

The



Teachers' Journal

ORGAN OF THE NATAL
INDIAN TEACHERS' SOCIETY

Vol. 12

DECEMBER 1963

No. 4

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Editorial:

THE BELLS TOLL

Tremendous changes are taking place in our educational and social world. And unless we keep abreast of these events, we are not likely to understand the many problems that beset us as teachers and consequently we would not be in a position to discharge our duties effectively.

Firstly there is the take over of Coloured Education by the Coloured Affairs Department. The Natal Education Department has always as far as we can remember controlled European, Coloured and Indian Education. Though we have had separate schools, there has always been a common administration. At executive level at least there has been a great deal of co-operation particularly between the Coloured and Indian teachers. Since the inception of the South African Federation of Teachers the bonds between us have been considerably strengthened. Besides, Coloured and Indian teachers have always been treated on the same basis by the Natal Education Department and if we are to read the signs correctly, at least on the salary level this treatment is likely to continue.

But the parting of the ways has come. We can assure the Coloured teachers of the Province that we value their co-operation and will miss their closeness in the future. They carry, however, our best wishes and we wish them all the progress in the new set-up. Further, we hope to continue through S.A.F.T.A. this happy friendship for our common good.

Another event of great import to us is the redistribution of our schools and our people from the larger towns to Indian areas. In these new areas both the houses and the schools are developing at such a rate that any thinking onlooker is bound to be alarmed.

The first effect of this redistribution is the gradual elimination of at least some of our older schools. The schools likely to be affected in the near future are St. Michael's, and Depot Road. Both these schools have been in existence for many decades and there are many among us who have been either pupils or teachers in these schools and who no doubt will experience regret when we hear about this possibility.

Even more serious is what is likely to happen to the present pupils of these schools. Not all of them will be transferred to the schools in Chatsworth. Some of them will have to be found places in the neighbouring schools. Incidentally, parents themselves appear to be in a dilemma as revealed by their failure to fill in questionnaires sent to them by school principals. It seems that they do not know whether to find homes near their working places or near the schools to which their children are to be allocated. Transfers of children have always brought in their wake many problems for the children concerned and their teachers in the new schools.

In the past our experience was generally confined to isolated cases. For the first time we shall experience transfers of this type on a mammoth scale. Both principals and teachers are required to give such children the utmost sympathy and attention to enable them to make this passage smoothly.

Even more alarming are the social problems that are arising or are likely to arise in at least the largest new Indian area, Chatsworth. The houses are springing up so rapidly that there appears to be little time to provide the amenities which ought to be an integral part of such schemes. We are referring to parks, gardens, playing fields, club-houses, community centres and the like. Our investigations show that these have been planned but because of the terrific demand, the building of houses has taken priority over all other considerations.

In this respect let us hasten to add that the construction of schools, one of the most important services, is well under control. Recent deputations to the Natal Education Department have been given a full picture of school planning in these areas and we are satisfied that this need is being met most systematically.

We have no doubt that there are many interested bodies which are aware that the non-provision of these amenities referred to above is likely to contribute to the incidence of delinquency in these areas and are therefore taking the necessary steps to meet this position. In places like Chatsworth, where schools are so much part of the areas themselves, principals and teachers will find the problems of the homes and the community reflect themselves in the schools.

In these circumstances teachers here will have to play a major role in providing the social services as are required to combat the growth of delinquency and criminality in these areas. Youth societies and clubs interesting themselves in sports, literary and cultural activities should be inaugurated and these will, as they grow and develop, counter anti-social tendencies inherent in such a concentration of population and, in time, a healthy community spirit will develop and reflect itself in our schools.

That the Natal Education Department is fully aware of some of these problems is seen in their increasing the number of supervisors recently. No doubt this step is a precursor to other responsibilities being extended to Indian teaching personnel. We are pleased to note, too, that among these new appointments are men who have given loyal service not only to the Department but also to the teaching fraternity itself through their active participation in the affairs of our society. We are assured that this broad experience of theirs would enable them to see the problems of Indian Education in the above perspective. Consequently they would be able to give mature guidance in the tasks confronting our teachers.

FLOWERS FOR THE GRAVE

by EUGENE PATTERSON

[The following editorial comment on the bombing outrage upon a negro church in Birmingham, Alabama, in September, 1963, is reproduced here by courtesy of the Editor of "The Atlanta Constitution", Mr. Eugene Patterson.]

A Negro mother wept in the street Sunday morning in front of a Baptist Church in Birmingham. In her hand she held a shoe, one shoe, from the foot of her dead child. We hold that shoe with her.

Every one of us in the white South holds that small shoe in his hand. It is too late to blame the sick criminals who handled the dynamite. The FBI and the police can deal with that kind. The charge against them is simple. They killed four children.

Only we can trace the truth, Southerner—you and I. We broke those children's bodies.

We watched the stage set without staying it. We listened to the prologue unbestirred. We saw the curtain opening with disinterest. We have heard the play.

* * *

We—who go on electing politicians who heat the kettles of hate.

We—who raise no hand to silence the mean and little men who have their nigger jokes.

We—who stand aside in imagined rectitude and let the mad dogs that run in every society slide their leashes from our hand, and spring.

We—the heirs of a proud South, who protest its worth and demand its recognition—we are the ones who have ducked the difficult, skirted the uncomfortable, caviled at the challenge, resented the necessary, rationalized the unacceptable, and created the day surely when these children would die.

This is no time to load our anguish onto the murderous scapegoat who set the cap in dynamite of our own manufacture.

He didn't know any better.

Somewhere in the dim and fevered recess of an evil mind he feels right now that he has been a hero. He is only guilty of murder. He thinks he has pleased us.

* * *

We of the white South who know better are the ones who must take a harsher judgment.

We, who know better, created a climate for child-killing by those who don't.

We hold that shoe in our hand, Southerner. Let us see it straight, and look at the blood on it. Let us compare it with the unworthy speeches of Southern public men who have traduced the Negro; match it with the spectacle of shrilling children whose parents and teachers turned them free to spit epithets at small huddles of Negro school children for a week before this Sunday in Birmingham; hold up the shoe and look beyond it to the state house in Montgomery where the official attitudes of Alabama have been spoken in heat and anger.

Let us not lay the blame on some brutal fool who didn't know any better.

