



The

Teachers' Journal

ORGAN OF THE SOUTH AFRICAN
INDIAN TEACHERS' ASSOCIATION

JULY, 1969

Conference Issue

FORTY-THIRD ANNUAL CONFERENCE

(SECOND NATIONAL CONVENTION)

opened by

THE HONOURABLE
Mr. Justice A. Milne

CITY HALL — DURBAN

MONDAY, 30th JUNE 1969

10.00 a.m.

Conference Theme

"Education for Responsibility"

The Colonial Mutual

YOUR GROUP ENDOWMENT INSURANCE UNDERWRITERS

Offer . . .

MAXIMUM PROTECTION FOR YOU AT MINIMUM COST THROUGH

Teachers Group Insurance Scheme

YOUR TEACHERS SOCIETY OFFERS YOU

SPECIAL BENEFITS AT REDUCED RATES

By insuring with your own Group Endowment Fund, not only do you get **MAXIMUM PROTECTION** at **MINIMUM COST** but **VALUABLE DISABILITY BENEFITS** are also included in your Policy. Don't delay. Post the coupon below **TODAY** for full particulars. This is your only official Group Endowment Fund and is under-written and guaranteed by **The Colonial Mutual Life Assurance Society Ltd.**

To : **THE MANAGER,**

330 WEST STREET or P.O. BOX 65, DURBAN.

Without obligation, please tell me how I can obtain **MAXIMUM** protection at **MINIMUM** cost — plus valuable Disability Benefits — by insuring through your Association Group Endowment Fund.

Name

Address

Age next birthday..... Occupation.....

Where employed

How much can you afford to pay each month ?.....

1969 CONFERENCE THEME...

EDUCATION FOR RESPONSIBILITY

"The educational profession will become an effective instrument for the safeguarding of civilisation only to the degree that teachers are courageous, purposeful and united. They will be successful in educating the younger generation for responsibility only to the extent that they understand their own responsibility towards society."

DR. K. L. SHRIMALI

1961



MESSAGE

FROM THE
HONOURABLE, THE MINISTER OF
INDIAN AFFAIRS,

Mr. F. W. Waring, M.P.

"EDUCATION FOR RESPONSIBILITY"

I wish to thank your Association for asking me to send a message to your 43rd annual conference. You are to be commended on the choice of your theme for this conference. In these times when there is so much irresponsible behaviour by youth in many parts of the world, we have great fears that human history will degenerate into "a race between education and catastrophe".

Your Association has had a long and distinguished history. It has played a prominent part in the educational aspirations of your people. In the past you have worked with your community to build schools and to extend educational facilities to your children. Your attitude has been a most responsible one.

We educate children to enable them to take their rightful place in adult society, to lead useful lives and to become worthy citizens of their country. To achieve these goals we have to train our pupils to think for themselves, to make decisions wisely, to respect law and order and to act responsibly. We must impress upon them at all times that independence and responsibility go together.

I wish that your conference will be a very successful one and hope that all your discussions will be stimulating and fruitful.

F. W. WARING.

THE UNKNOWN . . .

I sing the praise of the unknown teacher. Great generals win campaigns but it is the unknown soldier who wins the war.

Famous educators plan new systems of pedagogy but it is the unknown teacher who delivers and guides the young. He lives in obscurity and contends with many hardships.

For him no trumpets blare, no chariots wait, no golden decorations are decreed. He keeps the watch along the borders of darkness and makes the attack on the trenches of ignorance and folly. Patient in his daily duty, he strives to conquer the evil influences which are the enemies of youth.

He awakens sleeping spirits. He quickens the indolent, encourages the eager and steadies the unstable. He communicates his own joy in living and shares with boys and girls the best treasures of his mind. He lights many candles which in later years may shine back to cheer him. If so, this is his reward.

Knowledge may be gained from books, but the love of knowledge is transmitted only by personal contact. No one has deserved better of the Republic than the unknown teacher. No one is worthy to be enrolled in a democratic Aristocracy, "KING OF HIMSELF AND SERVANT OF MANKIND" (Henry van Dyke as quoted by the School-master).

. . . TEACHER

PRESIDENTIAL ADDRESS

DELIVERED AT FORTY-THIRD ANNUAL CONFERENCE
OF THE SOUTH AFRICAN INDIAN TEACHERS' ASSOCIATION
MONDAY 30th JUNE 1969, CITY HALL, DURBAN

My Lord, Your Worship, Mr. Director, other distinguished guests, Ladies and Gentlemen,

This year, for our 43rd Annual Conference and Second National Convention, we have chosen for our theme, "EDUCATION FOR RESPONSIBILITY".

The word 'responsibility' is derived from the Latin word meaning "to answer". It suggests that one is responsible for one's action towards others. This idea is further enlarged in our social context. A person acquires with each right a corresponding responsibility. It is in essence a moral question but it has become one of the most urgent and compelling needs of today. Let us take a simple example: When the first person asked the question: "Who is my neighbour?" a new concept of responsibility emerged. There is a danger though that such a concept might become static. "Who is my neighbour in this jet age? Or space age?" Or coming nearer home, "Does it include the man in the other "Group Area?" A professional group, like ours, must continually examine concepts of responsibility.

A man's responsibilities are many and varied but all of them originate from his responsibility to himself - this process of becoming a human being. In this process he has to develop his potential to the full and education can help him to reach this goal. There is no formal syllabus for this aspect of education. It is rather an attitude of mind, the acceptance of a sense of duty to others and to oneself.

To begin with, what are the objectives of an education system today? Most parents would agree with us that physical well-being, knowledge, skills and character are all desirable qualities. Children require assistance and guidance in the development of certain skills, communication in speech and in writing, reading with understanding, calculations involving measurement and numbers. These are basic requirements for all forms of learning. Without them, our children would be cut off from vast

areas of human thought and experience. But by themselves, these desirable qualities do not represent an adequate minimum education. Children need to develop, in addition to skills, capacities for curiosity, enjoyment, thought and judgment. As the Newsom report indicated in 1963, "they need to develop a sense of responsibility for their work and towards other people, and to begin to arrive at some code of moral and social behaviour which is self-imposed. It is important that they should have some understanding of the physical world and of the human society in which they are growing up".

In the Netherlands this objective is called responsible self-determination and is seen as an absolute requirement for maturity. It has become their focal point in education.

As long ago as 1926, the Hadow Committee of Britain, reporting on general education, that is primary and secondary, said that "the work of the school must not seem, as perhaps it still does, the antithesis of real life".

Schools most certainly cannot prepare their pupils for everything that lies ahead "but they can make the world a slightly less confusing place for young leavers." Education not only aims at making a person literate but also at moulding his character. Learning the technical skills may produce a clever man but not necessarily a responsible one. A great deal depends on the teacher's character, his training and upbringing and his sense of professional dedication. Without these qualities, he cannot teach or lead with conviction.

In the training of teachers at both university and college of education levels we have to bear this in mind. The young adult who undergoes training must at all times be treated like one. He must be able to exercise freedom and be encouraged to think for himself. Only then would he appreciate the responsibilities that go with such freedom. No teacher can appreciate these qualities, let alone draw attention to them in a

classroom, if he is trained and instructed in an authoritarian fashion. At all times, in any such training programme, respect for human dignity and the person must be the basis.

Further, a thorough appreciation of responsibility to society cannot come through being taught in isolation. The student teacher must have his "contacts" or "confrontations" with the outside world at both individual and group levels quite independent of the apron strings of authority. All these experiences are vital. They will give the young teacher confidence and equip him for the task ahead.

In the classroom itself, the teacher should be given recognition for his training and be allowed to get on with his job without being hamstrung by unreasonable rules or impossible demands. I quote here an extract from the Consolidated Report of the National Advisory Education Council on the white teacher in South Africa :

"The inspection system is also one of the factors that have a bearing on the teacher's status. The current tendency in inspection is to stress professional help, guidance and advice, and gradually to reduce the emphasis on supervision and control. This greater measure of recognition of the teacher has enhanced his status and that of the profession as a whole".

Can you imagine the plight of a young teacher of English at a high school who was recently reprimanded at a staff meeting : "You are two short of the minimum number of compositions I stipulated for your class so far, this year. You have done only ten !" (Incidentally, this was during the early part of May). It would be interesting to know what information these human computers feed into themselves to arrive at such absolute minima.

I must make a special plea on behalf of the young teacher. He needs a great deal of sympathy and guidance and, more than that, inspired leadership, to begin with, in the context of his own school. The young teacher has to be protected against frustration in the classroom. To assist and guide young teachers, including probationers, the time has probably arrived to consider the appointment of senior counsellors or professional advisers.

There are other areas, too, where he must be given a new deal if we are to attract more teachers to the profession. There is the matter of an attractive pay packet. The average wage for Indian workers in Durban was estimated at R106 per month, by the University of Natal, in a survey published recently.

In a pertinent editorial, the "Natal Mercury" wondered how any worker's family could exist on R106 per month, and that, in this land of plenty. If this is a bare existence level a minimum living wage would be approximately R150 per month. Professor Batson of Cape Town calls this "the effective minimum level". On this basis is it unreasonable to assume that a young teacher with three years professional training after matriculation should earn at least R200 per month on appointment ? Such a person would then be about 23 years of age and would have had an average of 15 to 16 years of academic and professional education.

The South African Indian Teachers' Association is concerned, too, with the large number of unqualified teachers still being employed in our schools. In June, 1968 there were approximately 900 unqualified teachers in Indian schools in the Republic. Together with those holding licences to teach they constitute approximately 20 per cent or one fifth of the entire teaching force. Another significant factor is that about one fifth of this number are attached to secondary and high schools.

In 1968 there were just under 700 graduates employed in primary and high schools, including Principals and Vice-Principals. Not more than 400 of these were actively concerned in the classroom. They constituted only about 25 per cent of the high school teaching force.

It is our submission that various incentives, including salaries based on the principle of the rate for the job, would assist considerably in improving the situation.

Remember too that, once appointed, the teacher cannot afford to "vegetate". He must constantly re-evaluate his convictions and keep in touch with new frontiers of learning and training. But no one cares to ask : "How does the teacher manage ?" Books and in-service training cost money. Have you ever heard of a teacher getting a tax rebate for the purpose of books and periodicals, or attendance at con-

ferences and seminars? If the doctor or lawyer can get these concessions, why not the teacher?

Ladies and Gentlemen, we as teachers, are conscious of our responsibilities to both our community and our charges. In this respect I should like to make a special appeal to parents. They must remember that their duty does not end with their children being enrolled at some school. The future offers a formidable challenge to both parents and children. Our children need guidance and the encouragement to study, to choose careers and to assume their places as responsible citizens of the future. Education today is so designed that it can cater for all aptitudes and intellectual levels. We, the South African Indian Teachers' Association, cannot accept that anyone is uneducable. As teachers we want to assure parents that we are prepared to do our best and we would be happy in the thought that we have their co-operation in all our endeavours.

A matter of considerable concern to teachers is the drop-out rate in our schools before children are equipped, or mature enough, for some gainful occupation. An intake of approximately 16,000 at the introductory level is reduced by a progressive 84 per cent drop-out rate to 2,600 in standard ten. This, if not checked, can be calamitous. Our plea to parents is that children be kept at school for as long as is possible. At present our secondary school population constitutes only 18 per cent of our primary enrolment - a most unsatisfactory situation. (Compare this with the almost 50 per cent ratio for white children). If our children are to be equipped for better jobs and if we are to achieve higher standards of living, secondary enrolments should at least be trebled over the next five years. There is also another reason. It is imperative that we discipline ourselves to this extent to ensure the smooth introduction of compulsory education in our schools. Allied to this is a problem of another hue. It is the matter of inadequate employment opportunities for all our school leavers. Areas in which opportunities for employment exist are also severely limited. The South African Indian Teachers' Association expresses the hope that a wider range of employment opportunities spread over a larger field of economic activity would become available to

our children. This would certainly serve as an added incentive for children being encouraged to remain longer at school. Incidentally, a government commission, the Viljoen Commission on technical education, drew attention to this disability as far back as 1949.

Finally I must ask my colleagues to remember that a teacher's relations in the classroom and in public are a reflection of his attitudes and evaluations of himself and of his profession. Remember also that the community or the public at large will not rate us any higher than we rate ourselves. In this context I conclude with an apt piece of advice to teachers from Dr. William G. Carr, an eminent American leader:

"I wish that I could persuade every teacher to be proud of his occupation - not conceited or pompous, but proud. People who introduce themselves with a shameful remark that they are just an elementary school teacher give me despair in my heart, confusion in my brain, and a pain in my neck. Did you ever hear a lawyer say deprecatingly that he was only a patent attorney? Did you ever hear a doctor say, 'I am just a brain surgeon'? I beg of you to stop this miserable, humiliating habit of apologizing for being a member of the most important profession in the world".

