY, 1965.****1. Commencement :**

The Meeting commenced at 10.30 a.m. under the chairmanship of Dr. A. D. Lazarus.

2. Notice Of Meeting :

This was taken as read

3. Attendance :

Dr. A. D. Lazarus (President) in the Chair; Mr. R. S. Naidoo (Vice President); Mr. M. K. Naidoo and Mr. T. M. Naicker (H.L.V.P.'s); Mr. C. A. Naidoo (Hon. Treasurer) and Mr. P. Raidoo (Hon. Gen. Secretary). Over 200 other members, as per membership register, were also present.

4. Minutes :

The Minutes of the Annual General Meeting held on 2nd July 1964, being circulated prior to the meeting, were taken as read and moved for adoption on the motion of Mr. S. Jogi Naidu and seconded by Mr. K. C. Naidoo. Carried

5. Business Ex Minutes :

Nil.

6. To read and confirm Secretary's Report and Treasurer's Financial Statement.

Written reports as appeared in the TEACHERS' JOURNAL were tabled by the Secretary (Mr. P. Raidoo) and the Treasurer (Mr. C. A. Naidoo). Conference Issue - July 1965. In moving for the acceptance of these Reports, the President, on behalf of the Society, thanked these officers for their fine efforts in keeping the records of the Society and for presenting such detailed accounts. Mr. R. S. Naidoo seconded the motion.

Matters Arising :**A. From the Secretarial Report.**

- a. Annexure "G": re Letter from N.E.D. and the Society's letter to it on Salaries of Indian Teachers
- b. Mr. M. L. Sunichur and His Grading : The latest development in this case was explained to the meeting
- c. The Chairman canvassed opinion on the timing of our Annual Conference, which figured in the Secretary's Report - no decision was taken on the matter.

- d. Afrikaans requirements after "take-over". The Minister's promise on this subject was outlined to the meeting
- e. Discrimination in Examinations: A general discussion took place on the matter but no "firm" decision was taken.

B. From the Treasurer's Report.

- a. The Auditor's Report (Mr. H. S. Somers) was read to the meeting.
- b. Mr. R. S. Naidoo moved and Mr. M. K. Naidoo seconded that a sum of R4000.00 be transferred from the Society's current account to a fixed deposit account. Carried.
- c. Correction on Page 36 of the Journal: Under UNION GUARANTEE WELFARE FUND delete one amount of R52.78 (dated 14/9/60).

Once again, the President asked that the thanks of the members to these two officers, be placed on record.

7. To Amend and Modify Rules :

a. Clause 17 (b): Accounts.

The amendment moved by Mr. K. L. Reddy and seconded by Mr. R. R. Singh was unanimously carried by the meeting. It now reads :
"Books of the Branches shall be closed by 31st March of each year and a statement shall be submitted to Headquarters not later than 15th April for the purpose of an internal audit."

- b. Proposed amendment to Clause 6 of the Branch Constitution re-Finance. The proposed amendment (supreme jurisdiction over the funds and assets of all Branches) was not carried.

c. 5A Officers.

Clause (a) to be amended to read : "The Officers of the Society shall be a President, a Vice-President, the Immediate Past President, an Hon. Secretary and an Hon. Treasurer. These two latter offices may be conjoined."
Carried unanimously on the motion of Dr. A. D. Lazarus and seconded by Mr. P. L. Lelloo.

d. 7. Emergency Committee.

The following was proposed :

- "a. The officers and three other members drawn from the Executive Council shall form the Emergency Committee to act in all matters of urgency.
- b. The election of the members of the Emergency Committee shall take place at the first meeting of the Executive Council.
- c. Reports in writing of all meetings of the Emergency Committee shall be presented to the next meeting of the Executive Council.
- d. The Emergency Committee shall have power to co-opt any member or members of the Society, to serve ad-hoc on the Committee."

This amendment was submitted by the Umzinto Branch of the Society and was moved by Mr. V. A. Rama and seconded by Mr. K. Ramsuran. It received unanimous support from those present.

The meeting also agreed that such co-opted members shall not have voting rights at meetings of the Emergency Committee.

e. 12. Meetings.

- d. iv To be amended to read : "Nominations for any of the official positions of the Society shall reach the Electoral Officer/s before the 15th May. Thereupon the Electoral Officer/s shall forward the names of such nominees to the members"
"Each member shall record his vote and forward same duly sealed to the Electoral Officer/s nominated by the Executive Council."
"Only those who are members as at 31st March shall be eligible to vote in the ballot for official positions."
This amendment was accepted unanimously on the motion of Mr. R. R. Singh and seconded by Mr. K. C. Naidoo.

f. Clause 6. Branch Constitution dealing with FINANCE.

(Submitted by Newcastle Branch).

Addition to sub-section (d) and now to read : "All cheques shall be signed by the Chairman of the Branch and the Treasurer jointly. The Hon. Treasurer may endorse cheques for the purpose of deposit or such other officer as the Branch may decide."
This was accepted on the motion of Mr. R. S. Naidoo and seconded by Mr. K.L. Reddy.

Future of the Society.

The President initiated a discussion on the subject of this Society resolving itself into a South African body after "take-over."

A lengthy debate ensued after which it was agreed that the principle of it be agreed to at this stage and that the Executive Council be asked to attend to the matter.

Branches were also advised to have the matter discussed at their own meetings.

Honorary Membership of the Society/Life Membership/Roll of Honour.

This matter was previously discussed by the Executive Council but no finality was reached on the matter. After a brief discussion the incoming Emergency Committee was asked to give further consideration to the matter and to make its recommendations.

8. Elections.

On behalf of Mr. R. M. Naidoo and himself, Mr. M. K. Naidoo announced the election results which had been conducted by secret postal ballot.