We know better. We created the day. We bear the judgment. May God have mercy on the poor South that has been so led. May what has happened hasten the day when the good South, which does live and have great being, will rise to this challenge of racial understanding and common humanity, and, in the full power of its unasserted courage, assert itself.

The Sunday school play at Birmingham is ended. With a weeping Negro mother, we stand in the bitter smoke and hold a shoe. If our South is ever to be what we wish it to be, we will plant a flower of nobler resolve for the South now upon these four small graves that we dug.

THE TEACHING OF ENGLISH

by A. LEVINE

Principal, Springfield Training College

This is not intended to be a treatise on the teaching of specific sections of the English syllabus in our Schools but rather a restatement of some of the basic aims, a consideration of the general approach, and a criticism of some of the methods employed.

What is really our aim in teaching English in the Primary School? Basically it is to provide our pupils with some medium for the transmission of thoughts and ideas. Put more simply, we try to give our pupils words so that they may communicate with others. Let it be never forgotten that throughout our lives and certainly in our earliest years most of that communication is by word of mouth.

First, then, children must be taught to speak. We learn only by doing. The conclusion, then, is obvious. If children are to learn to speak, they must be given the opportunity to speak. Our classrooms, generally, are very quiet—there is seldom more than one voice heard—that of the teacher. From their first days in the school, and throughout their school-days, children must be given the opportunity to speak, for after all, when we go out into life, how much writing do we undertake?

Speaking, of course, is not merely talking, not merely idle chatter. Speaking must be guided. If thoughts are to be passed on to others there must be a common language. This implies a standard pronunciation, a recognized vocabulary which accepts a square, for instance, as a rectangular figure and not as a killjoy. Pronunciation is basic. A completely wrong impression may be—will be—conveyed by an incorrect pronunciation. Correct pronunciation includes, too, full pronunciation of final consonants and of initial sounds. Slurring, slovenly speech must be checked. Most teachers know of the investigation carried out many years ago in London schools when it was discovered that children were offering up the daily prayer to "Old Father Witchart", who was asked not to lead them into "Thames Station"; the late President Roosevelt was once accused of describing the Supreme Court Justices as being "morons" when he had said that they relied "more on" political outlook than on legal implication; I, myself, have heard a man say that another "has discussed it", though it sounded more like "he's disgusted". Examples could be multiplied without end. Speech must be clear; every syllable must be given its full weight; pronunciation must be standard. Sentences, too, must be correctly phrased. I am not thinking here of grammatical phrasing but of the phrasing which gives a language its rhythm. Nothing betrays a foreigner more easily than his inability to master rhythm—the rhythm of the sentence as well as the rhythm within the words themselves.

All this imposes a great responsibility on the teacher. His own speech must be as nearly perfect as possible, for his pupils will imitate. At all stages children imitate.

If we are to understand our fellows, too, we must learn to listen. Do teachers spend much time sending children with messages to others? Do they play the game of passing a whispered message right through the class? Another old story—dating from the first World War—is not without humour. The field telephone was out of order and from the front trench the message went to the rear. The message received was, "I am going to a dance. Can you lend me three and fourpence?" The message sent was, "I am going to advance. Can you send me reinforcement?" And this sort of thing happens every day. How often do children make mistakes because the teacher does not speak clearly or because the children have not been

taught to listen! What is the origin of most of the "schoolboy howlers"? It is half poor speech by the teacher and careless listening by the pupil. The teacher, then, must create opportunities—many of them—to enable the pupils to speak, to listen, to interpret.

I have referred to the transmission of thoughts and ideas. Where are these to come from? How are these to be stimulated? Obviously from the immediate environment, human and material. While the teacher cannot control the home environment, he can control that of the school. The world of conversation is almost unlimited, as is that of pictures. Pictures induce question and comment; vocabulary will be enriched; ideas will be stimulated. Music calls forth new sensations, may translate a child into a completely other world. Story telling and play acting are standard aids to stimulation of thought. And excursions, not necessarily to distant places by bus, but on foot in the immediate vicinity of the school, provide a rich field for discussion. Children are interested in people—they love to see them going about their daily avocations. They like colour and sound and movement. Take them out of the classroom, then, and let them observe and let them talk.

Reading has its place, of course, but do not start reading too soon. The child will show you when he is ready to commence reading and if you have given him sufficient opportunity to speak and to listen, the reading will come easily enough. One must be careful, too, to choose reading matter of the correct type. This is a subject on its own which may be discussed at great length at some other time. One word only—much of the standard material is quite unsuitable in this age and in this climate. Nor can I discuss here the methods of teaching reading. Let it suffice if I state that I do favour silent reading and the relating to others of what has been read.

It is not by accident that I have made no mention yet of writing. Writing comes last of all. The child speaks, he interprets pictures, he reads—before he writes. He draws, which is a primitive form of writing, and then he learns to form letters. But it is a difficult process and must not be hurried. Do grown-ups, I wonder, realise how difficult it is for a child to write, what a physical strain it is? If they did they would pay more attention to the comfort of the children, they would see to it that the chairs are the correct height and so on. Certainly they would be more sympathetic if the letters were not formed "just so". That will come—the child will learn to take a joy and a pride in the appearance of his work. When writing progresses—when the purely mechanical difficulties begin to disappear—what will the teacher look for in the composition? Ideas? Correct spelling? Strict grammatical accuracy?

If the period of guided talking has been sufficiently long; if the environment has been reasonably rich; if the reading has been well chosen—and if the composition topics set are of interest—then ideas will flow and there will be few grammatical solecisms. Spelling is another matter. Children—and many adults for that matter—have more than one vocabulary and the most restricted is the written because many of us are poor spellers. Is spelling, then, so important? Must a child be prevented or deterred from putting down in writing a noble or even an interesting thought because he cannot spell a word? Too great insistence on correct spelling can kill a child's desire to write. His thinking, his speaking vocabulary is normally greater than his written vocabulary. And it should not be.

Encourage the child to write when the time comes, encourage him to read, above all encourage him to speak, and if you, the teacher, set a good example in all lessons, not only in the English lesson, his progress will be easy and rapid. Of set purpose I have said nothing of lessons in formal grammar—there is little place for them in our Primary Schools. The fluent speaker does not have to think of grammatical function! He says, correctly, what comes naturally.