R. S. NAIDOO,

President, S.A.I.T.A.

City Hall,
Durban.

30th June, 1969.

SOUTH AFRICAN INDIAN TEACHERS' ASSOCIATION

(Formerly Natal Indian Teachers' Society)

Established 1925 — Registered 1926

43rd ANNUAL CONFERENCE

(Second Annual Convention of S.A.I.T.A.)

opened by

The Honourable Mr JUSTICE A. MILNE

Judge President of Natal

on

MONDAY, 30th JUNE, 1969 at 10.00 a.m.

at the

CITY HALL, DURBAN

P R O G R A M M E

(Subject to alteration)

30th JUNE, 1969 :

10.00 a.m.

1. Prayers : Reverend L. D. Poodhun.
2. Welcome : His Worship the Deputy Mayor of Durban, Councillor Mr. Raoul Goldman.
3. Message to Conference :
The Honourable the Minister of Indian Affairs, Mr. F. Waring, M.P.
4. Opening of Conference :
The Honourable Mr. Justice A. Milne, Judge-President of Natal.
5. Presidential Address :
Mr. R. S. Naidoo.
6. Division of Education, Dept of Indian Affairs :
Mr. P. W. Prinsloo, Director of Indian Education.
7. Joko Tea Bursary Awards : Mr. V. H. Bunn.

(Conference Sessions at Aryan Hall, Carlisle Street, Durban)

MONDAY, 30th JUNE :*Paper I.*

- 2.00 p.m. — Cultural & Philosophical Developments in American Education - Mr. Royal D. Bisbee : Country Public Affairs Officer : American Embassy - Pretoria.
- 4.00 p.m. — Conference Resolutions (Closed Session).
- 7.00 p.m. — Association Annual Dinner : Himalaya Hotel.

TUESDAY, 1st JULY :*Paper II*

- 9.30 a.m. — Teacher Training for the Future - Mr. D. W. Young : Member of Gericke Commission of Inquiry on the Training of White Persons as Teachers.

Paper III.

- 11.30 a.m. — Technical/Commercial Education for the future - Dr. Aston R. Williams : Director - Natal College for Advanced Technical Education.

Paper IV.

- 2.00 p.m. — Indian Education with special reference to Socio-Economic Aspects - Mr. B. A. Naidoo : Regional Social Worker : S. A. National Council for Child Welfare.
- 4.00 p.m. — Conference Resolutions and Other Matters. (Closed Session).
- 7.00 p.m. — Buffet Dinner-Dance : Himalaya Hotel.

WEDNESDAY, 2nd JULY :

- 9.30 p.m. — (i) Inaugural meetings — Subject. Societies (at Lorum State Indian High School)
(ii) Meeting of Principals and Vice-Principals.

Paper V.

- 11.30 a.m. — "The Gifted Child" : Mr. P. W. Prinsloo — Director of Indian Education.
- 2.00 p.m. — Conference Resolutions and Other Matters. (Closed Session).

THURSDAY, 3rd JULY :

- 9.30 a.m. — Annual General Meeting : N.I.T.S. Investments Ltd. (for Shareholders only).
- 10.30 a.m. — Annual General Meeting. (Agenda already circularised)
- 2.00 p.m. — Executive Council Meeting (Agenda circularised to Branch Secretaries)
- 7.00 p.m. — Civic Reception for Branch Delegates : Himalaya Hotel.

GREETINGS

FROM DR. A. D. LAZARUS — IMMEDIATE PAST PRESIDENT :

(To the 43rd Annual Conference — S.A.I.T.A.)

(at present visiting educational institutions in the United Kingdom).

June 23rd, 1969

Dear Mr. Naidoo,

This brings a brief message which you may find time on the programme to communicate to my friends and erstwhile colleagues in Conference.

First every good wish for a successful and fruitful Conference. You are all very much in my thoughts at this time.

Here in London I am having very interesting meetings and discussions with leaders and researchers in the field of education at various levels. It is quite clear to me that nobody—certainly no scholar of any repute—is willing to pronounce judgment with any finality on any matter connected with the educational process. Every piece of research seems to reveal new angles and one has of necessity to keep an open mind on these matters. Dialogue therefore continues and this kind of dialogue is here considered to be essential to the maturation of the democratic processes of which education is one important and vital facet. The teacher cannot ignore the fact that he or she is a participant in the drama of the whole political progress of the nation.

It is my earnest hope, as it has always been, that S.A.I.T.A. will stimulate and continue this dialogue, not because it is happening in London or New York or any place else, but because it is right so to do.

My very good wishes to you and to all who will be working with you in the year ahead. Once again every good wish for a successful Conference.

Very sincerely,
(Sgd.) A. D. Lazarus.

BRANCH REPRESENTATIVES

Natal :

- | | | |
|------------------------------|---------|-------------------------------------|
| 1. Chatsworth | Messrs. | K. A. Rama and M. Bridgemohan |
| 2. Clairwood | " | K. C. Naidoo and G. H. Gaffoor |
| 3. Dundee | " | T. S. Maharaj and R. S. Bhagwandeem |
| 4. Durban Central | Mrs. | S. Poovalingam and Mr. K. Appanna |
| 5. Estcourt | Messrs. | G. Achary and M. Pillay |
| 6. Isipingo | " | G. V. Naidoo and M. M. Ghazi |
| 7. Ladysmith | " | C. M. Nair and S. M. Pillay |
| 8. Mayville | " | R. S. Singh and K. Naidu |
| 9. Merebank | " | J. Samuels and V. A. Rama |
| 10. Newcastle | " | D. S. Maharaj and S. Harbhajan |
| 11. P.M. Burg | " | S. K. Maharaj and S. B. Ramsingh |
| 12. Pinetown | " | M. Varma and T. Premllal |
| 13. Port Shepstone | " | B. Mahabir and V. M. Chetty |
| 14. Silverglen | " | M. Naidoo and L. R. Naidoo |
| 15. Stanger | " | H. Rambaran and K. Ramdial |
| 16. Sydenham | " | S. L. Pillay and M. V. Rajah |
| 17. Tongaat | " | R. J. Naidoo and K. M. Naidu |
| 18. Umgeni | " | P. C. Moodley and S. K. Reddy |
| 19. Umkomaas | " | B. Somera and T. Moonsamy |
| 20. Umzinto | " | L. G. Powys and S. N. Naidoo |
| 21. Umvoti & Districts | " | V. R. Naidoo and D. B. Singh |
| 22. Verulam | " | D. Moolchun and A. K. Singh |

Transvaal :

- | | | |
|------------------------------|---|---------------------------------|
| 23. East Rand | " | M. Poonjala and S. N. Kumarsamy |
| 24. Johannesburg Cent. | " | M. H. Abdoola and B. Pather |
| 25. Lenasia | " | N. Rathinasamy and B. Padiachi |
| 26. Northern Tvl. | " | G. N. Naidoo and S. M. Mahomed |
| 27. Pretoria | " | T. Padayachy and Y. P. Moodley |
| 28. Transvaal Highveld | " | F. L. Williams and M. R. Masher |
| 29. Western Transvaal | " | H. W. Naidoo and M. M. Bhika |

South African Indian Teachers' Association

(FORMERLY NATAL INDIAN TEACHERS' SOCIETY)

Secretarial Report

PRESENTED TO

Forty-Third Annual Conference

JUNE 1968 - JUNE 1969

Mr. President, Ladies and Gentlemen,

In what follows hereunder is an attempt to record the various efforts of the South African Indian Teachers' Association to promote the cause of Indian Education in general and to protect the interests of the Indian teacher in particular, since its last annual convention in July, 1968. This association fulfils a variety of roles: 1. protecting the professional interests of the Indian teacher; 2. being concerned with the educational progress of the Indian child; 3. fulfilling a socio-educational function in community life.

The period covered by this report - July, 1968 to June, 1969 - has been one of much activity requiring the attention of the Association to be focussed on a number of vital matters of educational concern. Policy directives from the Executive Council, the needs and problems of individual members and the additional responsibilities attaching to the national character the Association assumed two years ago have all brought in their wake the need for the General Purposes Committee to meet ever more often than before. This committee is fulfilling such an important, necessary and useful function, meeting as it does at short notice to serve as a clearing house for the Executive Council proper that the last four quarterly meetings of the Executive have had considerably less to do than the corresponding meetings of previous years. The need and advisability to save the immense cost of these quarterly meetings must therefore be considered. Methods by which this may be done that come readily to mind are (a) reducing branch representation, and (b) holding two instead of the four meetings of the Executive Council each year. Cost is not the foremost and only consideration. Since the Executive Council is engaged mainly in ratifying the decisions and actions of the General Purposes Committee it must be agreed that this can be done as effectively and with little or no loss of efficiency once every six months instead of once every school term.

A significant move calculated to stimulate the interests of members was the decision to set up subject societies. The machinery for some ten such professional groups to be established has been finalised and conference this year has seen the *fait accompli*. It remains now for members to lend their support and take an active interest in the branches which interest them most. The potential of these committees cannot be over-emphasised: their success however depends entirely upon the measure of support members are prepared to give them. There is a ready place in all these Committees for teachers at every level - the primary and the high school teacher, the lecturers at the Colleges of Education and Advanced study and at the University. What is required is a genuine professional interest in the subject that is of special appeal to each member. It is confidently hoped that the anticipated support will be forthcoming.

The activities of the Association for the year under review are discussed in detail hereunder.

MEETINGS OF THE EXECUTIVE COUNCIL :

Five meetings of the Executive Council were held during the year. A brief summary of the business transacted at each of these meetings is given below.

| | Date | Number of Branches represented | Branches not represented | Main Business transacted |
|----|---|-----------------------------------|----------------------------------|--|
| 1 | 3. 7.1968 | 25 | Pinetown | Special meeting of Executive Council for : 1. Co-option of members on to Executive Council. 2. Election of members of following sub committees : a. General Purposes Committee. b. Arts & Crafts Exhibition. c. Journal Board. d. Scholarship & Bursary. e. Death Welfare and Medical Aid Scheme. 3. Election of Association's representatives on : (a) S.A. Institute of Race Relations (Natal Coastal Branch) (b) M. L. Sultan Technical College Council, (c) Natal Indian Education Council, (d) New Horizon School for Blind, (e) David Landau Community Centre, (f) Meyrick Bennett Child Guidance Clinic, (g) Natal Indian Council for Child Welfare and (h) Durban Mental Health Society. |
| 2. | 31.8.1968 | 25 | Umkomaas | 1. Natal Indian School Building Trust. 2. Death Benefit Scheme. 3. Memorandum on Salary Scales - fringe benefits. 4. Group Personal Accident Insurance Scheme for Indian School Children. 5. Formation of History and Geography Societies. 6. Staff rationing. 7. Arts and Crafts Exhibition. 8. Music Festivals. 9. Buying back pensionable service. |
| 3. | 16.11.1968 | 25 | Transvaal Highveld | 1. Natal Indian School Building Trust - Meeting with Trustees. 2. Staff rationing. 3. School sports and Inter schools sports meetings. 4. Memorandum on Salaries. 5. Replies of Director of Indian Education to 1968 Conference Resolutions. 6. Request for formation of Umvoti and districts (Greytown) Branch. 7. Conference of Transvaal Branches - 7/9/1968. 8. Scholarship and Bursaries. |
| 4. | 22.3.1969 (New unit - Umvoti Districts) | 26 | Transvaal Highveld | 1. Natal Indian School Building Trust : (a) Election of General Council, (b) Election of additional Trustees. 2. Transfer of T.I.T.A. assets. 3. Appointment of Secretaries to certain schools. 4. Request for formation of Isipingo Branch. 5. Issuing of Composite results - Senior Certificate Examination. 6. Revision of Salaries. 7. 1969 Conference arrangements. 8. Scholarship and Bursaries. 9. New Group Insurance Scheme. |
| 5. | 3.5.1969 (New unit - Isipingo) | 26 | Transvaal Highveld Stanger | 1. Transfer of T.I.T.A. assets on dissolution. 2. Draft rules - Subject societies. 3. New salaries structure - Indian teachers. 4. Gandhi Centenary Celebrations. 5. Request for Medical Aid Scheme and increase in Vacation Savings Bonus. 6. Appointment of Constitution Revision and Conference Resolutions sub-Committees. 7. Conference of Transvaal Branches. 8. Arts and Crafts Exhibition. 9. Gericke Commission Report - Teacher Training. |

MEETINGS OF THE GENERAL PURPOSES COMMITTEE :

These meetings are held more frequently and the summary of business transacted, tabulated hereunder, indicates the vital function of this Committee.