	Votes		Votes
a. President :		c. Hon. Gen. Secretary :	
Dr. A. D. Lazarus	1,306	Mr. P. Raidoo	1,228
Mr N. G. Moodley	1,082	Mr. A. K. Singh	445
		Mr. K. T. Maistry	382
b. Vice-President :		Mr. S. L. Pillay	247
Mr. R. S. Nowbath	1,302	d. Hon. Treasurer :	
Mr. C. V. Ramiah	986	Mr. C. A. Naidoo - unopposed.	

Dr. A. D. Lazarus, Messrs. R. S. Nowbath, P. Raidoo and C. A. Naidoo were declared officers of the Society for the ensuing year for the positions consented by them. Other information supplied by the Electoral Officers :

Branches	19
No. of Sschools	247
No. of Ballot forms issued	3,242
Percentage Pool	74
Spoilt Papers	85
No of ballot papers received	1 p.m. on 26/6/65 - 87.

The Chairman thanked the Electoral Officers for all that they had done in conducting the Elections.

9. Correspondence :

Nil.

10. Other Business :

a. Toilet Facilities for Non-Europeans at Petrol Filling Stations on National Roads.

The President introduced the subject and thereafter, referred in particular to facilities at Mooi River. He tabled correspondence between himself (as President of the Society) and the Petrol companies on the matter.

Members were urged to furnish the Society with information on conditions from all over the Province

b. Honoraria.

The following amounts were accepted on the motion of Mr. K. R. Nair and seconded by Mr. M. Kasavala :

- i. Electoral Officers : R100 to be shared between Messrs. M. K. Naidoo and R. M. Naidoo.
- ii. Hon Treasurer : R250.
- iii. Hon. Auditor : (Mr. H. S. Somers) : R42.

c. An amount of R150.00 was voted towards the President's expense a/c.

d. The meeting also agreed to recommend that the Secretary's vote be increased to R400 per annum.

e. Donation to Natal Tamil Vedic Society for the use of their premises to hold this year's Conference sessions.

It was agreed that the matter be left to the officers of the Society to decide on the amount.

11. Termination :

The meeting terminated at 1.45 p.m. with a vote of thanks to the Chair.

ANNEXURE "F"

Minutes of the Special General Meeting of the Society held at the Loram Indian High School on Saturday, 14th May, 1966.

Commencement :

The meeting commenced at 9.30 a.m. with Dr. A. D. Lazarus in the Chair.

Those present :

Dr. A. D. Lazarus (President), Mr. C. A. Naidoo (Hon. Treasurer), Mr. P. Raidoo (Hon. Gen. Secretary), Elected Members : Messrs N. G. Moodley, R. P. Nair, A. N. Lazarus, S. Jogi Naidu and S. Chotai; Mr. C. V. Ramiah (a member of the Emergency Committee) and over 200 other members (as per Membership Register)

Agenda :

Salaries of Indian Teachers.

Main Business :

The notice convening the meeting was taken as read. The President explained the circumstances under which the meeting had been convened. It was done at the instance of the Executive Council Meeting held on 25/3/66.

Procedure to be followed :

It was agreed that speakers put their questions and/or queries on the subject at the end of which members of the Salaries Committee (Messrs. S. Chotai, N. G. Moodley, R. S. Naidoo and Dr. A. D. Lazarus) undertook to reply to all the points raised.

At the very outset, the meeting was informed that both Dr. Lazarus and Mr. Chotai had addressed several meetings of Branches to which they were invited to listen to complaints and to give replies, with the information at their disposal, on the subject of SALARIES OF INDIAN TEACHERS.

It was also pointed out that all decisions on the matter were not taken at Official level and/or Emergency Committee level but at full meetings of the Executive Council, called from time to time.
Press Statement : Natal Mercury (11/5/66) - Salaries of Indian Teachers.

Reference was made by some members on this question. Dr. Lazarus stated that he was The questions put by the various speakers, included among other matters, the following : incorrectly reported in the paper and he undertook to make the necessary correction.

- (1) **Mr. G. R. Moodley :**
 - a. Press Statement by the President of the Society (Natal Mercury - 11/5/66), re Salaries of Indian Teachers.
 - b. "Chapter 2" on the Implementation of the Salary Scales :
 - i. Benefit to the "middle group."
 - ii. "Disturbance" of Seniority.
 - iii. Notch for notch for every year of Service.
- (2) **Mr. A. K. Singh :**
 - a. He raised a number of points, the chief of which were -
 - a. His personal disappointment that Loram High had been chosen as the venue for this meeting.
 - b. The application of the new scales had the following effects :
 - i. Disturbance of seniority ranking.
 - ii. Juniors have caught up with their seniors.
 - iii. Vice-Principals of High Schools have become juniors to Lecturers at the Training College in the latter's maxima.
 - c. He failed to understand how the P.N.P.A. was consolidated in the new scales.
 - d. He recommended the setting up of a Co-ordinating Committee in addition to the Salaries Committee.
 - He ended by asking for a revision of the salary scales immediately and for teachers to be informed how the scales were applied.
- (3) **Mr. S. Manoo :**
 - a. He felt that in the revision of any new salary scale there ought to be a certain % increase for all teachers or equal number of notches for all grades of posts.
 - Other speakers with their questions and/or queries included Messers. G. V. Moodley, C. R. Mohamedy, P. H. Naidoo, P. Naicker and R. R. Reddy.
- (4) **Mr. B. D. Sobrun :**
 - a. He queries whether teachers at the Training College were members of the Society and why they had submitted a separate Memorandum on salaries to the N.E.D.
 - It transpired that Mr. Sobrun had not seen or read a single one of the many Memoranda on the subject of salaries, etc, which the Society had distributed.
- (5) **Mr. G. R. Moodley :**
 - a. He wanted to know whom did the members of the Salaries Committee represent.
- (6) **Miss Soobroyan :**
 - a. She mentioned that in the new scales unqualified (Mayville Branch) women teachers stood to gain more than their qualified counterparts.
- (7) **Mr. N. Ramsudh :**
 - a. He said that the Primary school teacher who was graded M plus 1 by the N.E.D. has now been placed in the "aa" grade.
- (8) **Mr. K. T. Maistry :**
 - a. He wanted to know whether this meeting had served a useful purpose and whether the petitioners were satisfied with the result achieved.
 - Thereafter, Mr. S. Chotai replied in full to every point raised by all the speakers. Among many things, he mentioned that the Society's representatives on the Salaries Committee did not work in the interest of any particular group of teachers. They still stood by the Society's policy of equal pay for equal work. He also added that in the application of any new salary scales there are bound to be anomalies.
 - He referred to the various Memoranda submitted to the I.A.D. and in all of them the rank and file of teachers, i.e. assistant teachers with many years of teaching experience, e.g. "aa" grade were especially mentioned for sympathetic consideration.
 - Mr. N. G. Moodley replied adequately to the accusations levelled at the teachers at the Springfield Training College.
 - This Special General Meeting recommended to Executive Council, that was to meet immediately after this meeting, to pay for a Press statement expressing the Society's dissatisfaction with the new scales and especially with the method of implementation/application of the scales.
 - Mr. S. Chotai suggested that the matter of salaries of Indian teachers be pursued vigorously with the authorities, mainly on the question of notching. He recommended that the Society stand by the principle of one notch for every year of service.