SALARY MEMORANDUM

His Honour the Administrator of Natal,
and Members of the Executive Committee,
PIETERMARITZBURG.

Your Honour and Gentlemen,

The Natal Indian Teachers' Society begs to submit for your consideration the following memorandum which embodies the salient features of its previous memoranda and also incorporates the main points of the resolution on salaries adopted at its last Annual Conference held in July of this year.

1. INTRODUCTION

Since 1st April, 1943, when all Government Aided School teaching personnel were absorbed into the service of the Natal Provincial Administration, on one occasion only was due consideration given to length of service and improved qualifications when new salary scales were put into effect. This was done on the recommendations of the Beardmore Commission in 1945. New salary scales put into effect subsequently, we submit, have not met the aspirations and legitimate needs of Indian teachers.

2. INADEQUATE SALARIES

The ever-increasing cost of living compels our Society to draw attention to the fact that the plight of the Indian teacher is now as parlous as ever it was and that frustration and disillusionment among Indian teaching personnel is now more prevalent than before.

The increase in salaries over the years has not kept pace with the rise in the cost of living, forcing the teacher into a position where he has to deny himself and those dependent on him many of the basic wants of life. An investigation into the position by means of a comprehensive questionnaire survey, has revealed a state of affairs that can only be described as alarming. The findings were submitted orally, and in writing to the Administration in November, 1961. The material position has not improved since then:—

- (a) The majority of teachers in the 50-59 age group cannot hope to reach their maxima and/or enjoy their maximum pension benefits under present conditions.
- (b) **Food:** On an average 40% of the monthly salary is being spent on food as against 28.2% suggested in the National Index for 1958.
- (c) **Housing:** On an average 25-30% is spent on housing as against 16.2% suggested in the National Index.
- (d) **Insurance:** The great majority do not carry adequate covers (R2,600 average cover).
- (e) **Travelling:** Particularly in the Durban-Pinetown complex where Indian group areas are, in the main, situated on the perimeter of the present urban area, travelling costs are well above the National Index figure.

About 20% of Indian teachers in Natal earn an annual salary of R1,200 or more. The great majority earn between R600 and R1,199 per annum. At the lower end there are Indian teachers earning below the minimum wage level of R2 per day recently advocated for commerce and industry.

3. PRINCIPLE OF EQUALITY

Our Society has always stood for the principle of equality with the European teacher.

The present method of constructing salary scales on the basis of the socio-economic status of the individuals in relation to his own racial group, we submit, is neither realistic nor just. Salaries, instead, should be determined on the basis of function and qualifications, irrespective of race. This principle has already been implemented elsewhere in Africa and also in South Africa in commerce and industry. In relation to such persons in South Africa teachers suffer a further disadvantage in that, while trainees and apprentices are paid throughout their period of training, teachers have to wait a minimum period of 14 years of academic and professional training before they receive their first cheques.

4. SYSTEM OF NOTCHING

(a) Recognition of Previous Service and Improved Qualifications:

Since 1945, whenever new salary scales were promulgated, our Society has asked that due consideration be given to length of service and the acquisition of improved qualifications in order to give those already in service adequate benefits immediately. This has not been accepted and has resulted in the great majority of teachers in service finding themselves in positions of disadvantage when compared to newcomers. It is submitted that this is the only satisfactory method of rewarding the older teachers.

In 1958 and 1963 when new salary scales were introduced, the immediate benefits given to the teachers in service were totally inadequate and fell far short of their expectations.

(b) Fixed Notches for Persons holding Posts from P2 and Upwards:

Although this feature was incorporated into European salary scales since 1957 Indian teachers, even Principals of H1 schools and Supervisors, have not been conceded this benefit.

Incidentally, salary scales introduced by the Department of Education, Arts & Science, for Indians in Technical Colleges, have embodied this feature. It would enable our senior teachers to reach their maxima immediately and this would also help them to enjoy maximum pension benefits.

Further, an incentive would be provided for seeking promotion at the higher levels.

(c) Higher Minima for Assistants' Scales:

Though there are over 3,500 Indian teachers in Natal, nearly a thousand are unqualified or poorly qualified. The married woman, the superannuated teacher and the professionally unqualified person are still being employed. In 1964 secondary classes are to be introduced in seven new areas.

We submit that our salary scales are not attractive enough for the better class of matriculated or university trained student. Very few good students are entering the teaching profession. At present there are 31 students in the University Education Diploma class at the University of Natal and 16 in the Senior Diploma Class at the Springfield Training College—only 47 suitably qualified teachers to staff the new secondary departments and/or schools.

We are of the opinion that with the introduction of higher minima and a shorter period in which to reach the maxima the position in relation to quality of supply is bound to improve. In our survey we found that the married male teacher in the 20-29 age group was spending on an average:—

- i. 49% on food
and
- ii. 27.6% on rent.

This is very much in excess of the provision laid down in the National Index of 1958.

5. WOMEN TEACHERS

Only a fraction of the women attending our high schools apply for admission to the Springfield Training College. The chief reason for this drawback is one of economics. To enter the teaching profession a further two years of study is required after matriculation. They are then paid two-thirds of our men's scales as against nearly nine-tenths that European women receive. When the average working life of the Indian woman is considered there appears to be no incentive for women to enter the profession. Commerce and industry are more attractive since the period of training rarely exceeds one year (it is quite often 3 to 6 months) and starting salaries are higher. Security is not an important consideration and over the short term the gains outside the teaching profession are higher. It is the considered opinion of the Natal Indian Teachers' Society that women teachers should receive the same rates of pay as their male counterparts. Our Society stands for the principle of equal pay for equal work.

6. LECTURERS AT THE TRAINING COLLEGE

When Indians are appointed to lectureships at the Springfield Training College they are paid on the assistants' scales in terms of their qualifications with the provision that 3 notches will be added to their respective maxima. There is no immediate benefit, unless it is a first promotion, and so far those lecturers who have left the Training College have not benefited from the 3 notches.

On promotion to a senior lectureship (there are 5 such posts for Indians at present) a non-pensionable allowance of R80 per annum, equivalent to one notch, is paid. The European senior lecturers, on the other hand, are on a scale with their maximum equal to that of P1 principals. There are 19 Indian members of staff at present of whom 5 are Senior Lecturers, 6 Lecturers, 6 assistant teachers and 2 are Primary Vice-Principals who have been seconded temporarily.