- 24.7.1968 :
1. Arts and Crafts Sub-Committee Meeting - Pietermaritzburg.
 2. Standard VI Examinations in the Transvaal.
 3. Group Personal Accident Insurance Scheme for Indian School Children.
 4. Publications - Calculations in Physical Science for Matriculants and First year University Students.
 5. Appointments to regraded posts.
 6. Commission of Enquiry - Salary scales.
- 3.8.1968 :
1. Conference - Transvaal Branches.
 2. Durban and District Community Chest - Appeal.
 3. Association's representatives on Departmental subject committees.
 4. Standard VI syllabuses
 5. Arts and Crafts Exhibition.
- 17.8.1968 :
1. Appointment of Legal Advisers.
 2. Statistics - New Salary Memorandum.
- 23.8.1968 :
1. Memorandum - Promotion in Standard VI - Transvaal Branches.
 2. Std. VI Examinations - Natal : New Syllabi.
 3. Examination centres - External NTD.
 4. School Library Requisitions.
 5. Commission of Enquiry - Religious instructions.
 6. Text Books.
- 19.9.1968 :
- Salary Memorandum - Interview with Director of Indian Education.
- 27.9.1968 :
1. Donation - Natal Indian Blind Society.
 2. Appointments - Regraded principalships.
 3. Government Service Widow's Pension Fund.
 4. Tennis Coaching - Mr. J. D. Soma.
- 1.10.1968 :
1. Reception - Dr. and Mrs. N. T. Muscati.
 2. Use of School Funds.
 3. Salaries Interview with I.A.D.
- 17.10.1968 :
1. 1968 Std. VI Examinations.
 2. Natal Indian School Building Trust.
 3. Supply of Text books to schools.
- 24.10.1968 :
1. Memorandum on Examinations - Stds. VI and VIII.
 2. Interview with Mr. Tatham - Cultural Attache, British Embassy, Pretoria.
 3. Improved qualification notch - holders of promotion posts.
- 8.11.1968 :
1. Conference Resolutions - 1968.
 2. Application for permit - Arts and Crafts Exhibition - P.M. Burg.
 3. Pension elections.
- 13.11.1968 :
- (Special Meeting with representatives of Natal Indian School Building Trust)
1. Accounts and Balance Sheet.
 2. Loan - Dannhauser State Aided Indian School.
 3. Reservoir Hills and Wasbank Schools.
 4. Formation of Trust.
 5. Investments.
- 26.11.1968 :
- (Special Meeting with Scholarship and Bursary Sub-Committee)
1. Creation of Scholarship and Bursary Fund.
 2. Donation - Durban and District Community Chest - R2,000.
 3. Transvaal Std. VI Examinations - Time Table.
- 22.1.1969 :
1. S.A. Institute of Race Relations conference on Bantu Education - Johannesburg.
 2. Minutes of Interview with Director on 21st November, 1968.
 3. New Salary Scales.
 4. Glendale Sugar Mill.
 5. 1969 Conference Arrangements.

- 1.2.1969 :
1. Anomalies - Death Benefit Scheme.
 2. New Salary Scales.
 3. Group Insurance - Colonial Mutual Life Assurance Society, Ltd.
 4. Donation - S.A. Institute of Race Relations Educational Trust (Natal)
 5. Housing for Indian Teachers and protection against boarding.
 6. Investment - Scholarship and Bursary Fund - R4000.
 7. Head Office - Board Room.
- 13.2.1969 :
1. Membership of M.L. Sultan Technical College Council.
 2. Conference Programme.
 3. Introduction of B.Ed. Classes in P.M. Burg.
 4. Memorandum on Requisitions.
 5. Supply of Text Books - 1969 : Secondary Schools.
 6. Introduction of General Science in Std. VII in 1969.
- 7.3.1969 :
1. New Salary structure - Indian Teachers.
 2. Death Welfare Grant.
 3. Joko Tea Bursaries.
 4. Draft Rules - Subject societies.
- 20.3.1969 :
- Special Meeting with some lecturers from Springfield College of Education.
Purpose : To receive representations from staff of the Springfield College of Education in support of a memorandum on salaries the lecturers wished to make regarding the staff at the College.
- 25.3.1969 :
1. Autonomy of the University College for Indians.
 2. Hong Kong flu vaccination.
 3. Posts of Senior Assistant teachers.
 4. Supply of text books in Secondary schools.
 5. Library books.
 6. Bursaries - Industrial Art Course.
- 15.4.1969 :
1. Civic reception - Mayor of Durban - Annual Conference.
 2. Interview with Director of Indian Education on : (a) Promotions, (b) Staff rationing, (c) Vice Principals and senior assistants.
 3. Constitutional amendments.
 4. Annual General Meetings of Branches.
- 26.4.1969 :
1. Conference Arrangements.
 2. Bursary - S.A. Institute of Race Relations Educational Trust (Natal)
 3. Representatives - S.A. Institute of Race Relations.
 4. Creation of regional Committee for the Transvaal.
- 8.5.1969 .
1. Formation of Branch in the Western Transvaal.
 2. Annual General Meetings of Branches.

At the time of preparing this report the G.P.C. had met on 21 occasions during the year.

ANNUAL GENERAL MEETINGS OF BRANCHES ATTENDED BY OFFICERS AND/OR MEMBERS OF THE ASSOCIATION DURING THE YEAR.

| | | | |
|-----|---------|--------------------|---|
| 1. | 23.4.69 | Pietermaritzburg | Messrs R. S. Naidoo, C. V. Ramiah and A. L. A. Pillay. |
| 2. | 25.4.69 | Merebank | Annual General Meeting and Dinner : Messrs C. V. Ramiah A. L. A. Pillay and E. R. Raidoo. |
| 3. | 7.5.69 | Clairwood | Mr. R. S. Naidoo. |
| 4. | 13.5.69 | Umvoti & Districts | Messrs R. S. Naidoo and C. V. Ramiah. |
| 5. | 14.5.69 | Sydenham | Annual General Meeting and Dinner : Messrs D. Nair, R. S. Naidoo and E. R. Raidoo. |
| 6. | 21.5.69 | Umzinto | Annual General Meeting and Dinner : Messrs R. S. Naidoo S. Jogi Naidu and K. C. Naidoo. |
| 7. | 22.5.69 | Mayville | Messrs S. Jogi Naidu and D. Nair. |
| 8. | 22.5.69 | Durban Central | Messrs R. S. Naidoo and E. R. Raidoo. |
| 9. | 22.5.69 | Pinetown | Messrs C. V. Ramiah and A. L. A. Pillay. |
| 10. | 23.5.69 | Verulam | Messrs R. S. Naidoo and A. L. A. Pillay. |
| 11. | 23.5.69 | Umgini | Messrs C. V. Ramiah and S. L. Pillay. |
| 12. | 24.5.69 | Estcourt | Messrs R. S. Naidoo, A. L. A. Pillay and E. R. Raidoo. |
| 13. | 25.5.69 | Port Shepstone | Messrs R. S. Naidoo and V. A. Rama. |
| 14. | 27.5.69 | Umkomaas | Messrs C. V. Ramiah and A. L. A. Pillay. |
| 15. | 28.5.69 | Silverglen | Mr. R. S. Naidoo. |
| 16. | 29.5.69 | Chatsworth | Mr. C. V. Ramiah. |
| 17. | 30.5.69 | Tongaat | Mr. C. V. Ramiah. |

INTERVIEWS WITH OFFICIALS OF THE EDUCATION DIVISION OF THE DEPARTMENT OF INDIAN AFFAIRS

| Date | Representing S.A.I.T.A. | Representing Department | Business |
|------------|--|--|--|
| 1.8.1968 | Mr. E. R. Raidoo | Accountant : Mr. J. N. Grobler | Full list of members; other administrative matters. |
| 20.9.1968 | Messrs R. S. Naidoo C. V. Ramiah, S. Chotai and D. Nair. | Mr. P. W. Prinsloo, Mr. W. A. van der Merwe (Administrative Control officer) | Proposed new salary scales for Indian Teachers. |
| 21.11.1968 | Messrs R. S. Naidoo, C. V. Ramiah, S. Chotai and D. Nair. | Mr. P. W. Prinsloo and other officers of the Dept. | Conference Resolutions. |
| 4.12.1968 | Messrs R. S. Naidoo and C. V. Ramiah. | Mr. P. W. Prinsloo | Std. VI Examinations. |
| 24.3.1969 | Messrs R. S. Naidoo C. V. Ramiah, S. Chotai and E. R. Raidoo. | Mr. F. C. W. Hawkins and Mr. J. G. Nieuwoudt | Requisitions. |
| 21.4.1969 | Messrs R. S. Naidoo, C. V. Ramiah, S. Chotai and E. R. Raidoo. | Mr. P. W. Prinsloo and other officers of the Dept. | Promotions, Staff rationing, Vice-Principals and Senior Assistants, Secretaries. |

DIARY OF OTHER ENGAGEMENTS UNDERTAKEN BY OFFICERS OF THE ASSOCIATION :

- 4.7.1968 : Mr. R. S. Naidoo attended meeting of the National Executive of the South African Institute of Race Relations in Johannesburg.
- 26.7.1968 : Messrs. R. S. Naidoo, D. Nair and E. R. Raidoo attended meeting of the Arts and Crafts Exhibition Sub-Committee in Pietermaritzburg.
- 17.8.1968 : Meeting of Associations' representatives on Departmental Subject Committees with the General Purposes Committee to explain the Director's ruling on reporting back to the Association on proceedings at meetings of Committees.
- 24.8.1968 : Messrs. R. S. Naidoo and C. V. Ramiah attended opening of new office at Chatsworth of the Durban Indian Benevolent Society.
- 28.8.1968 : Messrs. R. S. Naidoo, C. V. Ramiah and E. R. Raidoo attended preview of the latest films of the Department of Information.
- 7.9.1968 : Messrs. R. S. Naidoo, C. V. Ramiah, A. L. A. Pillay, D. Nair and E. R. Raidoo attended one day conference of Transvaal branches at the Nirvana High School, Lenasia.
- 13.9.1968 : Messrs. R. S. Naidoo, C. V. Ramiah and D. Nair attended meeting of the Pietermaritzburg branch addressed by the Director of Indian Education.
- 27.9.1968 : Messrs. R. S. Naidoo, C. V. Ramiah and E. R. Raidoo attended the Music Festival of the Durban Central Branch
- 2.10.1968 : Messrs. R. S. Naidoo, C. V. Ramiah, D. Nair, S. Jogi Naidu and E. R. Raidoo attended a dinner given by the Mayville Branch.
- 5.10.1968 : Mr. R. S. Naidoo was guest of honour of the Ahmedia State Aided Indian School on the occasion of its 21st Anniversary.
- 5.10.1968 : The members of the G.P.C. were the guests of the President at a luncheon given by him in honour of Dr. N. T. Muscati of India.
- 7.10.1968 : Mr. R. S. Naidoo attended the opening of the National Conference on the handicapped child in Durban.

- 1.11.1968 : Mr. R. S. Naidoo attended Music Festival of the Merebank/Clairwood Branches (Joint Festival).
- 12.11.1968 : Messrs. R. S. Naidoo, A. L. A. Pillay and E. R. Raidoo attended the Music Festival of the P.M. Burg Branch.
- 23.11.1968 : Messrs. R. S. Naidoo, C. V. Ramiah and A. L. A. Pillay attended the inaugural meeting of the Umvoti & Districts Branch at Greytown.
- 28.11.1968 : Messrs. R. S. Naidoo, D. Nair and E. R. Raidoo attended dinner of the Sydenham Branch in honour of the music teachers of the Branch.
- 29.11.1968 : Messrs. R. S. Naidoo, S. Chotai and A. L. A. Pillay attended dinner given by the Dundee Branch at Wasbank.
- 30.11.1968 : Dr. A. D. Lazarus, Messrs. C. V. Ramiah and D. Nair attended dinner given by the Port Shepstone Branch.
- 5.12.1968 : Mr. A.L.A. Pillay attended the Music Festival of the Chatsworth/Silverglen Branches (combined).
- 6.12.1968 : Messrs. R. S. Naidoo and D. Nair attended social and dinner given by the Pinetown Branch.
- 14.12.1968 : Messrs. C. V. Ramiah and E. R. Raidoo attended Social of the Durban Central Branch.
- 16-18.1.69 : Messrs. R. S. Naidoo and S. L. Pillay attended Conference on Bantu Education organised by the S. A. Institute of Race Relations, at Johannesburg.
- 29.3.1969 : Mr. R. S. Naidoo attended diploma Ceremony and presentation of certificates at M. L. Sultan Technical College.
- 31.3.1969 : Mr. R. S. Naidoo attended Police Passing out Parade at Chatsworth.
- 8.4.1969 : Officers entertained Miss Carol Sheehan and Mr. Roger J. Daley - American Consul and Vice-Consul to Luncheon on the eve of the departure of Miss Sheehan on transfer.
- 10-11.4.69 : Messrs. R. S. Naidoo and A. L. A. Pillay attended 2 day Conference of Transvaal Branches at the Nirvana High School, Lenasia.
- 3.5.1969 : Mr. R. S. Naidoo attended the foundation stone laying ceremony of the Mahatma Gandhi Memorial Museum and Library at the Phoenix Settlement.
- 10.5.1969 : Messrs. R. S. Naidoo and C. V. Ramiah attended seminar on adoption organised by the Durban Indian Child Welfare Society.
- 7.6.1969 : Messrs. R. S. Naidoo, A. L. A. Pillay and S. L. Pillay attended the opening of a New Wing of the Naidoo Memorial High School, Umkomaas.