Termination :

The meeting terminated at 11.45 a.m. with a vote of thanks to the Chair.

ANNEXURE "G"

**EXECUTIVE COUNCIL OF THE NATAL INDIAN TEACHERS SOCIETY
1965 - 1966.****President :** Dr. A. D. Lazarus.**Vice President :** Mr. R. S. Nowbath.**Hon. Life Vice-Presidents :** Messrs. T. M. Naicker, E. Thomas, E. J. Choonoo, G. V. Naidoo and M. K. Naidoo**Hon. Gen. Secretary :** Mr. P. Raidoo.**Hon. Treasurer :** Mr. C. A. Naidoo.**Five Elected Members :** Messrs. A. N. Lazarus, N. G. Moodley, S. Chotai, S. Jogi Naidu and R. P. Nair.**BRANCH REPRESENTATIVES**

1. Chatsworth	---	---	Messrs. K. A. Rama and S. M. Pillay
2. Clairwood	.....	.....	S. Manohar and Y. M. Pillay
3. Dundee	.....	.....	S. S. Maharaj and T. S. Maharaj
4. Durban Central	.....	.....	D. Nair and T. S. Narismulu
5. Estcourt	.....	.....	H. Rambaran and M. Pillay
6. Ladysmith	.....	.....	C. M. Nair and R. S. Bhagwandeem
7. Mayville	.....	.....	S. Ramsamy and R. Ariyan
8. Merebank	.....	.....	G. V. Naidoo and P. Naicker
9. Newcastle	.....	.....	R. S. Naidoo and M. C. Mathir
10. Pietermaritzburg	.....	.....	P. L. Lelloo and N. Ramsudh
11. Pinetown	.....	.....	P. Roopnarian and J. Moodley
12. Port Shepstone	.....	.....	R. Powys and G. T. Pillay
13. Stanger	.....	.....	K. V. Naidoo and K. C. Naidoo
14. Sydenham	.....	.....	R. Perumal and S. L. Pillay
15. Tongaat	.....	.....	N. Perumalsamy and N. R. Naidoo
16. Umgeni	.....	.....	V. V. Naidoo and L. R. Naidoo
17. Umzinto	.....	.....	V. A. Rama and R. Yetwaru
18. Umkomaas	.....	.....	M. Govindasami and R. S. Singh
19. Verulam	.....	.....	A. K. Singh and J. M. Fakir

ANNEXTURE "H"

SOME RECENT CORRESPONDENCE OF THE SOCIETY

Letter from Natal Provincial Administration, dated 12/8/65.
"re : Indian Teachers' Salaries"

I refer to your letter of 4th June, 1965 in which you asked for an interview with the Administrator-in-Executive Committee to discuss Indian Teachers' salaries.

As you are aware all Indian Teachers were granted one increment with effect from 1st April, 1963, and the promise was made that the position would be reviewed after Coloured Education was taken over by the Department of Coloured Affairs on 1st April, 1964.

In November, 1964, approval was granted with effect from 1st April, 1964, for one increment on a scale based on the key scale applicable to Coloured Teachers. The full adjustment as granted to Coloured Teachers could not be applied, as explained to your Society at the time, in view of certain administrative difficulties, the upset of seniority, and the cost (of which the Central Government was prepared to contribute only half). In your letter of 13th November, 1964 you asked that the proposed adjustment be not applied but that instead one increment be granted on the old scales. This was done.

The Administrator-in-Executive Committee regret that as they are unable to grant to Indian Teachers the full adjustment on the salary scale applicable to Coloured Teachers, no useful purpose could be served by granting your Society the desired interview and feel that the matter could best be pursued after the transfer of Indian education to the Central Government.

(Signed) PROVINCIAL SECRETARY.

Letter from N.E.D. dated 18/8/65
Sir,—re : Indian Teachers' Salaries.

The request contained in your letter of the 4th June, 1965, for an urgent interview with the Administrator-in-Executive Committee has been forwarded. As the Provincial Council is at present in season and very urgent matters have to be dealt with when the Executive Committee is able to meet. I doubt whether a meeting can be arranged until the middle of July, at the earliest.

(Signed) DIRECTOR OF EDUCATION.

Letter from Natal Provincial Administration, dated 30/12/65.
Sir.—Request for Interview.