To ensure a highly qualified and contented staff the Natal Indian Teachers' Society urges the Administration to make the scales for Indian personnel at the Training College as attractive as those obtaining for Europeans.

7. REPRESENTATION ON SALARIES BOARD

The Natal Indian Teachers' Society respectfully requests that consideration be given to the matter of representation on the Salaries Board in order to ensure that the viewpoints of Indian teachers would be considered before the promulgation of new salary scales.

3. CONCLUSION

The Society would be most grateful for an opportunity to address you in order to amplify and enlarge upon the contentions presented in this Memorandum and kindly requests that such an opportunity be afforded it as early as possible.

A. D. LAZARUS, *President*,
and
P. RAIDOO, *Hon. General Secretary*.

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

PHENOMENAL GROWTH IN INDIAN EDUCATION

The following figures submitted by Mr. K. O. Magni (Deputy School Planning, N.E.D.) show the phenomenal growth in Indian Education in Natal:

(i) Secondary Schools				
	Roll			
	750	1943	average annual increase	228
	3948	{1957		
	4930	{1959	" "	491
	6708	{1961	" "	889
	11124	{1963	" "	2208
(ii) Primary Schools				
	30134	1943	" "	4001
	86142	{1957		
	94718	1959	" "	4288
	102293	1961	" "	3788
	110262	1963	" "	3985
(iii) Total Secondary and Primary Schools				
		1943	" "	—
		1957	" "	4229
		1959	" "	4779
		1961	" "	4677
		1963	" "	6193
(iv) Afternoon School Sessions (Platoons)				
		1943	" "	—
		1957	" "	—
		1959	" "	4679
		1961	" "	2859
		1963	" "	1761
(v) Total gain in classrooms (replacements NOT included)				
	1957	.....	.....	45
	1958-59	.....	.....	171
	1960-61	.....	.....	199
	1962-63	.....	.....	323
			Total	738

PRESIDENT KENNEDY

The following telegram was sent by the Executive Council from its meeting on Saturday, November 23. The Council observed 2 minutes' silence in homage.

AMERICAN CONSULATE
20 MONTEITH PLACE
DURBAN NORTH

INDIAN TEACHERS OF NATAL FOR THEMSELVES AND INDIAN PEOPLE WISH CONVEY TO GOVERNMENT AND PEOPLE OF THE UNITED STATES THEIR DEEP SHOCK AND PROFOUND SORROW OVER ASSASSINATION OF PRESIDENT KENNEDY AND EXPRESS DEEPEST SYMPATHIES WITH HIS FAMILY IN THIS TRAGIC HOUR STOP LIKE ABRAHAM LINCOLN HE LABOURED AND GAVE HIS LIFE THAT OTHER MEN EVERYWHERE MAY BE FREE AND LIKE LINCOLN HE NOW BELONGS TO THE AGES STOP WE SALUTE THE MEMORY OF A TRULY GREAT AND COURAGEOUS MAN

FROM
PRESIDENT AND MEMBERS NATAL INDIAN TEACHERS SOCIETY

WRITTEN WORK

MARKINGS, CORRECTIONS AND CORRECTIVE

N. G. CHETTY

Principal, Windsor High School

Let us refresh our minds on those principles which have a bearing on this matter—the aim of education, the learning process, and the recall to memory.

- (1) **Aim of Education:** When an individual learns he gains knowledge. That knowledge must equip him with the power to gain further knowledge. Knowledge is synonymous with experience.
- (2) **Learning Process:** An individual learns when something interests him. He is interested when the learning situation is purposeful, novel and richly endowed with desirable associations. Learning is enhanced by activating all the sense perceptions. Of all the perceptive senses "touch" has the strongest urge, the fulfilment of which gives one an indefinably pleasurable sensation. Imitation is a strong impulse in learning. One imitates the person admired.

The opposite conditions obstruct learning. For instance the learner will resist any purposeless presentation of stale facts completely dissociated from his world. Learning becomes fixed only at pauses when the assimilation of the learning material by the apperceptive system takes place. The pauses should be slight, and appropriately frequent, and a good teacher provides this scope even without knowing. A delivery without such pauses can give rise to definitive displacement.

There are individual differences in the learning capacity.

- (3) **Recall to Memory:** Only learnt material is possible to be recalled. Recall is reinforced by its frequency provided it is free from the staleness of repetition. To recall is to associate — the richer and pleasanter the associations during learning the stronger the recall. Undesirable associations obstruct recall, even if such associations are established, accidentally or deliberately, after learning.

* * *

ERRORS:

Now we may enquire into the causes of errors in the light of the foregoing principles. They arise mainly from psychological reasons and occasionally from ignorance.

Psychological errors may be due to any or all of the following:

- (a) Displacement resulting from similarity or Time/Place contiguity;
- (b) obstructed recall caused by undesirable associations before or after learning; and
- (c) obstructions to recall caused by a dislike of the teacher.

Errors from **ignorance** can arise only from inadequate or badly organised teaching practice and recognition not being given to the problem of individual differences.

* * *

MARKING OF WRITTEN WORK:

Pupils' written work should be marked without delay and returned to their owners while they are yet keen on knowing the result. Undue

delay in marking can cause loss of interest in the result with consequent loss of usefulness of the exercise.

Marking enables the teacher to assess the attainment of his pupils, the effectiveness of his teaching, and permits him to devise the needful remedial measures. Care is necessary in ensuring that marking stimulates further endeavour, and that it draws attention to successful features however small they may be: nothing stimulates fresh endeavour more than the recognition of success. Pre-occupation with errors is rather discouraging.

REMEDIAL MEASURES

include "corrections" and "correctives" which are to be used according to the frequency of errors.

- (1) Less frequent errors may be dealt by correction. A correction is not the mere discovery of an error. It must also show the pupil the correct form. The required improvement will be effected by the eagerness of the pupil to know the result of his work, always assuming that the teacher commands his respect.
- (2) "Correctives" must be employed for high frequency errors. Correctives involve teaching and the removal of causative factors and the substitution of others congenial to learning and recall. A corrective measure is concerned with learning again the subject of error and engaging in additional practice on it. Therefore, the subject must be presented in a setting free from staleness so that the demands of interest are met and the desired learning and practice are successfully achieved. The success of a corrective lesson depends on "Preparation".