MEMBERSHIP :

There are 6265 permanent and temporary teachers in the service of the Education Division of the Indian Affairs Department in Natal and the Transvaal. At the end of May, 1969 our records showed 4270 registered members of the Association. The bulk of the 1995 teachers who are not members hold temporary posts whilst a fair proportion are employed in the Transvaal. Since membership benefits accrue to permanent as well as temporary teachers we are concerned that so many teachers have not become members of the Association. The incidence of non-members is high in certain branches while some units can make the claim of 100 per cent membership. With regard to remedying this position we must look to branch officials and school correspondents to ensure that every teacher in the service becomes a member of S.A.I.T.A. It is known that branches in personal communication with school correspondents by name have had better response to their calls for assistance from schools in their area. It was for this purpose that branches were advised to compile a register of school correspondents with whom they should be in com-

munication on personal terms, rather than addressing their post and literature to 'The School Correspondent, XYZ. School'. The latter form of post is largely a neglected item receiving little or no attention.

There is cause to be satisfied with the membership increase in the Transvaal. Since the formation of the first branch in Pretoria in October, 1967 the teachers in the Transvaal have increased the membership to 530. The Transvaal Indian teaching force, however, is 850 strong. Whereas it has never been intended to separate membership according to provincial barriers it is on record, nevertheless, that at no time previously have such a large number of Indian teachers from the Transvaal been organised into a single professional group as they now are. The Association is deeply indebted to the many ardent members from this region for their ever ready support and loyalty and is keenly looking forward to the occasion, not too distant, it is hoped, when the vast majority of Transvaal's Indian teaching fraternity will speak and act under the banner of the South African Indian Teachers' Association, in all professional matters. The fact that S.A.I.T.A. is the only Indian teaching body enjoying official recognition bears mentioning in this context.

BRANCHES :

During the course of the year the number of branches of the Association increased from 26 to 29. The three new branches are (1) Umvoti Districts (Greytown), (2) Isipingo and (3) Western Transvaal. Members in the Umvoti and Districts area formed a new branch thus separating from Pietermaritzburg. This was a necessary geographical separation as distance made it extremely difficult for members in the Umvoti area to attend branch functions in Pietermaritzburg.

Another such separation was necessary in the Merebank Branch where the members at schools in the Isipingo area comprised a contiguous group and formed themselves into a separate branch. The newest addition is the Western Transvaal Branch which came into being at an inaugural meeting on 16 May, 1969 attended by the President, Mr. R. S. Naidoo.

All the Branches of the Association are active and meet regularly. They are represented at all meetings of the Executive Council. Matters affecting members are taken up by headquarters only if representations are made through the respective branches. Branch members and officials have an important function to fulfil in watching the educational interests of the area they serve. They are also satisfying some of the social and aesthetic needs of the members as may be noted from the following extracts culled from some of the most recent Branch annual reports.

PRETORIA : Mr. T. PADAYACHY, Chairman :

"It is imperative that the Teachers work **with** and **through** the Association. It is quite natural that we will get out of the Association, only what we put into it. There is a disappointing indifference and apathy amongst many members, in those very issues that affect us as Teachers. In comparison to our membership, the attendance at meetings was obviously poor."

MAYVILLE : Mr. R. S. SINGH, Chairman :

"Duty implies attitude and if everybody did his/her duty the world would be a much happier place. The lessons on duty are learned in the home where the child is made to realise that he has obligations and responsibilities, and from this starting point they radiate into every field of human activity".

PINETOWN : Mr. M. R. VARMA, Chairman :

"The restricted home environment and lack of adequate amenities in housing schemes frustrate people and create anti-social behaviour. The school must play its part. More meaning should be given to the teaching of such subjects as Art, Music, Handicraft and Sports for leisure. The creation of Music Clubs, Art Groups, Social Clubs would be praiseworthy. The aim is to occupy the child profitably so that it gradually unfolds to assume responsibility in its social group. In this regard I note with interest that some schools in our branch have already organised social, music and literary clubs. This obviously means more work for the already over-worked teacher but the task is rewarding".

TONGAAT : Mr. R. J. NAIDOO, Chairman :

"The ultimate purpose in joining an Association of this nature is not what personal benefits one can derive from the body (though the body also exists for the personal welfare of teachers), but what vital contributions one can make to an Association with education as its perspective. As teachers we thus have a moral right to belong to an association which focuses critical attention on the education received by our children. One cannot isolate oneself from this noble purpose of our teaching body".

DURBAN CENTRAL : Mr. S. S. NAINAAR, Hon. Secretary :

"To assist those members of our Branch who are writing the external N.T.D. examinations, the Branch financed special tutorial classes conducted by lecturers from the Springfield College of Education. About thirty members participated and we are happy to state that all of them were successful in the first part of the examinations written at the end of 1968. The Branch has decided to continue these classes in 1969".

MEREBANK : Mr. G. V. NAIDOO, Chairman :

"It has been a long haul from 1860, it has been a tremendous uphill climb from across the oceans along the cane fields to the present summits where we have built our places of worship, homes, schools, universities and shops. We have watched our children grow; educated themselves to contribute their talents to South Africa. Some became teachers and today there are some 5,000 of us who live and impart knowledge to the youth of our community. We have formed ourselves into a strong association of teachers forged from numerous links".

PIETERMARITZBURG : Mr. S. K. MAHARAJ, Chairman :

"Our first interest is to turn out young men and young women shaped for life. To achieve this parents and teachers have a mutual responsibility. Failure on the part of the teacher can handicap the child just as surely as neglect on the part of the parents. It is the duty of both teachers and parents to see that the training of the child is positive and constructive. Hence the need for closer parent - teacher co-operation. Parents should be encouraged to take a kindly interest in what is being done at school for their children. Pupils whose parents are friendly with the teachers or call regularly at school to ascertain what progress their children are making, invariably do better than those whose parents do not".

PIETERMARITZBURG : Mr. S. B. RAMSINGH, Hon. Secretary :

"This year we were questioned as to the aims of the Association. This is a healthy sign because no respected organisation should tolerate chauvinistic members. But, it will do well for new members and non-members to familiarize themselves with the achievements of the Association, then only will they appreciate why S.A.I.T.A. can now identify itself as a force to be reckoned with, traditionally known for its deference and decorum."

STANGER : Mr. K. RAMDIAL, Hon. Secretary :

"While the period under review cannot by any stretch of the imagination be labelled as outstanding, there are several undertakings of merit which, in no small measure, helped to elevate the standing of the Branch both among its members and the public at large. In the forefront of these endeavours stand, firstly, the magnificent response of your Branch to the appeal addressed to us by the Groutville Secondary School Accident Fund and, then, the successful lectures organised for our members sitting for the External Diploma Examination. Two of these ventures at least have gone some way in shifting the emphasis - among those of our misinformed community - from us as a body preoccupied with the materialistic things in life to us as an Association with professional and charitable dimensions as well".

CLAIRWOOD : Mr. A. K. HASSAM, Hon. Secretary :

"Members raised very important issues at our meetings and although adequate information was given, it was felt by our Chairman, Mr. K. C. Naidoo, that such information should be available to all teachers. In view of this the 'NEWS BULLETIN' was started.

All queries were clarified, and the queries together with the desired information, dispatched to schools. Members received two such News Bulletins during the period under review.

In regard to this service, I suggest that all members of the Branch submit any queries pertaining to salary, grading, exams, conditions of service or promotions, at meetings or in writing to the Secretary so that these could be clarified".

PORT SHEPSTONE : Mr. V. M. CHETTY, Chairman :

"In order for the teacher to maintain a proper contact with the mind of the child, he will be compelled to expand his own knowledge of the subject - only then will seminars, conventions and conferences serve their purpose. The successful teacher is the one who is always alive. As teachers our first concern must be the child.

I am aware that many teachers do their work with extreme dedication. I am also aware that the recent changes in the various syllabuses are challenging. Dedicated men will accept the challenge readily. They are the ones who are really going to find their jobs interesting and rewarding".

UMVOTI & DISTRICTS : Mr. V. R. NAIDOO, Chairman :

"As teachers we know that presently the system of education as a whole is undergoing re-orientation, and we are now in the era of "The New Approach". Methods of teaching are undergoing re-orientation. This naturally makes great demands on the older teacher who has grooved himself to the patterns of the 'old approach'. The new approach is a progressive one which emphasises critical thinking, rationalisation and pragmatism. To carry out this programme effectively the teacher himself has to read widely in order to re-orientate himself to new ideas and new methods, and thereby not only raise the standard of his instruction and guidance but also the standard of attainment of his pupils. This calls for dedication on the part of the teacher to the task before him".

STAFF :

As Mr. E. R. Raidoo, the Association's first full time Secretary/Treasurer is still acquainting himself with the duties he is required to fulfil, the mantle of responsibility has fallen on the honorary officials, functioning of necessity in a part time capacity. It is however unfortunate that in spite of having the services of a full-time Secretary/Treasurer the Association is not able to concentrate on the many matters of professional interest that should receive the urgent attention of a national body such as ours.

To cope with the mass of clerical duties of typing and duplicating we are grateful for the part-time services of Mrs. S. Naidoo whose efficiency can always be relied upon.

DEATH BENEFIT SCHEME :

This scheme which provides for the payment of R100 to the dependants of a member upon death has been in operation since November, 1967. Until June 30th last year five payments were made. In the current year the fund to date has been taxed to the extent of R1,400.

No one can oppose the principle of providing early financial aid to the dependents of a members passing away. Provisions such as reviewing the amount to be paid and the scheme itself annually, exclusion of retired and associate members, regarding the payment as a gratuity are all necessary safeguards which indicate that the Association is aware that the experience in the formative years of the scheme might dictate the need for its modification.

COMMITTEES OF THE ASSOCIATION :

1. **General Purposes Committee :** This is the Association's 'cabinet' and its functions have been discussed, fully, earlier in this report. The attendance at all meetings of the General Purposes Committee has been most satisfactory; especially considering that several of these meetings were called at very short notice.
2. **Journal Board :** During the course of the year this Board did not meet but the business of bringing out the Journal has been undertaken by the editor, Mr. A. N. Lazarus. With the exciting changes and developments in the educational pattern of the country it is desirable that the Journal should appear regularly, once a quarter: this matter merits the consideration of both the Executive Council and the Journal Board. During the year under review, only

one issue of the journal was produced after Conference.

Scholarship and Bursaries : Whenever required this Committee has met. The creation of a scholarship fund now standing at R4000 must make it necessary for this group to regularise a number of routine requirements pertaining to the terms and conditions of granting scholarships. The fund includes a handsome donation of R880 from the now defunct T.I.T.A., being a residue of its assets.

Arts and Crafts Exhibition Committee : This Committee, functioning in Pietermaritzburg, was charged with the responsibility of organising this year the Association's first National Exhibition which was opened by the Director of Indian Education, Mr. P. W. Prinsloo, on Saturday 31st May, 1969. The Committee got under way early in the year and despite the withdrawal through illness of its convenor/chairman, the late Mr. P. Lelloo, who was later tragically killed in a motor accident, it rallied magnificently to the challenge of the enormous task before it. Thanks to the ceaseless endeavours of its chairman, Mr. A. R. George, its Honorary Secretary, Mr. A. I. Moosa, the branch officials, and the loyal band of committee members, the first national exhibition was an unqualified success.

It was held during the week 31st May, 1969 to 5th June, 1969 at the Royal Agricultural Show Hall in Pietermaritzburg. There was magnificent response from the branches of the Association in Natal and the Transvaal.