With reference to your letter dated 3rd November, 1965 and previous correspondence, I have to inform you that the Administrator-in-Executive Committee have carefully considered your Society's request for an interview but feel that no useful purpose would be served thereby in view of the imminent transfer of the control of Indian Education to the Central Government.

Signed PROVINCIAL SECRETARY.

Letter from Dept. of Indian Affairs., Dated 24/6/66.

Sir,—**Compulsory School Attendance.**

1. Regulation two of the Regulations relating to Compulsory School Attendance for Indians as promulgated in Government Notice No. 723 of the 15th April, 1966, reads *inter alia* as follows :-

"Regular attendance at a school shall be compulsory for every child in the age group and in the area specified by the Minister in terms of section twenty-three of the Act."

2. With the view to considering the age group to be specified, I shall be glad if you will furnish me with motivated suggestions by your Society in regard to the age delimitations to be adopted for enforcement of compulsory attendance for Indian pupils.
3. Your co-operation in this matter will be much appreciated.

Signed DIRECTOR OF INDIAN EDUCATION.

Letter dated 25th May, 1966.

re :**Press Statement on Indian Teachers' Salaries.**

A Special General Meeting of the Natal Indian Teachers' Society, held in Durban on May 14th, 1966, carefully studied the salaries scales and the method of implementing them. The meeting expressed its great dissatisfaction that although the new salary scales were an improvement on the old N.E.D. scales, they do not approximate to the goal of equality with the European teacher, which is what the Society has sought in all its many representations over the years.

It further expresses its grave disappointment at the methods of notching which has upset seniority in ranking and yielded very little immediate monetary benefit to the great majority of teachers.

It directs the Executive Council to register its dissatisfaction and to pursue its representations for the realisation of the goal of equality and for a more equitable method of notching.

Text of letter sent to the Director of Indian Education (dd. May 6, 1966) on the question of Salaries of Indian teachers.

"The Society is of the view that the following bits of information ought to be made known to teachers in Natal through your office.

(1) The basis of diminution of the P.N.P.A.

(2) When and how the incremental date changes.

(3) If a teacher is promoted to a promotion post after 1/4/65, when does his new notch commence? Is it from the date of his appointment to this promotion post?

You will recall Sir, that I mentioned these things in one of our recent conversations and you felt that the facts should be made known. We are going to have a Special General Meeting and an Executive meeting on May 14, and I should be most grateful if something can be done about this before that date."

Copy of reply received from the Director of Indian Education, dated 12/5/66, in respect of the matter raised.

"In reply to your letter of the 6th May, 1966, the following information is furnished in connection with the points raised by you.

(1) In determining the reduction of the personal non-pensionable allowance the following instructions by the Public Service Commission and Treasury were followed :

"Except in cases where otherwise recommended by the Commission, any personal non-pensionable allowances payable in terms of the provisions of Treasury Circular No. 2 of 1958, should be reduced as indicated below on any increase in basic salaries effected for whatever reason after the 1st January, 1963 -

(a) Where the gain in basic salary exceeds the relative salary notch by R60 or less the allowance is reduced by an amount equivalent to $\frac{1}{3}$ of the increase in salary.

(b) Where the gain in basic salary exceeds the relative salary notch by more than R60 the allowance is reduced by an amount equivalent to $\frac{1}{2}$ of the increase in salary.

(2) Where a teacher received more than one notch increase in the adjustment, the date of the increase is regarded as being the new incremental date. Where the increase is one notch or less the incremental date is retained.

(3) The salaries of all teachers were nominally adjusted as at the 1st April, 1965, in the grades in which they were then employed. Teachers who were promoted after the 1st April, 1965, were thereafter adjusted to the new promotion grade with effect from the date of promotion."

**From the S.A. Bureau of Insurance Consultants (Pty.) Ltd.,
P.O. Box 1413, Cape Town (dated 6/12/65) :**

"In reply to your request for a report on the above, I have to advise that I have examined the Colonial Mutual Life Assurance Society Limited tender dated 24th March 1964, and have pleasure in reporting as follows :

I note that the rate for the insurance offered is a preferential one and, therefore cheaper than that obtainable in the ordinary insurance market if individuals were to effect private insurance.

The permanent total disability benefits incorporated in the fund are extremely valuable because in the event of a claim arising in terms of the K9 Disability Clause, which prevents a member from continuing his normal occupation (not just any occupation), the following safeguards operate :

1. All premium payments cease.

2. The basic Policy continues as if premiums were being paid in full.
3. The member immediately receives a capital sum plus accident bonus.

NOTE : I have been advised by the Colonial Mutual that the Accident Bonuses are paid at the rate of R40 per R1,000 per year. This rate is double the normal rate provided by the Colonial Mutual in their Accident Department.

Finally, I may state from personal knowledge of the Colonial Mutual, that they are the pioneers in the Group Endowment Field underwriting, amongst others, Group Endowment Funds for the majority of Staff Associations for Government employees such as the Public Servants' Association, the three Post Office European Staff Associations, the Postal Employees' Union (Non-Europeans), the S.A. Nursing Association (all Races), the Natal Hospitals non-Europeans' Staff Association, the Natal Provincial Administration Personnel Association, the Cape Provincial Hospitals Officials' Association, the Transvaal Hospitals Employees' Association and six of the seven S.A. Railways' Staff Organisations.

I consider the scheme submitted to you to be an ideal one in every respect and have no hesitation in recommending the scheme for your acceptance."

From the Herman Blumenthal (Pty.) Ltd., P.O. Box 3086, Johannesburg, (dated 6/12/65).

"We have examined the Group Quotation submitted by several companies and the scheme submitted by the Colonial Mutual Assurance Society would appear to the best available.

The Company is reliable and we have no hesitation in recommending the acceptance of same".