CORRECTIVE PROCEDURE:

The corrective procedure which requires a learner to rewrite an error correctly a given number of times has the advantage of relieving us of the burden of thinking. It is ritualistic and just as mechanical. Its disadvantages are many and serious, and they are as follows:

- (a) it is punitive in appearance and often in effect;
- (b) it deals with stale material repetitively presented;
- (c) it does not concern itself with the removal of the causes of errors;
- (d) it establishes unpleasant associations;
- (e) it is a drudgery and causes dislike of the subject; and
- (f) it extends obstructions further into the area of recall.

A fruitful corrective plan would be for the teacher to have a "Correction Note Book" in which he will record:—

- (a) The date and subject of the exercise marked;
- (b) Details of errors noted for corrective treatment;
- (c) Classification of errors in terms of frequency;
- (d) A scheme of corrective measures proposed: (i) revision lessons — and dates of their completion; (ii) revision exercises — and dates of their completion.

Such a "Correction Note Book" will present a true record of supervision of written work and the improvement thereon.

OUTCOME OF INTERVIEW

Secretary,
Natal Indian Teachers' Society.

Sir,

I wish to refer to the interview between your Society's representatives and the Director on 3rd November, 1962, and to the summary of the discussions as set out in your memorandum dated 6th April, 1963.

The following comments are submitted to some of the points raised.

(a) **Delay in Publication of Teachers' External Examination Results:**

Internal and External candidates for Teachers' Examinations are advised simultaneously of their attainment in the written examinations at the end of a year.

During the school holidays results are usually addressed to the last known home addresses of candidates. In many cases the results do not reach the candidates due to their change of abode without notifying the Department thereof, and other unknown reasons.

Results of practical examinations conducted by Springfield Training College and the Inspectors of Schools during the first half of the year are sent to the School addresses of candidates, immediately the results become known.

This year the results of Natal Teachers' Senior Certificate (External) practical examinations which were conducted by Springfield reached the Department on 20/6/1963. Candidates were advised on 21/6/1963 of their attainment.

(b) **Re-institution of Natal Teachers' Senior Certificate Classes (Full-time) at Springfield Training College:**

This matter has been placed on the Agenda of the next meeting of the Teachers' Training Committee.

(c) **Sub-examiners and Examiners for Natal Senior, Junior and Std. VI Examinations:**

One of the most important duties of the Examiner is to ensure a uniform standard of marking and it would increase the difficulty of doing so a great deal if he had sub-examiners of different races in his marking committee.

Indian Sub-examiners are already employed to mark scripts in the Non-European Std. VI examination.

(d) **Bursaries for Students at Springfield:**

The statement that only 3 bursaries were awarded during 1962 for students doing the 3rd year course at Springfield is not correct.

There were 21 students taking the 3rd year Natal Teachers' Senior Diploma course at Springfield in 1962 and each one of them was awarded a bursary.

(e) **Entrance Qualification Natal Teachers' Diploma (External):**

Since the introduction of this examination in 1948 one of the entrance qualifications was the School Leaving Certificate of the Joint Matriculation Board or its equivalent and later on the Natal Senior Certificate or its equivalent.

At no time ever has a National Senior Certificate which had been obtained by passing in less than five subjects in one sitting, been recognised as equivalent to a School Leaving Certificate of the Joint Matriculation Board or the Natal Senior Certificate for examination purposes or entry to a Training College.

However, for salary and grading purposes a National Senior Certificate as indicated above, is recognised by the Staff Section as equivalent to our Natal Senior Certificate.

If in the past a National Senior Certificate with passes in less than five subjects in one and the same sitting, has been accepted, it was done in error.

Yours faithfully,

Director of Education.

THE SECRETARY ASKS

A QUESTION . . .

The Director of Education,
Pte. Bag 9044,
PIETERMARITZBURG.

Sir,

RESPONSIBILITIES OF SCHOOL PRINCIPALS

My Society would be much obliged if, on the basis of legal advice available in the Department, you would consider the following matter and advise us on the subject. A case is set forth as follows:

- (a) A parent finds his son playing and swimming at the Beach—a form of recreation to which he apparently has very strong objection.
- (b) Parent inflicts grave physical punishment on his son.
- (c) The boy comes to school with this injury and has to take leave for days running to get medical attention at a Clinic. Only at this stage does the headmaster become aware of the nature and cause of the injuries.

With this as Case Material we should like to know:

1. Whether the Principal takes any action when he discovers the seriousness of the injury and how the boy came to have it — taking into consideration that during the school day the head is legally *in loco parentis*.
2. Has the Principal as an ordinary citizen any responsibility in law? In an analogous situation if the Head saw a crime being committed on the street outside his school, should he not take any action to summon the police or himself as a private citizen effect an arrest until the Police can take over? It is presumed that the Department would expect its employees to uphold the law of the land.
3. Does the Headmaster by virtue of the fact that the incident (above referred to in the illustrative case) happened away from school premises, have no legal responsibility for the physical wellbeing of his students?
4. What responsibility does the Department accept if this particular student is unable to write the promotion examinations because of his injuries? The Principal might opine that the student did not have much chance of passing the Promotion examination in normal circumstances, but both parent and boy might have an opposite opinion.
5. In conformity with ordinary law, the Ordinance lays down what a Headmaster may or may not do *inter alia* in regard to corporal punishment. By the same token it seems that the Head may not do things not specifically listed in the Ordinance, and instances of this could be legion.

Taking all that appears to be the legal implications of the case set forth, what do you advise and expect the Principal, as your employee, to do? Put another way, would you countenance your employee's "sinning" by omission, if in such a case he took no action at all one way or another?

The question raised is of more than academic interest because it is generally accepted that a school principal has a duty and a responsibility towards

- (a) His employer,
- (b) the parents of children at his school,
- (c) the child entrusted to his care, and
- (d) the society in which he lives and operates.

We should like Indian School Principals to know just where they stand in such situations and my Society hopes that you will give this question your serious attention and favour us with guidance in the matter.

Yours faithfully,

P. RAIDOO,
Hon. General Secretary.

—continued overleaf

THE DIRECTOR

REPLIES

Hon. General Secretary,
Natal Indian Teachers' Society,
3, Beatrice Street, DUREAN.