The following brief summary of the exhibits displayed gives some indication of the volume of work involved.

| Department | Number of exhibits |
|------------------|--------------------|
| Art | 811 |
| Needlework | 809 |
| Handwork | 404 |
| Technical | 400 |
| Home crafts | 80 |
| Industrial | 54 |
| Photography | 37 |
| Creative Writing | 250 |

The judges all commented favourably on the high quality of the work produced in the schools. It is regrettable that in view of the volume of organisation that an exhibition of this magnitude entails it could only be undertaken biennially. It is relevant to record here the deep and sincere gratitude of the Association to the organising committee for their wonderful effort. The Association wishes to record its appreciation also to the Rector and Staff, M. L. Sultan Technical College (Durban and P.M. Burg) The Principal and Staff, New Horizon School for the Blind, the officials of the Lakehaven Home and the many industrialists for their co-operation in ensuring the success of this exhibition.

CONCLUSION :

Mr. R. S. Naidoo who succeeded Dr. A. D. Lazarus as President of the Association has held two successful terms of office. He is actively engaged in representing the Association and its viewpoint at every available opportunity at provincial and national levels. Together with other officials of the Association and members of the General Purpose Committee the President has strenuously endeavoured to ensure that S.A.I.T.A. is represented at all functions and meetings which concern it. The table of meetings, interviews and conferences appearing elsewhere in this report is an indication of the volume of work undertaken by the members who served as officials and committee men. Their sacrifice in time alone is immeasurable.

THANKS :

I am deeply grateful to all my colleagues, fellow office bearers and members of the Association, for their very willing co-operation and hand of friendship.

The South African Indian Teachers' Association belongs to the South African Indian Teacher. It is his mouth piece. Its success depends to a large measure on the extent of support that the Indian Teacher gives it. That support is very considerable at the present time : there is, however, a greater need for greater solidarity on our part.

A. L. A. PILLAY
Honorary Secretary.

SOUTH AFRICAN INDIAN TEACHERS' ASSOCIATION

BALANCE SHEET AS AT 10th JUNE, 1969

| | | | | | | | |
|---------|---|------------|-----------|---|----------|------------|-----------|
| R | | R.c | R | | R.c | | R.c |
| 34,564 | ACCUMULATED FUNDS | | 39,284.80 | FIXED ASSETS | | | 1,590.00 |
| | Balance 11:6:1968 | 34,563.61 | | Office Equipment | | 1,442.00 | |
| | Add Net Income for the year | 4,721.19 | | Book Value 11:6:1968 | 1,400.00 | | |
| | | | | Additions at Cost | 197.40 | | |
| 1,000 | DEATH WELFARE FUND | | 1,100.00 | | | | |
| | Balance 11:6:1968 | 1,000.00 | | | | 1597.40 | |
| | Transfer for the year | 1,500.00 | | Less Depreciation | | 155.40 | |
| | Less Grants paid | 1,400.00 | | | | | |
| 850 | TEACHERS' CENTRE LOAN ACCOUNT | | | 150 Crockery | | 147.00 | |
| 1,000 | NATAL TEACHERS' UNION BURSARY | | | Book Value 11:6:1968 | 150.00 | | |
| 973 | SCHOLARSHIP AND BURSARIES FUND | 4,000.00 | | Additions at Cost | 33.87 | | |
| 356 | BENEFIT FUND | 350.86 | | | | 183.87 | |
| 260 | TEACHERS' CENTRE FUND | 259.72 | | Less Depreciation | | 36.87 | |
| 574 | MUSIC SUB-COMMITTEE | | | | | | |
| 431 | UNION GUARANTEE WELFARE FUND | | | 1 Trophies | | 1.00 | |
| 152 | J. D. SOMA FUND | 151.50 | | | | | |
| 52 | ACCRUED EXPENSES | 52.50 | | INVESTMENTS | | | 38,527.73 |
| 654 | SUBSCRIPTIONS DUE TO BRANCHES | 872.60 | | 19,500 Shares - N.I.T.S. Investments Ltd. | | 19,500.00 | |
| | | | | 5,000 Fixed Deposits | | 18,000.00 | |
| | | | | 1,539 Savings Accounts | | 1,027.73 | |
| | | | | | | | |
| | | | | CURRENT ASSETS | | | |
| | | | | 1,150 Sundry Debtors and Loans | | 457.00 | |
| | | | | Cash | | 5,497.25 | |
| | | | | 30 On Deposit | | | |
| | | | | 12,082 At Bank | 5,484.27 | | |
| | | | | 14 On Hand | 12.98 | | |
| | | | | | | | |
| | | | | | | | |
| R40,866 | | R46,071.98 | R40,866 | | | R46,071.98 | |

**To the Members:
S.A. Indian Teachers' Association:**

I report that I have examined the books, accounts and vouchers of the Association in such detail as I have considered necessary for the purpose of my audit, and have satisfied myself of the existence of the securities. I have obtained all the information and explanations which, to the best of my knowledge and belief were necessary for the purposes of my audit. In my opinion proper books of account have been kept by the Association, so far as appears from my examination of those books.

The above Balance Sheet and attached Income and Expenditure Account are in agreement with the books of account, and in my opinion and to the best of my information and according to the explanations given to me, the Balance Sheet as at 10th June, 1969 gives a true and fair view of the association's affairs as at that date, and the Income and Expenditure Account gives a true and fair view of the surplus for the year ended on that date.

DURBAN,
23rd June, 1969

AHMED A. H. MAHOMEDY,
Chartered Accountant (S.A.), Auditor.

SOUTH AFRICAN INDIAN TEACHERS' ASSOCIATION
INCOME AND EXPENDITURE ACCOUNT FOR THE YEAR ENDED 10th JUNE, 1969

| | R | R.c | R.c | R | R.c |
|---|---|--------|-------------------|---|-------------------|
| 52 To Audit Fees | | | 52.50 | 13,050 By Subscriptions Received | 15,757.58 |
| 46 " Advertising | | | — | 3,483 " Commission Received: Colonial Mutual Welfare Fund | 1,577.05 |
| " Arts and Craft | | | 106.84 | 838 " Interest Received: Savings and Fixed Deposits | 669.48 |
| " Affiliation Fees | | | 130.20 | | |
| 30 " Bank Charges | | | 38.96 | | |
| 51 " Community Chest | | | 142.08 | | |
| 357 " Conference Expenses | | | 738.76 | | |
| Natal | | 488.64 | | | |
| Transvaal | | 250.12 | | | |
| 122 " Caretaker's Wages | | | 125.00 | | |
| 14 " Cleaning and Maintenance | | | 10.84 | | |
| 479 " Diaries | | | 161.60 | | |
| 185 " Donations | | | 215.00 | | |
| " Depreciation | | | 192.27 | | |
| 25 " Trophies | | | — | | |
| 132 " Office Equipment | | 155.40 | | | |
| 70 " Crockery | | 36.87 | | | |
| 38 " Executive Council Photograph | | | — | | |
| 1,023 " Executive Council Meetings | | | 1,858.56 | | |
| 309 " Entertainment Expenses | | | 87.77 | | |
| 20 " Ex Gratia Grants | | | — | | |
| " Honoraria | | | 150.00 | | |
| 300 " A. D. Lazarus | | | — | | |
| 200 " P. Raidoo | | | — | | |
| 350 " C. A. Naidoo | | | — | | |
| 25 " R. M. Naidoo | | 50.00 | | | |
| 50 " R. P. Nair | | | — | | |
| " K. C. Naidoo | | 50.00 | | | |
| " D. Nair | | 50.00 | | | |
| 48 " Illuminated Address | | | — | | |
| 999 " Journals | | | 1,647.22 | | |
| 71 " Legal Expenses | | | 290.00 | | |
| 1,035 " Printing and Stationary | | | 774.89 | | |
| 150 " President's Vote | | | 150.00 | | |
| 180 " Postages | | | 283.43 | | |
| 90 " Pension Fund Contributions | | | 134.40 | | |
| 13 " Publications | | | 43.84 | | |
| 325 " Rent | | | 300.00 | | |
| 76 " Repairs and Maintenance | | | 161.78 | | |
| 134 " Sundry Expenses | | | 127.66 | | |
| 2,439 " Salaries | | | 2,940.00 | | |
| 313 " Telephone | | | 321.27 | | |
| 773 " Travelling Expenses | | | 589.81 | | |
| 1,500 " Transfer - Death Welfare Fund | | | 1,500.00 | | |
| 3 " Unemployment Insurance | | | 4.24 | | |
| " Workmen's Compensation | | | 4.00 | | |
| 12,027 | | | 13,282.92 | | |
| 5,344 " Net Income transferred to Accumulated Funds | | | 4,721.19 | | |
| <u>R17,371</u> | | | <u>R18,004.11</u> | <u>R17,371</u> | <u>R18,004.11</u> |

South African Indian Teachers' Association

OFFICIALS AND PERSONNEL OF SUB-COMMITTEES

| | | |
|--|-------|---------------------|
| <i>President :</i> | | Mr. R. S. Naidoo |
| <i>Vice-President :</i> | | Mr. C. V. Ramiah |
| <i>Immediate Past President :</i> | | Dr. A. D. Lazarus |
| <i>Honorary Secretary :</i> | | Mr. A. L. A. Pillay |
| <i>Honorary Treasurer :</i> | | Mr. D. Nair |
| <i>Full-Time Secretary/Treasurer :</i> | | Mr. E. R. Raidoo |

Association's Attorneys : Messrs. D. K. Singh, Poovalingam and Vahed.

Auditor : Mr. Ahmed A. H. Mahomed, C.A. (S.A.)

- (a) **General Purposes Committee :** President, Vice-President, Immediate Past President, Honorary Secretary, Honorary Treasurer and Messrs. S. L. Pillay, S. Jogi Naidu and S. Chotai.
- (b) **Arts & Crafts :** Mr. A. R. George (Convenor) Mr. A. I. Moosa (Secretary) and Messrs S. B. Ramsingh, M. D. Abrahams, R. S. Maharaj, A. R. Ebrahim, Misses F. Peters, Z Haffeejee and M. Sokalingam.
- (c) **Journal Board :** Mr. A. N. Lazarus (Editor/Chairman) Messrs. T. Reddy, S. A. Naicker, D. Nair, S. B. Ramsingh and Mrs. S. Poovalingam.
- (d) **Scholarships and Bursaries :** Mr. A. K. Singh (Convenor) and Mr. D. Moolchun (Secretary) with powers to co-opt.
- (e) **Music :** Miss S. M. Lawrence (Convenor); Mrs. R. J. Gabriel (Secretary), Mr. F. M. Barnabas and Mr. R. A. J. John.
- (f) **Death Welfare & Medical Aid Schemes :** Mr. P. C. Moodley (Convenor) Mr. A. K. Singh and Mr. S. K. Reddy with powers to co-opt.
- (g) **Constitution Revision :** Mr. P. C. Moodley (Convenor) Mr. S. L. Pillay & Mr. A. K. Singh.
- (h) **Conference Resolutions :** Mr. K. C. Naidoo (Convenor) Mr. C. A. Naidoo & Mr. L. R. Naidoo.

A. ASSOCIATION'S REPRESENTATIVES ON OTHER BODIES.

- (a) **S.A. Institute of Race Relations (Natal Coastal Region)**
Messrs. R. S. Naidoo and S. L. Pillay
- (b) **M. L. Sultan Technical College Council :**
Mr. R. S. Naidoo.
- (c) **Natal Indian Education Council :**
Dr. A. D. Lazarus and Mr. R. S. Naidoo.
- (d) **New Horizon School for the Blind :**
Mr. A. N. Lazarus.
- (e) **David Landau Community Centre :**
Mr. M. V. Rajah.
- (f) **Meyrick Benett Child Guidance Clinic :**
Mr. P. C. Moodley.
- (g) **Natal Indian Council for Child Welfare :**
Mr. L. R. Naidoo.
- (h) **Durban Mental Health Society :**
Mr. I. P. Desai.

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

Board of Directors :

Mr. R. S. Naidoo (Act. Chairman) Dr. A. D. Lazarus, Miss S. M. Lawrence, Mr. R. G. Pillay, Mr. P. Raidoo, Mr. C. A. 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:

Mr. P. Raidoo (Act. Chairman) Mr. R. P. Nair (Secretary/Treasurer), Dr. A. D. Lazarus, Mr. R. Dhokun, Mr. C. V. Ramiah and Mr. R. S. Naidoo.

Registered Office : 3 Beatrice Street, Durban.