Extract from *The Star*, in a letter to the Editor :

"To men of all races and nations I say :

If you discriminate against me because I am dirty, I can clean myself ;

If you discriminate against me because I am bad, I can reform and be good ;

If you discriminate against me because I am ignorant, I can learn ;

If you discriminate against me because I am ill-mannered, I can improve my manners.

*But if you discriminate against me because of my colour,
you discriminate against me of something God himself
gave me and over which I have no control."*

—(Signed) "L.R."

Here and There

(FROM CHAIRMEN'S ADDRESSES)

A need for Improvement

With progress going on all round us, and with changes taking place in the everyday world of nature, we cannot help but ask ourselves as to what we are doing to improve ourselves to keep up with this fast moving tide. Comparatively, educational standards among the Indians are fast improving. I can bravely say that a mere matriculation certificate in the competitive world of today is of little significance. I, therefore, urge all teachers, who are not yet studying for a degree, to do so before it is too late in the day. The Department of Indian Education now offers greater opportunities for the Indian Teacher. To all who aspire to reach the top by self improvement, sacrifice and selfless service, the goal is within their grasp.

(UMKOMAAS BRANCH)

Teachers' Role in Public Services

An urgent problem confronting the Indian community in and around Stanger is the lack of suitable swimming facilities. The spate of drowning tragedies in recent years is a clear indication that among our community there are very few who can swim. In most cases spectators present at these tragedies proved to be passive onlookers. Every organisation should make representations to the Municipality for the erection of a swimming bath in Stanger. We, as teachers, must give the lead. Our financial affairs at present are in a healthy state. Is it not possible for us to set up the machinery now whereby one of our teachers can qualify as a swimming coach? Although the project may take long to materialise, we must be prepared to provide the personnel when the time arrives. The Indian Affairs Department can be approached for other assistance. This project deserves your immediate consideration.

(STANGER BRANCH)

The Society is yours

To extract that which is best of any organisation, it is of vital importance to associate oneself very closely with all its activities, no matter how trivial they may appear; to ask questions and use every available opportunity the Society offers one for self expression.

(PORT SHEPSTONE BRANCH)

Teachers' Guidance

A strong, self-confident teacher who knows his children, on whose good sense, fairness, affection and humour the children can rely, and who is free to make a curriculum that will hold the children's interest, can preserve order and has no fear that high spirits and conversation spell chaos. It is of supreme importance for us to have a profound knowledge of, and a sincere interest in the child.

(PINETOWN BRANCH)

Indian Community's Contribution

Most recently the issue of free books has come as a great relief to the Indian Community the majority of whom live in poverty. The Indian Community itself had played a magnificent role in the various parts of the province in providing schooling facilities for thousands of children of school-going age who otherwise would have found no accommodation whatsoever in the schools. No other community in the Republic had to make such a tremendous sacrifice to provide for the education of its children.

(UMGENI BRANCH)

Proud of Indian Community's Participation in Education

One cannot deny the fact - it is now part of history - that the Indian community sacrificed much to alleviate the many problems that beset Indian education in Natal. Over a million rand was donated by the Indians to solve the problem of accommodation and yet, today, we have the ugly spectacle of the **Platoon Schools**. In attempting to solve this accommodation problem the Indian Teachers played no mean part.

(UMZINTO BRANCH)

Look forward with confidence

We can look back with some pride on our achievements, and in the words of our President, "go forward in the faith and hope that the Department of Indian Affairs will give new dimensions and embellishment to this structure."

(MEREBANK BRANCH)

Aspire for the best

When we consider that we have a hand in discussing prescribed works, syllabuses and texts books for use in Schools, it becomes imperative that we are sure of ourselves. When we consider that we may, perhaps not, be helping to prepare ourselves to write an examination designed for Indians only, we must be sure of ourselves. Such examinations will have to be of the highest standards. Our Director has pledged himself to ensure such standards and when he calls upon us for our contribution we must not be found wanting.

(VERULAM BRANCH)

A trend worth your attention

I am pleased that the Department of Indian Education has provided Psychological services for the benefit of our school children and teachers. The value of such a service may not be properly understood, unless we are prepared to take into account the varying capacities of our charges. Besides the temperamental and other factors, the intelligence of the individual child must be determined, if at all possible. Various investigations have been carried out and there is conclusive evidence that children (and all people in general) have a varying range of intelligence which can be determined in terms of I.Q.

Therefore, differentiation is a step forward in the field of education. But even where this is not possible, the class teacher must have at his disposal a record of the I.Q.'s of the children in his class. Class results have been used as a common basis of classification and promotion of pupils. But with the knowledge of the I.Q. of the child, the teacher would know whether other factors are causing a retardation of the progress of the child at school, or whether a child of a limited capacity is not being required to show himself in a better light. I strongly believe that the teacher will be able to remedy the frustrations which result from the failures of pupils, if he is better informed about the child's capacity for work. There would also be a healthier pupil-teacher relationship, resulting from the observance of sound educational principles.

In all parts of the world no efforts are being spared to ensure that the schools have at their disposal up-to-date tests which could be administered easily. I am not, however, suggesting that there should be a credulous acceptance by the teacher of everything from the field of Psychology. But the teacher as a craftsman cannot for long ignore the pure psychological findings which have a bearing on the work of the teacher in the classroom.

(CLAIRWOOD BRANCH)

Teachers Centre

As a result of many shareholders having completed paying for their shares revenue to meet monthly instalments for the property is now beginning to drop.

May I remind members who are under the misapprehension that share values may depreciate, that property value of the Centre has more than trebled since the purchase of the Full Gospel Tabernacle.

(MAYVILLE BRANCH)

Hope come true

Consequently it has devolved upon us quite naturally to represent the cultural and social aspirations of our people. The adjustments as a result of the take-over are being taken in proper strides and from all signs around us, our society is enjoying the same degree of goodwill and friendship which it enjoyed under the Natal Education Department.