Dear Sir,

I have to thank you for your letter of the 23rd October, 1963, and reply as follows to your inquiries:—

1. A Principal is not legally obliged to take any action on discovering the seriousness of an injury alleged to have been inflicted by a boy's parents.
2. The Principal has no responsibility in law in circumstances as mentioned above. Likewise a Head has no legal responsibility to summon the police or to attempt to arrest an alleged criminal. Regarding our moral obligation the provisions of the Handbook, e.g. section 8 *et seq.* on page 40 *et seq.* should be applied and members of the teaching establishment should fill the role of welfare workers in endeavouring to establish and maintain amicable pupil-parent-teacher relationships.
3. The Principal has no legal responsibility for the physical well-being of his students but he has a moral obligation in this respect. Therefore if it appears that cruelty and violence are being practised he should report the matter to the police for investigation. In less serious cases the recognised welfare organisations should be co-opted. The inspectorate should be consulted if doubt exists regarding the course of action to follow in any particular case.
4. The Department does not accept responsibility if a student is unable to write an examination because of injury.

An official is not precluded from performing any lawful act even though Ordinance may not specifically list the particular act. Conduct must be in keeping with the high moral standards which the teaching profession and Ordinance impose. It is fortunately or unfortunately not possible to lay down a perfect set of rules for application in all situations. The Department therefore expects every teacher to do his duty in accord with the dictates of conscience and the highest ideals expressed in the codes of the teaching profession.

Yours faithfully,

Director of Education.

A BIT HERE

"We come in faith that the God who made us and gave His son for us and for our salvation will overrule the fears and hatred that so far have prevented the establishment of full racial justice.

"We come in that love revealed in Jesus Christ, which reconciles into true community all men of every color, race and nation who respond in faith and obedience to Him."

(Rev. Dr. Eugene Carson Blake, Vice-Chairman—Commission on Religion and Race of the National Council of Churches.)

HERE, THERE & EVERYWHERE

"I don't want to marry your daughter," says American negro author James Baldwin, addressing himself to white American racialists, "I just want to get you off my back."

"A possible malignant curvature of the spine bothers me," comments NITS President.

* * * * *

Said British Premier, Harold Macmillan (July 19):—

"I was determined that no British government should be brought down by the action of two tarts. . . ."

A flush by a knave of tarts most emphatically not wanted.

* * * * *

"As everyone knows, the basic human rights and freedoms of mankind are not universally respected today. . . . They are not respected when a man cannot vote because of his color, or cannot live where he wants because of his color, or cannot work where he wants because of his color, or must carry a pass because of his color, or is denied justice because of his color."

(Ambassador Francis T. P. Plimpton, United States Representative addressing the United Nations General Assembly, October 25, 1963.)

* * * * *

"English appeals strongly to the Africans for several reasons. Firstly it is not the language of the Afrikaners who rule the country: this in itself endears English to them. Secondly, it is the language of the films they watch, the pop discs they listen to, the newspapers they choose to read. Thirdly, it is the official language of Ghana, and Kenya, Nigeria and Uganda, the countries in which they are able to see something of their own eventual future foretold.

"As for the local 'English' themselves, their story is rather a miserable one, despite their cars, swimming pools, tennis courts and holidays in Europe. Their children are taught by Afrikaners in the schools, their Queen has disappeared from their coinage, and their Union Jack from all public places. They speak their language extraordinarily badly—their vocabulary is tiny; they seem to grope for words in the middle of every other sentence—and I suspect that were it not for the Jews, who make up about a sixth of the white population of the city, they would be without bookshops, art galleries, symphony concerts and theatres."

(Dan Jacobson, writing about Johannesburg in the "New Statesman", 6 September, 1963.)

* * * * *

From a New York City schools report:—

"High transiency pupils who enter low transiency schools evidently constitute a population somewhat different from that of high transiency pupils who enter high transiency schools." Possible meaning: kids who move around a lot vary according to the turnover rates of schools they enter.

—*Time Magazine.*

* * * * *

Quote by *Time Magazine* from American Educational Research Association's official magazine:—

"Much more saliently than in experimental laboratory types of learning situations, typical school learning requires the incorporation of new concepts and informations into an established cognitive framework with particular organizational properties. The transfer paradigm still applies here, and transfer still refers to the impact of prior experience upon current learning. But prior experience in this case is conceptualized as a cumulatively acquired, hierarchically organized, and established body."

Meaning what? asks "Time" laconically.

THE VICTORIA STREET LIBRARY

This library which is administered by the Durban City Council caters mainly for the Indian Community although it is also used by Coloured and Bantu members.

It was originally opened in 1951 in Brook Street, but because of the expansion of the S.A. Railways it was moved to Victoria Street in 1961.

The library now has a membership of 8,362 adults and 22,022 children.

The purpose of a public library is, firstly, to serve the community by providing literature of all kinds for home reading, and reference purposes as well as reading-room facilities. There are other equally important functions which a public library must fulfil, i.e. it should endeavour to advance the intellectual stature of the community, widen aesthetic horizons and provide recreational facilities. The library has an equally important role to play as an adjunct to formal education particularly as far as its junior members are concerned. To adults it should offer opportunities for self-education by providing good reference and general collections.

The Victoria Street Library has a book stock of some 35,000 volumes and issued 149,582 books during the last year.

If this figure is compared to the membership figure it will be seen that the average number of books read per member per annum is alarmingly small. It would seem to indicate that many members are not using the library as extensively as they should be.

There are many reasons for this. One undoubtedly the fact that generally speaking the Indian community has not yet acquired the reading habit, nor have they acquired the right mental attitude toward the library and the services it provides. It has not yet been realised that, for example, the theft and mutilation of books by members of the public militates against the service the City Council is trying to give.

It seems, then, that one must start by teaching children the value of books and libraries and as conditions for home reading are not always very suitable and because, on the whole, the child is not familiar with books as reference tools, it is to the teacher that we must look for assistance and co-operation.

Some time ago the problem of mutilation of books became so bad in the Junior Library that letters were sent to most schools in Durban asking for their co-operation in teaching the children how to look after books. Only two replies were received.