ASSOCIATION'S REPRESENTATIVES ON COMMITTEES SET UP BY THE DEPARTMENT OF INDIAN AFFAIRS.

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

SUBJECT COMMITTEES.

| | |
|--------------------------|---------------------|
| English | Mr. V. Nair |
| Afrikaans | Mr. A. Pillay |
| Latin | Mr. P. Pillay |
| Commercial Subjects | Mr. C. A. Naidoo |
| Mathematics & Arithmetic | Mr. P. C. Samuels |
| General Science-Biology | Mr. S. Poonen |
| -Phy. Sc. | Mr. V. A. Rama |
| History | Mr. S. S. Singh |
| Geography | Mr. D. S. Rajah |
| Right Living | Mrs. S. Poovalingam |
| Special Education | Mr. P. B. Singh |
| Art | Mr. M. B. Somers |
| Music | Miss G. Nadasen |
| Physical Education | Mr. S. Kisten |
| | alt. Mr. R. Hemraj |
| Domestic Science | Miss L. Naidoo |
| Infant Teaching | Miss S. Andrew |
| School Libraries | Mr. A. N. Lazarus |
| Handicrafts | Mr. A. J. Naidu |

We Resolve...

DRAFT CONFERENCE RESOLUTIONS :1969

Resolutions will be drafted on the basis of discussions during conference sessions on the following matters :

1. SALARIES :

- (a) This Conference expresses its regret with the level of teachers' salaries which bear no relation to the importance of education, the professional responsibility of the teacher, or the living standards to which a teacher has the right to aspire as a professional worker.

It therefore instructs the incoming Executive Council to make representations to the Authorities on the basis of the principle of equality.

- (b) This Conference further urges the incoming Executive Council to re-present our case for a Statutory Salaries Board on which S.A.I.T.A. is represented.

2. STAFFING :

- (a) Rationing;
- (b) Status of Principals and Vice-Principals;
- (c) Senior Assistants;
- (d) Specialist Teachers;
- (e) Secretaries from P.C. upwards;
- (f) Liaison Officer.

Suitable resolutions will be framed after discussion during Conference Sessions on these and related matters.

3. **STREAMING :**

This Conference requests S.A.I.T.A. to set up a Committee to study all aspects of streaming in Indian schools and make recommendations to the Executive Council.

4. **REQUISITIONS :**

This Conference of S.A.I.T.A. urges the incoming Executive Council to make further representations to ensure that money voted in any financial year is used for the benefit of the Indian child during that period. In this respect the Executive Council is requested to examine the possibilities of obtaining stationery as well as set works for pupils up to standard ten.

5. **SCHOOL BUILDINGS :**

Items to be considered :—

- (a) Sufficiently large grounds to ensure future development;
- (b) Aesthetic value of buildings;
- (c) Assembly Halls;
- (d) Specialist Rooms;
- (e) Gymnasias and Change Rooms etc.
- (f) Libraries;
- (g) Adequate Laboratories.

6. **SCHOOL CLEANING SERVICES :** Items to be considered :

- (a) Nightwatchman Service;
- (b) Maintenance of Furniture;
- (c) Inadequate number of personnel employed;
- (d) Cleaning materials;
- (e) Standard of service and control.

7. **FACILITIES FOR SPECIAL EDUCATION :** Items to be discussed :

- Special classes for the Retarded and the educationally backward.
- (b) Mentally retarded.

8. **PROMOTIONS :** Item for consideration :

- (a) S.A.I.T.A. nominee on Promotions Board.

9. **STATUS OF MARRIED WOMEN TEACHERS :** To be discussed in the light of information to be made available during Conference.

10. **OFFICIAL REPORTS ON INDIAN EDUCATION :** This Conference of S.A.I.T.A. requests the incoming Executive to obtain copies of Annual Reports of the Director, and Statistical Supplements in relation to schools.

11. **VACATION LEAVE :** "This Conference of S.A.I.T.A. requests the incoming Executive Council to establish the following points in respect of Vacation Leave :

- (a) Since it is a part of a teacher's emoluments, he should be allowed to benefit from all the leave to his credit in the event of his resignation, retirement or death.
- (b) When a teacher proceeds on long leave, he should be granted a full quarter's pay or two quarter's pay as the case may be, **in advance.**"

Mover : Mr. G. T. Pillay

Seconder : Mr. V. M. Chetty
(Port Shepstone Branch)

12. **PROVINCIAL INTER-CHANGE OF TEACHERS :** "That it be recommended to the Department of Indian Affairs that there be a free inter-change of teachers between the Transvaal and Natal."

Mover : Mr. F. L. Williams

Seconder : Miss S. Padiachy
(Transvaal Highveld Branch)

13. **COMPULSORY EDUCATION :** (To be suitably worded after consideration at Conference).

MINUTES AND OTHER REPORTS . . .

MINUTES OF THE ANNUAL GENERAL MEETING OF THE ASSOCIATION HELD AT THE ARYAN HALL, CARLISLE STREET, DURBAN, ON WEDNESDAY, 3rd JULY, 1968

1. **Commencement :** The meeting commenced at 11.00 a.m. with Mr. R. S. Naidoo in the chair.
2. **Notice of Meeting :** This was taken as read.

3. **Attendance :** Mr. R. S. Naidoo (President) in the Chair; Mr. A. N. Lazarus (Vice-President); Dr. A. D. Lazarus (Immediate Past President); Mr. K. C. Naidoo (Hon. General Secretary); Mr. D. Nair (Hon. Treasurer) and 155 members as per attendance register. **In Attendance :** Mr. E. R. Raidoo (Secretary/Treasurer).

4. **Confirmation of minutes of meeting held on 7th July 1967 :**

The minutes of the Annual General Meeting held on 7th July, 1967 having been circulated prior to the meeting, were taken as read and confirmed on the motion of Mr. C. V. Ramiah seconded by Mr. C. A. Naidoo.

5. **Business Ex-minutes :** Nil.

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

These reports, being printed in the Teacher's Journal (Conference Issue) and having been circulated among members present, were taken as read. The reports were adopted on the motion of Mr. R. S. Naidoo (President) and seconded by Mr. T. S. Maharaj.

7. **To amend and modify rules :**

The following amendments to the Constitution, due notice having been given, were tabled :-

- (a) **Submitted by the General Purposes Committee :**

- (i) **Section 3 (a) : Membership and Enrolment :**

The following additional Clause was adopted :

"Other teachers employed in Indian Educational Institutions are also eligible for membership".

- (ii) **Section 6 : Executive Council :**

Clauses (a) and (b) were withdrawn at the meeting.

- (iii) **Section 7 : General Purposes Committee :**

Clause (b) was amended to read as follows :

"The General Purposes Committee shall meet at least once per month and at other times as occasion warrants".

- (iv) **Section 10 : Subscriptions :**

Clause (a) (i) of the Constitution was deleted.

Clause (a) (ii) was amended to read as follows :

"30c per month for members with an annual salary (excluding allowances) not exceeding R1200 as at 1st January".

Clause (a) (iii) was amended to read as follows :

"50c per month for members with an annual salary (excluding allowances) exceeding R1200 as at 1st January".

- (v) **Section 11 : Financial Relations :**

Clauses (a) and (b) were deleted.

- (vi) **Branch Constitution :**

Section 2 : Objects & Duties :

Clause (b) was amended to read as follows :

"Branches shall engage in such activities as will promote the social, cultural, sporting and educational advancement of their members and the community, but no Branch shall by virtue of this provision enter into negotiations with any Department of State or any other organisation on matters pertaining to the policy of the Association".

The amendments were duly adopted on the motion of Dr. A. D. Lazarus and seconded by Mr. C. V. Ramiah.

(b) **Pretoria Branch** : The proposed addition to the Constitution was withdrawn at the meeting.

8. **Elections** : Mr. R. M. Naidoo on behalf of the Electoral Officers, announced the results of the elections which had been conducted by secret Postal ballot.

- | | | | |
|------------------------------|---------------------|---------|---------------------|
| (a) President : | Mr. R. S. Naidoo | - - | 1880 votes |
| | Mr. S. Chotai | - - - | 864 „ |
| (b) Vice-President : | Mr. C. V. Ramiah | - - | 1836 „ |
| | Mr. N. Rathinasamy | - | 847 „ |
| (c) Hon. General Secretary : | Mr. A. L. A. Pillay | - | unopposed. |
| (d) Hon. Treasurer : | Mr. D. Nair | - - - - | Returned unopposed. |

Mr. R. M. Naidoo declared Messrs R. S. Naidoo, C. V. Ramiah, A. L. A. Pillay and D. Nair duly elected for the positions contested by them.

The Electoral Officers gave the following details concerning the elections :

| | | |
|--|---|------|
| No. of participating schools | : | 325 |
| No. of Ballot forms issued | : | 4278 |
| Percentage Poll | : | 64 |
| Spoilt Papers (inclusive of Ballot forms received after 1 p.m. on 29/6/68) | | 116 |

Before the Electoral Officers took leave of the meeting, the President thanked them for their services in conducting the elections.

9. **General :**

(a) **Honoraria** : The following motion was moved and accepted unanimously :

- | | | |
|-----------------------------|---|---|
| (i) Electoral Officers | : | R50 to be shared between Messrs. R. M. Naidoo and R. G. Pillay. |
| (ii) Hon. General Secretary | : | R50. |
| (iii) Hon. Treasurer | : | R50. |

(b) An amount of R150 was voted towards the President's expense account.

(c) **Pen Pictures of Candidates contesting Elections :**

The meeting noted with dismay that pamphlets were circulated amongst schools concerning the elections. This was a disservice to the candidates contesting the elections.

It was pointed out that some of the candidates were not known to the general body of members.

To give members an opportunity to know more about candidates contesting elections, it was agreed that pen pictures of such candidates be given prior to elections.

10. **Termination** : The meeting terminated at 1.30 p.m. with a vote of thanks to the Chair.

3 Beatrice Street,

Durban.

3/9/68.

E. R. RAIDOO,

Secretary/Treasurer

REPORT ON A MEETING BETWEEN REPRESENTATIVES OF THE EDUCATION DIVISION OF THE DEPARTMENT OF INDIAN AFFAIRS AND REPRESENTATIVES OF THE SOUTH AFRICAN INDIAN TEACHERS' ASSOCIATION TO DISCUSS CERTAIN RESOLUTIONS ADOPTED AT THE 1968 CONFERENCE OF THE SOUTH AFRICAN INDIAN TEACHERS' ASSOCIATION.

Requisitions : Text - *"That this Conference of the South African Indian Teachers' Association requests that in the purchase of school requisites, principals be allowed to use the monetary allocation to the best advantage of their schools without any restrictions on the quantities that may be sought of any item".*

From discussion the following emerged :

- (a) It was indicated that when stores were established the agreed norms would not be applied. Much was left to the discretionary powers of principals from many of whom, however, the department was not receiving the expected co-operation. It was stated further that if schools co-operated there would be no need to apply norms which were generous and sufficient for ordinary requirements. In reply to an enquiry made by the Director it was stated that no action was taken when schools exceeded their monetary allocation.
The problem was further aggravated in Natal where the financial year did not coincide with the academic year.
- (b) The matter of items requisitioned and not issued because they were not on stock was next considered. It was pointed out that over a considerable period black board cleaners and school report forms had not been supplied for this reason. With reference to black board cleaners it was explained that the Indian Affairs Department stores were unable to obtain these. The school report forms were under preparation and would be made available to schools.
It was further pointed out by the President that when items were being continually marked N/S schools were being placed in a position of disadvantage since the full monetary allocation was not being utilised.
- (c) On the subject of norms it was submitted that the revised norms to come into effect in January 1969 were unrealistic. An example was the item "White Chalk". 3 boxes with 144 sticks each were allowed for 100 pupils per year. It was pointed out that this was a burden on the principal and staff even if all 100 pupils were placed in 3 classes if one took into account that there are 198 school days. In secondary schools this norm would force principals to give instructions that all subject masters may use a half or $\frac{2}{3}$ of a stick each day, among them. Another item of inadequate norms pointed out was that of Mark Books.
- (d) The Deputy Director pointed out that the norms had been worked out by Inspectors. Whereas they were not perfect they were the result of experience. If the Association considered the norms to be inadequate the Department would be prepared to consider a memorandum from the Association listing the items that were inadequate. It was however necessary for norms to be determined since orders had to be placed on some estimated basis.
- (e) The delegates thereafter referred to the following specific difficulties experienced in many of the schools :-
 - (i) Yellow cloth dusters were no longer listed in the catalogue although there was a need for at least one to be issued to each class annually.
 - (ii) The catalogue did not provide for the issue of set works to teachers in post primary classes.
 - (iii) Some items were not listed in the medical catalogue. It was stated, in reply, that this section was being revised.
 - (iv) Certain firms supplying text books for loan issue to pupils were not forwarding invoices. The prices were required for stock entry.
- (f) On the question of the full utilisation of monetary allocations it was pointed out that severe restrictions were placed on the service. The Department undertook to advise each school of the final cost of items supplied ex Government Printer.