(DUNDEE BRANCH)

Forward we shall march

The Indian teacher -dedicated and devoted as he always has been - will not under any circumstances allow himself to suffer the stigma of being responsible for a retrogression in the field of education.

(CHATSWORTH BRANCH)

Our Achievements and Aspirations in Languages

Today, after a hundred years of the study of English we cannot claim that all Indians are proficient in the use of the language, but a large number of them has reached a stage where they can write and speak English with the ease and facility of any Englishman.

There is, I am happy to say, in the community an awareness of the need for a thorough knowledge of the Afrikaans language. I do not think that a superficial knowledge of Afrikaans is enough. If we are to be true South Africans, we must be able to read, write and speak Afrikaans as well as any Afrikaner. Nothing short of this will meet our requirements.

(PIETERMARITZBURG BRANCH)

Treasurer's Report

6th June, 1965 to 5th June, 1966

Mr. President, Ladies & Gentlemen,

It is with pleasure that I present the audited accounts and schedules of the Society.

BRANCH ACCOUNTS :

The books of the nineteen branches were audited by Headquarters. I should like to place on record my sincere thanks to Messrs. R. P. Nair and R. S. Naidoo for assisting me in making possible this internal audit. My thanks are also due to the Branch Treasurers for their co-operation and for the manner in which they have kept the accounts of their respective branches.

MEMBERSHIP & SUBSCRIPTION :

Our membership now stands at 3,378. Whilst this is an increase of 136 over last year there are still those who are non-members. I should like to compliment the country Branches for achieving nearly 100% membership. I suggest that the incoming executive council gives some consideration to the subscription refund to the smaller Branches.

N.I.T.S. JOURNAL & DIARIES :

Journals are issued to members free of charge. During the year there were three issues. This year 1,400 Diaries were ordered by members. Some branches issued Diaries to members on a subsidised basis from Branch funds.

MUSIC SUB-COMMITTEE :

Again this year R150.00 was donated to the Springfield Training College as Bursary Awards for those students specialising in Music. The Music Festivals are becoming more popular each year and the proceeds from these festivals are used for these Bursary Awards. The Music Sub-Committee must be complimented not only for making possible the Bursary Awards, but also for the interest created in music in our schools.

PRESIDENT'S DEFENCE FUND :

From the balance of this fund carried forward from previous years, a donation of R150.00 was made to the Mayor's Rail Disaster Fund and also the payment of legal expenses incurred by Mr. M. L. Sunichur.

LOAN REPAYMENTS :

During the present financial year repayments were made to the following Branches :- Newcastle, Stanger, Umgeni, Pinetown, Clairwood, and also to the Natal Indian School Building Trust.

THANKS :

- I should like to place on record my sincere thanks to the following :-
- (a) The Accountant of the Dept. of Indian Affairs and in particular Mr G. A. Higgs, for his assistance and co-operation.
 - (b) The officers of the Society.
 - (c) Mr. R. P. Nair, our Auditor.
 - (d) Branch officials and School Correspondents.

C. A. NAIDOO

Hon. Treasurer.

8th July, 1966.

NATAL INDIAN TEACHERS' SOCIETY
BALANCE SHEET AS AT 5th JUNE, 1966

June 1965	LIABILITIES	R. c	R. c	June 1965	ASSETS	R. c	R. c
15,324	Accumulated Fund:						
	Balance as at 6.6.65	15,323.65		9,085	Cash at Bank:		
	<i>Add:</i> Net Income this year	4,835.78			Union Guarantee Welfare		
		20,159.43			Fund	431.50	
1,000	Natal Teachers' Union Bursary	1,000.00			General	5,471.66	5,903.16
965	Scholarship Fund (as per contra)	967.40					
257	Teachers' Centre Fund (as per contra)	257.92		—	Expenses Prepaid:		
352	Teachers' Benefit Fund (as per contra)	349.29			Hire of City Hall	24.00	
473	Music Sub-Committee	415.14			Postage	7.03	31.03
	Union Guarantee Welfare Fund (as per			17,090	Sundry Debtors:		
444	contra)	431.50			Loan Account	15,755.15	
250	Natal High School Bursary	—			<i>Add:</i> Interest	720.00	
242	President's Defence Fund	—				16,475.15	
14,755	Teachers' Centre Loan Account:				Teachers' Benefit Fund	1,340.00	
	Balance 6.6.65	14,755.15			Diaries	149.80	17,964.95
	<i>Less:</i> Repayment	1,140.00					
		13,615.15		734	Office Equipment:		
	<i>Add:</i> Interest	720.00			Balance 6.6.65	733.95	
		14,335.15			Additions	355.80	
						1,089.75	
					<i>Less:</i> Depreciation	102.95	986.80
				160	Crockery:		
					Balance 6.6.65	160.00	
					Additions	71.45	
						231.45	
					<i>Less:</i> Depreciation	31.45	200.00

46	Trophies:				
	Balance 6.6.65	.. .. .	46.25		
	Less: Deposit	.. .. .	10.00		
					36.25
3,800	Investments (On Loan to T.C. Fund)	.. .. .	3,800.00		
	Trust Bank	.. .. .	5,100.00		
					8,900.00
—	Loan:				
	Springfield Training College	..			500.00
965	Scholarship Fund:				
	Loan to T.C. Fund	.. .. .	901.48		
	Saving A/c L.B.S.	.. .. .	65.92		
					967.40
257	Teachers' Centre Fund:				
	Loan to T.C. Fund	.. .. .	238.02		
	Savings A/c L.B.S.	.. .. .	19.90		
473	Music Sub-Committee:				
	Loan to T.C. Fund	.. .. .	104.00		
	Saving A/c N.B.S.	.. .. .	385.03		
					489.03
352	Teachers' Benefit Fund:				
	Loan to T.C. Fund	.. .. .	276.50		
	Saving A/c L.B.S.	.. .. .	72.79		
					349.29
1,100	Subscriptions Accrued (Due by Accountant (I.A.D.))	.. .. .			1,330.00

R34,062

R37,915.83

R34,062

R37,915.83

To the best of my knowledge and belief and on information supplied to me, the above BALANCE SHEET reflects a true and correct view of the NATAL INDIAN TEACHERS' SOCIETY'S position as at 5th June, 1966.