If our libraries are to fulfil their functions, and if we want to educate our children to be better informed and more responsible citizens, the teacher must co-operate with the librarian at all times. The librarian will welcome the opportunity of giving informal lectures to classes in the library, and will also welcome suggestions from teachers. The librarian would also appreciate advance information about school projects when it is likely that the children will be calling at the library for such information. Indeed, until the school library system has been firmly established the public library is indispensable to both teachers and scholars.

There have recently appeared in your journal and in the press letters and articles complaining about conditions at the Victoria Street Library and about the behaviour of certain sections of the community. It is my belief that with the teacher's assistance and co-operation the child can be taught the real value of the library, the correct way to use and handle books, the value of the library as a public service and the necessity to respect it as such. With such co-operation we should be able to provide a library-minded public and intelligent library users for the future.

I would like to stress that the library staff at the Branch and at the Central Library are there to assist members at all times, are always willing to listen to complaints, are happy to receive constructive criticism and suggestions, but the success of their service depends largely on the co-operation of their members and educational and other bodies.

Teachers' Forum

CORPORAL PUNISHMENT

Sir,

Almost inevitably and in the nature of things, the President of a Society such as ours hears all sorts of stories about members of the profession.

Making allowances for the extravagances of the *raconteur*, which tend to add colour to a story with hyperbole, and therefore discounting the stories by 50%, what remains is enough to cause the raising of a pedagogic eyebrow as well as to evoke some response.

Many of the stories concern the administration of corporal punishment by some headmasters and teachers. It would appear from what I have heard that punishment of a vicious nature is often inflicted for the most fooling of reasons.

For example, a small child wanders on to the school verandah in the proximity of the headmaster's *sanctum sanctorum*, when that dignitary has expressly forbidden this kind of trespass. The unfortunate child is summarily THRASHED in a manner that can only be described as "sadistic".

Or again—and this would be funny were it not so tragic—a boy presents himself at the head's office on a perfectly legitimate errand, at what in that establishment is "the caning hour"; he is dragged in and given a sound whacking. Only after this mystifying and humiliating experience, does the boy have the opportunity to explain his mission, which then evokes the approbation and even the gratitude of the head!

All this is very baffling because no law, no Ordinance invests the principal, much less any teacher, with authority to treat children in this manner. It is moreover contrary to every educational principle and reprehensible to in the extreme.

Somehow I cannot escape the conclusion that oftentimes the Indian parent in our set-up is rendered impotent by his 'fear of victimization' and that this perhaps almost guarantees immunity to some people, but I cannot excuse it nor can the Society be expected to afford protection to any member who is caught out flouting the law by advertising his authority on the end of a cane.

My humanity, my sense of decency as well as my respect for my charge have all rebelled when I have heard these things and I am impelled therefore to draw attention to these petty tyrannies in our schools. I would be a lot happier in my job as President if somebody would furnish proof that all these stories are subject to 100% discount.

Now, how about it!

THE PRESIDENT.

TIMELESS TESTS

The Editor,
N.I.T.S. Journal.

Sir,

Recently we have had a spate of School opening ceremonies and since we are likely to have many more soon, permit me to make a few observations which I hope will be of some guidance for future functions.

The organisers of these functions in many instances have a plethora of speakers who invariably make unnecessarily long speeches. Sometimes these speakers neither read nor speak their speeches much to the discomfort of those present. Of course, organisers usually prepare most thoroughly and we cannot but admire them for this. But because of the array of speakers, often tea is taken well after the normal tea-time. In some instances I am told the official guests have been compelled to leave before taking tea.

May I suggest that in future organisers have only three speakers at the most and thereby ensure that the function ends within a reasonable time. In this respect may I commend the opening of the teachers' conference as a guide. In spite of the 3,000 teachers and guests present, and at least three long speeches, the function is brought to a close within an hour or so.

EXECUTIVE MEMBER.

SAVINGS CLUBS

Sir,

From all accounts it would seem that many 'banking' schemes are practised in our schools regardless of the benefits accruing to the children. In some schools there is a "One Rand" Union Loan Certificate scheme, in others a "Two Rand" U.L.C. scheme and in many others a "2½ cents" stamp scheme.

Under the "2½ cent" scheme children are required to purchase stamps each week. When 40 stamps are purchased and affixed on the folder provided for the purpose these may be exchanged for a Union Loan Certificate. At 2½ cents per week it would take the whole school year to save 1 Rand. Over this long period the children suffer under two disabilities:

- (a) Stamps are lost and duplicates are not issued.
- (b) Interest is earned only after conversion into Union Loan Certificates, and this would mean the following year.

It would seem that the whole purpose of thrift is lost under such conditions. A much better scheme is the Savings Club scheme, though some bookkeeping is involved. Each week the school treasurer purchases Union Loan Certificates with the money he receives from class teachers. These Certificates are held until individual members have to their credit the required amount, which is exchanged for a Certificate. Such Certificates can be for R1 or R2 Interest on these Certificates accrues from the date of purchase and the children receive the benefit of this collective system of purchase. In this way their money is earning interest from the date of payment.

I should like to hear other views on this important subject.

ECONOMIST.

NOBLE MONEY GRABBERS

Dear Sir,

Members of our community are accustomed to being exploited by certain greedy landlords who charge exorbitant rents. In many cases they extort large sums of money euphemistically called "goodwill" from the tenants for being given the privilege of occupying the premises. I am sure the day of reckoning will come soon for these money grabbers.

But I don't think that many of us are aware that sharp practices of the type referred to above are being practised by some members of our noble profession. Imagine my consternation when I learnt that in a certain prosperous neighbourhood in which many teachers live exorbitant rents are being charged by a few of the landlords for outhouses and basements. It is true that a fair number charge reasonable rents and we have nothing but praise for them. On the other hand there are others who do not hesitate to extort excessive rents. In some instances basements in which, I believe, it is difficult to stand upright are let at these rates. The tenants in some of these cases happen to be Africans and this makes matters worse from a race relation point of view.

May I appeal to these men through your journal to do a bit of heart-searching?

P. TENANT.

About Books

027.8222 PURTON, Roland W.: **Surrounded by Books.** London, Education Supply Association, 1962. R1.53.

The author, being a teacher-librarian in a primary school, is well qualified to offer advice in the establishment and organisation of a primary school library. Discussing the aims of the Primary School library, Mr. Purton deals with each aspect in turn in a simple clear manner from the physical organisation to the problems of book selection. There are valuable hints on ways of making 'books' an integral part of the child's life. A useful handbook for any teacher concerned with his school library.