It was agreed, on the suggestion of the Director, that the Association submit a moti-

vated memorandum detailing the specific difficulties encountered by the schools on the matter of requisitions.

School Fund : *Text - "That this Conference of the South African Indian Teachers' Association requests that the regulations controlling the collection and use of school funds be deleted and principals be given the right to administer these funds in the interests of their schools in the manner in which they and their School Fund Committee consider fit".*

The Director intimated that School Fund monies were trust funds and the Indian Affairs Department was responsible to Treasury to exercise some control over this.

The view of the Association was that the necessary control over these funds was being exercised with the appointment of two representatives of parents on each finance committee. Whereas Principals were free to spend the funds on listed items the problem arose when purchases considered to be necessary but not listed, were made. It was felt that the difficulties encountered by school principals would be overcome if, in addition to listed items, principals were given discretionary powers to spend up to about R10 for small but urgent purchases. The Director stated that because the whole question was bound by regulation it had to be investigated and, if possible, within the framework of the existing regulations some dispensation would be granted.

Salaries : *Text - "This Conference of the South African Indian Teachers' Association welcomes the assurance given by the Hon. The Minister of Indian Affairs, Senator A. E. Trollip, that the case of Indian teachers for better salaries would be considered by the Salaries Commission recently appointed by the Government.*

Conference asserts that the salaries of Indian teachers are grossly inadequate principally because they are based on unrealistic and unjustifiable premises, and that this inadequacy, in addition to causing great dissatisfaction among teachers, is a serious obstacle to their attainment of any degree of professional stature.

Conference, therefore, urges the Executive Council to submit a comprehensive memorandum on salaries to the Salaries Commission and to take such other steps as would lead to a substantial improvement on the present position".

The Director reported that the memorandum and recommendations of the Association were placed before the Public Service Commission during a full day meeting and discussion in Pretoria. He told the Association representatives that discussions had already taken place. The outcome was not yet known.

The Deputy Director stated that whereas the Association had made its suggestions none of the European Teachers' Societies knew anything about changes before the Executive Committee had approved of the scales.

There was, however, a general review of the post structure throughout all departments. It was not known when this would be finalised.

On the matter of whether details were available about the 10-15 per cent increase announced by the Minister it was stated that this matter was now attended to by the Public Service Commission. The President of the Association requested that the following be noted :-

- (a) That the Association be given an opportunity of discussing post structure before this is revised;
- (b) That in view of the fact that the matter was under consideration no specific reference was made to the staff at Training Colleges in the general memorandum or in the discussion on salaries.

In reply to a question about the Vacation Savings Bonus it was stated that the Association's request for this to be increased to 10% of a teacher's basic salary had been placed before the Commission. Finality had not yet been reached. On the question of a request for information concerning teachers employed in the Department it was reported that the statistical section was being reorganised and it is anticipated that the type of information sought would be available early in the new year.

Supervision in Schools: *Text - "This Conference of the South African Indian Teachers' Association re-affirms that the educational system, its administrators at all levels and its teachers exist primarily for the purpose of educating the child.*

It, therefore, views with alarm all practices which do not serve this purpose or worse still militate against it, and condemns such practices which are professionally unethical and of unworthy motivation.

Conference takes particular note of the points made during the session on supervision in Schools concerning :-

- (a) *the need for and importance of constant adjustment and modifications of the teaching process to suit the needs of children;*
- (b) *the proper functions of Inspectors of Education, Principals; Vice-Principals and Senior Assistants;*
- (c) *the unreasonable and even unnecessary demands on teachers in respect of units of written work and the keeping of "Preparation Books";*
- (d) *the unreasonable injunctions of superior officers which teachers are finding intolerable and have even resulted in the resignation of a number of qualified teachers;*

and directs the Executive Council to request the Director of Indian Education to investigate these matters and to take such steps as will promote contentment among teachers and lead them to greater effort for the right reasons".

In commenting on the resolution the Director said that he was unhappy that the text was in general terms. He felt that the right procedure would have been to specify cases and to discuss them on interview. In keeping with past practice the Department would be prepared to investigate each specific case referred to it. From time to time the Department gave guidance to Inspectors. It was common knowledge that principals and inspectors would not take to task any member of staff who did his work. The function of the Department was to guide and help teachers and the Director did not have cause to believe that this was not in fact happening. In reply the President of the Association stated that the resolution recorded the feelings of Conference. It was however not intended to offend. He also hoped that the position was not as serious as stated. He hoped that it would be possible for the Chief Inspector and his department to meet the Executive Committee of the Association to discuss the matter in more specific terms. It was agreed that the suggested meeting between the Chief Inspector and the Executive of the Association be held as soon as possible.

WITH REFERENCE TO OTHER RESOLUTIONS TAKEN AT CONFERENCE THE DIRECTOR ADVISED AS FOLLOWS.

Vacations Savings Bonus :

Representations have already been made for a review of the vacation savings bonus payable to Indian teachers and these are at present under consideration.

Housing Loans :

The question of housing loans is at present being investigated on a nation-wide scale and it will therefore serve no purpose to discuss this matter further until such time as the investigations which are being carried out have been completed and the findings made known.

Medical Aid :

Representations have already been made for the introduction of a compulsory medical aid scheme for Indian teachers and these are under consideration.

Implementation of New Syllabuses :

(a) Orientation Courses :

You are well aware that orientation courses have been held during the past two years. Courses which are at present being planned are:—

| | | |
|----------------------|---|----------------|
| Latin | - | February, 1969 |
| New Mathematics | | |
| Standards 2 and 3 | - | March, 1969 |
| General Science | | |
| Standards 6, 7 and 8 | - | March, 1969 |
| Infant Teaching | - | 1969 |
| Industrial Arts | - | 1969 |
| Guidance | - | 1969 |

Over and above courses already held Subject Inspectors and Inspectors have of late given a number of lectures on the teaching of Afrikaans, Domestic Science, Infant Teaching, Music, etc.

(b) Introduction of New Syllabuses :

Every endeavour was made to have the new syllabuses printed and sent to the schools as early as possible but as this was a tremendous task there were unavoidable delays. It is, however, unfortunate that the publishers failed us in the case of some of the text books.

There is little likelihood of another crash introduction of syllabi for all subjects simultaneously and which will affect all Provinces. The only new syllabuses which will be issued by the beginning of 1969 are :

Commercial subjects.

Right Living Stds. 6, 7 and 8.

Hygiene Standards 6, 7 and 8.

Compulsory Education :

The question of introducing compulsory education in certain areas is receiving attention.

Secretaries :

Authority has been obtained for the employment of Indian clerks Grade II or Indian Women clerks Grade II at 22 of the larger schools in Natal and at 13 of the larger schools in the Transvaal. It is the intention to give the appointees basic training before they are allowed to assume duty at the various schools. It is hoped that clerks will be able to assume duty at the respective schools early in 1969.

Introduction of Physical Education .**(a) Provision of change rooms and showers.**

The Department has already approved of and programmed for the erection of change rooms and showers at high schools and it is anticipated that these will be erected in the near future.

(b) Gymnasias :

While there is still, and will be for quite a number of years, a need for classroom accommodation and specialist rooms consideration cannot be given to the erection of gymnasias. This question will however be investigated in the meantime.

The Department is at present considering the development of playing fields for organised sport e.g. soccer, cricket, netball and hockey. These facilities will be implemented according to priorities. Storage for gymnasium apparatus will be provided in new schools being built as this is provided in the new type plan which will be introduced in the near future.

The appointment of a Welfare Officer.

This resolution is noted.

State-Aided schools - Caretakers Cleaning Services.

The above-mentioned service is the responsibility of the Grantee at State-aided schools and for which he is paid a maintenance grant.

Talent Survey :

The talent survey carried out by the National Bureau of Education and Social Research included Indians. This question is now receiving the attention of the Permanent Inter-departmental Co-ordinating Committee on Education.

Teachers residences in outlying areas.

It is not the function of the Department to provide houses for teachers except where a boarding establishment is attached to the school and the Principal or the Vice-principal is required to live in as part of their duty; an example of this is the School of Industries, Newcastle.

It is appreciated that teachers are experiencing some hardship in finding accommodation, especially in outlying areas. Schools in these areas are usually State-aided schools where the Proprietor is responsible for the buildings. The question of housing for teachers could be investigated by the Education Committees who could approach the Proprietor of the school or private enterprises for assistance.

Staff Rationing :

This matter is still under consideration and a meeting in this connection was held in March 1968 and was attended by various interested Departments. It is hoped that finality will be reached in this regard in the near future.

Statistical supplement at Indian schools in Natal and the Transvaal.

Through pressure of other more urgent work it has not yet been possible to issue a statistical supplement.

Publication of Select Bibliography and/or Reading list in the various subjects.

This matter is already receiving the attention of the Department.

MINUTES OF A MEETING BETWEEN REPRESENTATIVES OF THE EDUCATION DIVISION OF THE DEPARTMENT OF INDIAN AFFAIRS AND REPRESENTATIVES OF THE SOUTH AFRICAN INDIAN TEACHERS' ASSOCIATION, HELD IN THE OFFICE OF THE DIRECTOR OF INDIAN EDUCATION, STANGER STREET, DURBAN, ON MONDAY, 21st APRIL, 1969 COMMENCING AT 2.30 P.M.

PRESENT : Representing the Education Division :

Mr. P. W. Prinsloo - Director of Indian Education.
 Mr. G. Krog - Deputy Director of Indian Education.
 Mr. P. Kotze - Under Secretary-Dept. of Indian Affairs.
 Mr. S. P. van den Heever - Chief Inspector of Indian Education.
 Mr. W. A. van der Merwe - Administrative Control Officer.

Representing the South African Indian Teachers' Association :

Mr. R. S. Naidoo - President.
 Mr. C. V. Ramiah - Vice-President.
 Mr. S. Chotai - Executive Member.
 Mr. E. R. Raidoo - Secretary/Treasurer.

AGENDA : The meeting was convened to discuss the following matters with the Director of Indian Education :—

1. Promotions;
2. Staff Rationing;
3. Vice-Principals and Senior Assistants.

The President thanked the Director and his Department for granting the Association an opportunity to have this discussion.

1. **Promotions :** The President reported on the difficulties being experienced by secondary and primary school teachers seeking promotion and stated that there was a great deal of speculation in this regard. He then asked for the criteria for promotion viz : on what basis is this done, for the guidance of teachers.

In reply to a question by the Director as to how the Association viewed this matter, the President replied that the former Director of Indian Education had assured the Association that promotions were based on seniority, merit and suitability.

The Director stated that merit should be the chief criterion for promotions and said that promotion on seniority alone was not in the best interests of education. He reported that every application was very carefully considered by the responsible committee and then came to him finally for scrutiny. He assured the Association that every application was considered on its merits and the interests of the child was always given first consideration. Other factors such as areas, locality, etc. were also taken into account.

In adding to the Director's remarks, the Deputy Director stated that seniority was not overlooked. It is still a very important consideration and such factors as salary notch and service are taken into account. On the other hand he stood by the principle that the best man should be appointed and therefore merit had an important role.

The Chief Inspector of Indian Education reported that all applications were grouped according to salary groups and thereafter assessed. A panel of about 20 Inspectors go through all applications. The applications were then scrutinised by a smaller committee and thereafter submitted to the Director.

In reply to a suggestion by the President that Circuit Inspectors be asked to disseminate information about what the Department was looking for in respect of promotions the Chief Inspector stated that this was not practicable as in certain instances the community and district where the vacancies occurred were also taken into account when making appointments.

Transfers combined with promotions (Vacancy Lists) :

The President enquired whether this could be done simultaneously. The Deputy Director replied this may be possible if teachers applied for posts within their reach. The difficulty was that the number of posts applied for by individual teachers was so considerable that it entailed a great deal of clerical work.

2. Staff Rationing :

In reply to enquiries regarding the above, the Deputy Director reported that this matter was still under consideration and that no finality had yet been reached.

In reply to a question the Chief Inspector stated that specialist teachers were taken into consideration in the allocation of staff quota. In nearly every instance specialist teachers could also teach other subjects. They could therefore fill up periods with this.

In response to an enquiry as to the criteria for the present staff rationing formula, the Director stated that this was based on 22 teaching hours per unit for primary and high schools.