C. A. NAIDOO, *Treasurer*

3 Beatrice Street, Durban
15th June, 1966

R. P. NAIR,
Hon. Auditor
(Member of N.I.T.S.)
21st June, 1966

NATAL INDIAN TEACHERS' SOCIETY

INCOME AND EXPENDITURE ACCOUNT FOR THE YEAR ENDED 6th JUNE, 1966.

1965 June	EXPENDITURE	R. c	1965 June	INCOME	R. c
25	To Bank Charges	26.61			
35	„ Breakages and Loss: Crockery	31.45	9,415	By Subscriptions	10,652.13
359	„ Conference Expenses	409.60	12	„ Diaries	—
444	„ Executive Council Meetings	884.61			
302	„ Honoraria: R. M. Naidoo	40.00			
	M. K. Naidoo	60.00			
	H. S. Somers	42.00			
	C. A. Naidoo.. .. .	250.00			
		392.00			
360	„ Secretary's Vote	400.00			
120	„ President's Expense Account	150.00			
269	„ Miscellaneous Expenses	419.43			
25	„ Music Sub-Committee	13.35			
251	„ Printing and Stationery	400.39			
64	„ Postage and Stamps	84.00			
281	„ Rent	300.00			
129	„ Telephone	118.51			
511	„ Travelling Expenses	414.50			
115	„ Depreciation: Office Equipment	102.95			
	Trophies	10.00			
		112.95			
108	„ Wages (Caretaker)	109.60			
360	„ Salary (Typiste)	756.00			
556	„ Journals	785.00			
—	„ Diaries	—			
27	„ Annual Dinner	7.35			
—	„ Diaries	7.35			
27	„ Annual Dinner	—			
205	„ Arts and Crafts	—			
4,546	Total Operating Expenses	5,816.35			
4,881	Net Income (Excess of Income over Expenditure)	4,835.78			
<u>R9,427</u>		<u>R10,652.13</u>	<u>R9,427</u>		<u>R10,652.13</u>

MEMBERSHIP (BY STOP ORDER) — JUNE 30th, 1966.

Pietermaritzburg	263
Tongaat	154
Verulam	209
Durban Central	296
Stanger	247
Port Shepstone	68
Umzinto	66
Clairwood	201
Dundee	59
Newcastle	68
Ladysmith	53
Umgeni	231
Estcourt	35
Umkomaas	45
Sydenham	415
Merebank	251
Chatsworth	368
Pinetown	137
Mayville	192
TOTAL	3378

MUSIC SUB-COMMITTEE A/c.

Loan to T.C. Fund	R c	104.00
Savings A/c. Natal Building Society		385.03
		<u>489.03</u>

N.I.T.S. JOURNAL A/c.

To Printing and Postage	R c	845.00	By Cash	R c	60.00
			.. Income and Expenditure		785.00
		<u>845.00</u>			<u>845.00</u>

N.I.T.S. DIARIES A/c.

To Cost of Printing	R c	525.00	By Cash	R c	373.85
.. Postage		6.00	.. Sundry Debtors		149.80
			.. Income and Expenditure		7.35
		<u>531.00</u>			<u>531.00</u>

UNION GUARANTEE WELFARE FUND

Balance	15.6.60	R c	28.48
	2.7.60		35.71
	14.9.60		52.78
	12.10.61		326.96
			<u>443.93</u>
Less : Amount transferred to President's Defence Fund			12.43
			<u>431.50</u>

BENEFIT FUND

To Loan to T.C.F.	R c	1616.50	By Sundry Debtors	R c	1340.00
„ Savings A/c.		72.79	„ Balance		349.29
		<u>1689.29</u>			<u>1689.29</u>

PRESIDENT'S DEFENCE FUND

„ M. L. Sunichur	R c	105.00	By Balance	R c	242.57
To Mayor's Rail Disaster Fund		150.00	„ Union Guarantee Welfare Fund		12.43
		<u>255.00</u>			<u>255.00</u>

MUSIC SUB-COMMITTEE EXP. A/c.

Printing	R c	10.00
Postage		3.35
		<u>13 35</u>

SUBSCRIPTIONS BY STOP ORDER

	No. Paid	Amount
1956	1,376	R 3797.00
1957	1,598	4348.80
1958	1,725	4824.40
1959	1,807	5090.00
1960	1,993	6161.40
1961	2,417	7198.10
1962	2,532	7680.00
1963	2,847	8048.92
1964	2,932	9602.25
1965	3,242	12914.35
1966	3,378	14437.13

CONFERENCE — JULY 1965

To Natal Tamil Vedic Society (Donation)	R c	100.00
„ Postage Reply Paid Envelopes		10.00
„ Postage		21.50
„ Luxmi Villas Press (Invitations)		53.00
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PENSIONS ACT

The following excerpts from the Government Service Pensions Act, 1965, are published for your information.

Section 6. Ages for retirement of members of the Public Service Pension Fund.