370.109 KING, Edmund J.: **World perspectives in education.** London, Methuen, 1962. R3.65.

Deals with the main problems of present day education within the changing framework of our socio-cultural background. Recent reforms and trends in various countries are discussed and the influence of the rapid changes in politics, technology and society upon education is compared. This book is an up-to-date review of principles and practices in a changing world, and should be of great interest to all who are concerned with the field of education.

370.7 GURREY, P.: **Education and training of teachers.** London, Longmans, 1963. R1.80.

"Wise, inspiring and disturbing" are the words used by a reviewer of Dr. Gurrey's book. He approaches the teacher as a 'person', and the difficulties facing the new teacher are dealt with. He offers many valuable and stimulating thoughts upon ways in which the teacher can at once broaden his own personality and thereby deal with the problems and difficulties of his pupils.

370.78 JEFFREYS, M.V.C.: **Revolution in teacher training.** London, Pitman, 1961. R1.65.

A valuable analysis of the changes going on in the field of teacher training. The author tries to give an evaluation of these changes and reforms, and discusses the educational problems which arise from them. Informative chapters on the various Three Year courses and the further education of experienced teachers. Although the field of discussion is teacher training in England, this is a thought-provoking book for all interested in the training of teachers.

372.21 DAVIS, Dorothy: **Some thoughts on mathematical apparatus in the infants' school.** London, Nisbet, 1962.

With clear illustrations the authoress discusses mathematical apparatus for the infant school in relation to the methods of Pestalozzi, Froebel and Dewey. Much attention is given to the evaluation of the value of various types of apparatus, in the words of the writer "let us ask ourselves exactly why each piece of apparatus is provided, what we expect the children to gain from using it and why we are providing it at any particular moment."

591.508 EVANS, Pauline Rush, ed.: **Good Housekeeping's best Book of Nature Stories.** Englewood Cliffs, N.J. Prentice-Hall, 1957.

A delightfully illustrated collection of animal stories, including some by Cherry Keaton, Rachel Carson and Henry Thoreau. The contributors are all world famous writers and naturalists. A good book in the school library for awakening interest in the world of nature. Whilst presented in an interesting and stimulating manner, does not sacrifice facts to fiction.

968.5 DOUGHTY, Oswald: **Early diamond days; the opening of the diamond fields of South Africa.** London, Longmans, 1963. R2.70.

A vivid description of day-to-day life on the diamond diggings, covering the span from the first chance discovery of a diamond in the dry bed

of the Orange River until the foundation of the vast De Beers organisation. Many first hand quotations from various sources. Contains an account of the political development, and the organisation of the diamond industry. An informative and interesting account of the birth and growth of the diamond industry in South Africa. Valuable background reading for history, and contains several interesting illustrations and a map.

968 JAFF, Fay: **South Africa, our land, our people.** Cape Town, Timmins, 1961.

Written in an easy and attractive style. Fay Jaff covers the history of South Africa from the early Portuguese discoverers until the formation of the Republic. Deals with events and people, and is well illustrated. A delightful addition to the school library with a completely non-political approach, designed to be of interest to children, whilst at the same time the facts are authentic and accurate.

V. M. DU PLESSIS,
Librarian, Springfield Training College.

839.36108 NIENABER, G. S. en P. J.: **Afrikaanse Ballades 'n Bloemlesing.**

This useful book deserves to be better known among secondary school Afrikaans teachers, as it contains many poems suitable for use in Stds. 7 and 8 (and even Matriculation) for the oral Afrikaans examinations of the Education Department. It is notoriously difficult to find poems in Afrikaans which the children can reproduce successfully in their own words and many teachers have had recourse to collecting and duplicating narrative poems from various sources for the children to use. This book of ballads and "story poems" seems to be the answer to their problem.

The following suggestions are made regarding the choice of poems for Stds. 7 and 8:

Std. 7:

Edelhart: Anoniem
Ritrympie: Toon van den Heever
Die Visser: D. F. Malherbe
Waar Ruwe Rotse: C. M. van den Heever
Die Ruiters van Skimmelperspan: A. G. Visser
Sneeuwitjie: A. G. Visser
Amakeia: A. G. Visser
Die Troudag: I. D. du Plessis
Daantjie Gouws: F. W. Reitz
Die Drie Kruise: S. J. du Toit
Die Visser: S. J. du Toit
Die Blinde se Geloof: Uys Krige
Dapper en ek: A. G. Visser
Die Vissersknaap: H. A. Tagan
Die Lied van die koringboer: A. D. Keet.

Std. 8:

The above list is also suitable for Std. 8, but any of the following may be substituted if desired:

Die Nonnetjie en die riddertjie: Anoniem.
Die laaste week: E. Eybers
Heer Halewyn: D. J. Opperman
Helena en Edouard: A. Pannevis en C. P. Hoogenhout
Stoffel en Lenie: M. H. Nesor
Konstant en Bertina: Anoniem
Jakob Ontong: D. F. Malherbe
Mabalél: E. Marais
Dis 'n lied van die nag: C. M. van den Heever
Umzinyati: A. G. Visser
Van 'n koningsdogter: I. D. du Plessis
Nomo se wraak: T. Wassenaer

It is suggested that interested teachers should borrow this book from the Springfield Library for examination before considering its use as a setbook, to cover the verse section of the syllabus for oral Afrikaans.

Mrs. D. GLYNN, S.T.C.

R2 only

Proceedings of the National Conference on Education held in University of Natal, Durban. Edited by R. G. MacMillan, P. D. Hey and J. W. Macquarrie. 1962. Pp. 534. Retail price R3.25.

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Editorial in *Cape Times*.

"The only really serious attempt in the past decade to tackle, fundamentally, South Africa's foremost problem."

Daily Dispatch, East London.

"La conférence a prouvé que les Sud-Africains pouvaient tolérer l'expression de points de vue profondément différents. Il est à souhaiter que des réunions aussi fructueuses puissent se produire plus souvent."

Afrique Contemporaine, Paris.

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Collection Number: AD2533

Collection Name: South African Institute of Race Relations, Collection of publications, 1932-1979

PUBLISHER:

Publisher: Historical Papers Research Archive, University of the Witwatersrand, Johannesburg, South Africa

Location: Johannesburg

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