- (1) In this section, unless the context otherwise indicates, "Member" means a person who is contributing to the Public Service Pension Fund and includes a person on leave of absence or under suspension from duty who was so contributing immediately prior to the commencement of such absence or suspension.
- (2) Subject to the provisions of this section, a member (other than a member to whom sub-section (5) applies) who is or was appointed to a post in the public services with effect from a date after the twenty-third day of June, 1955, shall have the right to retire on pension and shall be retired on pension -
 - (a) on the day on which he attains the age of sixty-five years if he attains that age on the first day of any month in the year;
 - (b) on the first day of the month immediately following the month in which he attains the age of sixty-five years if he attains that age after the first day of any month in the year.
- (3) Subject to the provisions of this section, a member (other than a member to whom sub-section (2) or (5) applies) who was appointed to a post in the public service with effect from a date prior to the twenty-fourth day of June, 1955, shall have the right to retire on pension and shall be retired on pension -
 - (a) on the day on which he attains the age of sixty-three years if he attains that age on the first day of any month in the year and he was born before the first day of January, 1903;
 - (b) on the first day of the month immediately following the month in which he attains the age of sixty-three years if he attains that age after the first day of any month in the year and he was born before the first day of January, 1903;
 - (c) on the day on which he attains the age of sixty-five years if he attains that age on the first day of any month in the year and he was born on or after the first day of January, 1903;
 - (d) on the first day of the month immediately following the month in which he attains the age of sixty-five years if he attains that age after the first day of the month in the year and he was born after the first day of January, 1903;
- (4) A member to whom sub-section (3) applies shall have the right at any time before or after attaining, in the case of a male member, the age of sixty years or, in the case of a female member, the age of fifty-five years, to give written notification to the head of his department of his wish to be retired on pension and if he gives such notification he shall -
 - (a) if such notification is given at least three months prior to the date on which he attains the said age, be retired on pension -
 - (i) on the day on which he attains that age if he attains the said age on the first day of any month in the year;
 - (ii) on the first day of the month immediately following the month in which he attains that age if he attains the said age after the first day of any month in the year; or
 - (b) if such notification is not given at least three months prior to the date on which he attains that age, be retired on pension on the first day of the fourth month following the month in which such notification is received.

Minister shall be capable

Section 14. Pensions not assignable or executable.

- (1) No pension or right in respect of a pension payable under this Act or any other law relating to a pension fund or scheme administered by the Minister shall be capable of being assigned or transferred or otherwise ceded or of being pledged or hypothecated or, save as is provided in sub-section (2) of section eleven of the Maintenance Act, 1963 (Ast No. 23 of 1963), be liable to be attached or subjected to any form of execution under a judgement or order of a court of law.
- (2) If any person attempts to assign or transfer or otherwise cede or to pledge or hypothecate any such pension to which he is entitled or any right in respect of such pension, payment of such pension may, if the Minister so directs, be withheld, suspended or discontinued: Provided

that the Minister may direct that such pension or part thereof be paid to one or more of the dependants of such person or to a trustee for such person or his dependants during such period as the Minister may determine.

- (3) Notwithstanding anything contained in sub-section (1) or in any other law -
- (a) any amount which is payable by an officer or employee to the Government at the date of his retirement or discharge or which the Government is liable to pay in respect of such an officer or employee; or
 - (b) any amount, which, in accordance with the provisions of section **forty-seven** of the Pension Laws Amendment Act, 1943 (Act No. 33 of 1943), has been paid to any person by way of allowance or bonus and to which that person was not entitled; or
 - (c) the amount of any loss certified by the Controllor and Auditor-General or a provincial auditor to have been sustained by the Government through theft, fraud, negligence or any misconduct on the part of any officer or employee.

may be deducted from the pension payable to such an officer, employee or person under this Act or any other law contemplated in sub-section (1), in a lump sum or in such instalments as the Secretary may determine.

Section 15. Power to reduce pensions in certain cases.

If any person who has retired or been retired or discharged from the service of the Government -

- (a) is found by the Commission, after enquiry in accordance with any law -
 - (i) to have misappropriated public money or Government property before his retirement; or
 - (ii) to have made a false statement for the purpose of obtaining a pension, knowing the statement to be false; or
- (b) refuse to comply with any reasonable request made by a Minister or an Administrator to give such assistance as is in his power or such information as he is able to give, in connection with any matter within the scope of his duties while he was in the said service, the Minister may, on the recommendation of the Commission, reduce any pension or substitute a gratuity for any annuity to which such person may be entitled: Provided that such person shall not, as a result of the exercise of the powers conferred by this section, receive a gratuity which is less than the amount by which the contributions paid by him to a fund referred to in sub-section (1) of section **two** exceed the pension benefits received by him to the date of the reduction or substitution, or an annuity which, according to actuarial calculation, is of a lesser value than the said amount.

Section 16. Annuities on sequestration.

If the estate of any annuitant under this Act or any other law relating to a pension fund or scheme administered by the Minister is sequestrated, the annuity shall not form part of the assets in his insolvent estate.

Section 17. Annuities on conviction of certain offences.

- (1) If any annuitant under this act or any other law relating to a pension fund or scheme administered by the Minister is convicted of any offence, and sentenced to death or to any term of imprisonment exceeding twelve months without the option of a fine, payment of the annuity to him shall be discontinued.
- (2) The annuity or a portion thereof shall, during such annuitant's imprisonment, be paid to or for the benefit of such of his dependants and according to such allocation amongst them as the Secretary may determine.
- (3) On the discharge of such annuitant from prison, the payment to him of the annuity shall be resumed and he shall also be paid any portion of his annuity which may have been withheld.

Section 18. Pensions may be paid to other person than pensioner himself.

If the Secretary is satisfied that it is undesirable for any reason to pay the whole amount of any pension payable to a person under this Act or any other law relating to a pension fund or scheme administered by the Minister, directly to such person himself, the Secretary may order that such pension or a portion thereof shall be paid to some other person under such conditions as to its administration for the benefit of such pensioner or his dependants as the Secretary may determine.

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