Secretaries :

The President enquired whether all H.B. schools would get secretaries as well.

In reply the Association was advised that the Public Service Commission allocated a fixed number of posts each year and that no provision was made for any H.B. schools this year. H.B. schools will be considered later when all H.A. and P.A. schools are filled. The matter was linked with finances and would be reviewed every year after the grading of schools.

3. Vice-Principals : Primary Schools :

The President enquired as to the new policy for primary schools and whether there was any contemplated change. The reason for the enquiry was that in recent vacancy lists no such posts were advertised.

The Deputy Director replied that this whole matter hinged on platoon classes. He was pleased to state that in Chatsworth these classes have almost been eliminated. The difficulty was that as soon as these classes disappeared, the vice-principals had to be placed elsewhere. At present, as a result of these changes there were no vacancies.

4. Senior Assistants :

The President enquired as to the new policy in this regard. In reply the Association was advised that these posts were held back pending the adoption of the new staff rationing formulae. As soon as this is finalised the posts will be advertised.

In reply to a question on the creation of posts of Heads of Department, the Director replied that this matter had not been given any consideration.

GENERAL :

Transport Bursary Forms :

The President reported on difficulties being experienced by principals regarding the filling and attesting of the above forms in respect of indigent pupils and suggested that the Welfare Department Officials be entrusted with this task in the course of their visits to homes.

The Director was in sympathy with the problem but regretted that it may not be possible for the Social Welfare Section of the Department to assist in this regard as that Department was understaffed. He promised to look into this matter.

The meeting terminated at 4.30 p.m. with a vote of thanks to the Chair.

IS THE TEACHER PERFORMING . . .

AN ESSENTIAL SERVICE ?

As an answer to this question we publish from the files of the Association, without comment, copies of (I) a letter addressed to the Department and (II) reply thereto.

THE LETTER :

14th March, 1969.

The Director of Indian Education,
Private Bag 4323,
Durban.

Sir,

HONG KONG FLU VACCINE

It would be appreciated if representations are made on behalf of teachers in the service of the Department to the authorities concerned to have a free dose each of the above vaccine since they come into contact with children daily.

Thank you.

E. R. RAIDOO,
Secretary/Treasurer,
S. A. I. T. A.

THE REPLY :

20th March, 1969.

The Secretary/Treasurer,
South African Indian Teachers' Association,
3 Beatrice Street, Durban.

Sir,

HONG KONG FLU VACCINE

With reference to your letter of 14th March, 1969 I have to inform you that it has been ascertained that free injections against the Hong Kong Flu are available to people performing essential services only i.e. to policemen, doctors, nurses, etc. Teachers are not classified as performing essential services.

Yours faithfully,

W. A. Van der Merwe,
for Acting Director of Indian Education.

HIGHER V. S. B.?

(also without Comment)

6th June, 1969.

The Secretary for Indian Affairs,
Private Bag 92,
PRETORIA.
Sir,

- (i) Vacation Saving Bonus: Payment at the Rate of 10% for Indian Teachers.
- (ii) Medical Aid.

I wish to refer to previous correspondence and memoranda submitted by this Association in the above regard.

The Association will be grateful if circumstances may permit of a further reply regarding these two outstanding matters.

Our Annual Conference begins on Monday 30th June, 1969 and a statement from you in this connection would be most welcome.

Thank you.

Yours faithfully,
E. R. Raidoo
Secretary/Treasurer

18th June 1969.

The Secretary/Treasurer,
South African Indian Teachers' Association,
3 Beatrice Street,
DURBAN.
Sir,

VACATION SAVINGS BONUS AND MEDICAL AID.

1. Your letter dated the 6th June, 1969 refers.
2. In this connection I wish to refer you to my letter dated the 8th November, 1968, and to inform you that the matter is still receiving attention and a further communication will be addressed to you as soon as circumstances permit.

F. J. Pistorius
for: Secretary for Indian Affairs.

SCHOOL CORRESPONDENTS . . .

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PERCENTAGE OF INDIAN PUPILS IN CLASS I TO STD. X

| | | Natal | Transvaal |
|-------|------|-------|-----------|
| Class | I | 10.5 | 8.1 |
| " | II | 9.3 | 8.6 |
| Std. | I | 12.8 | 10.4 |
| " | II | 12.5 | 11.1 |
| " | III | 13.0 | 11.0 |
| " | IV | 10.6 | 10.1 |
| " | V | 9.4 | 9.4 |
| " | VI | 7.7 | 9.4 |
| " | VII | 6.4 | 7.6 |
| " | VIII | 4.0 | 6.9 |
| " | IX | 2.5 | 5.1 |
| " | X | 1.3 | 2.3 |

EDUCATIONAL FACILITIES & STAFF POSITION IN CERTAIN INDIAN SCHOOLS IN NATAL

| Schools | (1) Standards | 2 (a) Pupils Enrolled | 2 (b) Teachers Employed | (3) Graduates Employed |
|----------------|------------------|--------------------------|----------------------------|---------------------------|
| Centenary | 7 - 10 | 799 | 33 | 18 |
| Chatsworth | 7 - 10 | 711 | 26 | 10 |
| Clairwood | 6 - 10 | 712 | 35 | 22 |
| Greyville | 7 - 8 | 438 | 23 | 9 |
| Loram | 7 - 10 | 535 | 29 | 9 |
| Merebank | 6 - 10 | 701 | 30 | 16 |
| Sastri College | 7 - 10 | 855 | 35 | 23 |
| Tagore | 6 - 10 | 735 | 32 | 16 |
| Mt. Edgecombe | 6 - 10 | 431 | 20 | 7 |
| Port Shepstone | 6 - 10 | 336 | 17 | 5 |
| Stanger | 7 - 10 | 812 | 35 | 13 |
| Tongaat | 7 - 10 | 628 | 29 | 12 |
| Verulam | 7 - 10 | 585 | 26 | 10 |

(Statistics as on the first Tuesday of June, 1967)

UNIVERSITY COLLEGE FOR INDIANS : NUMBER OF STUDENTS ENROLLED, 1968

| | |
|---------------|------|
| i. Degree : | 1149 |
| ii. Diploma : | 308 |

FACULTY OF EDUCATION

| | |
|---------------|-----|
| i. Degree : | 22 |
| ii. Diploma : | 266 |

STUDENTS/STAFF RATIO AT UNIVERSITY COLLEGE FOR INDIANS

| | |
|---------------------------------------|-----------|
| Ratio of students to teaching staff - | 10.8 to 1 |
| " " " " , administrative staff - | 42.7 to 1 |
| Number on staff : | |

| | |
|--------------|-----|
| i. Indians : | 25 |
| ii. Whites : | 109 |

HEALTH SERVICES OF INDIAN PUPILS

| | |
|---|--------|
| No. of health nurses employed at Indian Schools : | |
| Natal : | 9 |
| Transvaal : | 1 |
| No. of schools visited during the last year : | |
| Natal : | 109 |
| Transvaal : | 14 |
| No. of pupils examined : | |
| Natal : | 16,201 |
| Transvaal : | 3,000 |

UNIVERSITY DEGREES, ETC. AWARDED TO NON-WHITE STUDENTS : 1967**(a) Degrees****i. University of South Africa :****Faculties :**

| Literature & Philosophy | Bantu | Coloureds | Indians |
|------------------------------------|--------------|------------------|----------------|
| B.A. | 20 | 14 | 21 |
| B.A. (Social Science) | 1 | — | — |
| B.A. (Honours) | 5 | — | — |
| B.A. (Hon. Soc. Science) | 1 | — | — |
| B.A. (Fine Arts) | — | — | 1 |
| M.A. | 4 | 1 | — |

ii. Mathematics and Physical Science

| | | | |
|----------------------|----|----|----|
| B.Sc. (Honours) | — | — | 1 |
| B.Sc. | — | — | 3 |
| M.Sc. | 1 | 1 | — |
| Commercial (B. Com.) | — | 1 | 1 |
| Education (B.Ed) | — | — | 1 |
| | 32 | 17 | 30 |

iii. Other Universities (For Whites)

| Literature & Philosophy | Bantu | Coloureds | Indians |
|------------------------------------|--------------|------------------|----------------|
| B. A. (Arts) | 2 | 1 | 25 |
| B.A. (Social Science) | 1 | 1 | 1 |
| Science | — | 4 | 7 |
| Medicine | 7 | 19 | 31 |
| Engineering | — | — | 7 |
| Law | 1 | 1 | 7 |
| Commerce | 1 | 1 | 6 |
| Education | 1 | — | 9 |

Mathematics and Physical Science

| | | | |
|----------|----|----|----|
| B. Sc. | — | — | 2 |
| M. Sc. | — | — | 1 |
| Pharmacy | — | — | 1 |
| | 13 | 27 | 97 |

(b) Diplomas**i. University of South Africa**

| | | | |
|---------------------------|---|---|---|
| Education | 3 | 2 | 1 |
| Law (Attorneys admission) | 6 | — | 1 |
| Lit. & Philosophy : | — | — | — |
| Library Science | — | 1 | — |
| | 9 | 3 | 2 |

ii. Other Universities

| | | | |
|--------------------------|---|---|---|
| Lit. & Phil. (Fine Arts) | — | 1 | 1 |
|--------------------------|---|---|---|

WHAT CRITERIA DO YOU USE IN GRADING COMPOSITIONS?

Paul F. Schumann

Director, Student Teaching Department of Education, Loyola University, Los Angeles, California.

PROBABLY many English teachers have been disheartened by the recent evidence indicating that computers can be programmed to grade student compositions as effectively as the teachers themselves can evaluate them. The results relative to the wide disagreement in grading have been cumulatively overwhelming long before Page's computer experiments at the University of Connecticut.

It is widely known that some teachers, under the guise of high standards, boast about the paucity of "A" grades they give in their English classes. The tragedy is that such severity in grading occurs even in college preparatory sections wherein the teachers may have no youth whose achievement data are below the 75th or 80th percentile on nationally standardized tests. Another category of teachers never fails students in composition work, which leads inevitably to the conclusion that a youngster's grade is highly dependent upon the "luck of the draw"—namely, the teacher he has been programmed by the computer to have.

Besides the conscious efforts of some teachers to give virtually no "A" grades or to fail no one, there are many unconscious factors which cloud the evaluation of essay work. For example, Smiling Sarah may get an "A" on six compositions in a row. As soon as the teacher sees her name on the seventh paper, what chances does the girl have of getting a "B" or lower grade? Obviously, they are slender. An obstreperous boy, at the other extreme, will have difficulty getting an "A" on any of his papers because of his disturbing classroom behaviour. With middle-class-oriented teachers, any docile, well-dressed, mannerly girl will have little difficulty in getting a "C" or higher grade owing in part to these personal characteristics which have nothing to do with her writing. Having a conventional name, perhaps Anglo-Saxon will also help. Research indicates that the youngster who has neat penmanship will get at least a "C" grade in composition work irrespective of what he actually says. This tends to be additionally true of the student who spells well and who makes no gross errors in punctuation and syntax.

The implications here are devastating: We are grading compositions on a host of unconscious and/or superficial factors which often have little to do with what students actually write.

BEFORE the reader proclaims that ineffectual grading doesn't exist in his school, may I suggest a simple experiment or two. First, take five papers which you perceive as unquestionably being an "A," a "B," a "C," a "D," and an "F," but do not make any marks or comments on the papers themselves. Next, ask a colleague how he would grade the themes, without his knowing your personal assessment. If he agrees entirely, then ask a third person in your department to grade the same papers, again being careful that none of your thinking will influence his judgment. Unless you are using commonly developed criteria which you have field-tested on hundreds of papers, chances are remote that you will achieve unanimity in evaluating these five papers, let alone thirty-five or one hundred.

A second experiment you might try is to ask everyone in your department to grade the following brief essay used in the dissertation study of Hazel Jones.

The following was written by someone whom we shall call Charlie Yellow-Horse. He attended a white man's school for five years after leaving a Navajo reservation, where he had received his early education. Each summer he returned to live with his grandparents among the Indians.

The assignment was made by a teacher about the eighth week of school in an average ninth-grade English class. This culminated a unit on expository writing in which a three-hundred-word example of each student's best effort was asked for.

How would you grade this composition? Indicate briefly your reasons afterwards.

KAYENTA

Distant spires of red sandstone reached to the high places against the blue sky. Puffs of red dust whirled and subsided as an errant breeze spoke and touched down a minute to ruffle the quiet.

Heat waves curled away, freezing the small arroyos that sliced deeper and deeper to become canyons and gorges where the animal spirits and the plant people live. Free from the white man's lines of beaten whining.

Beautiful and desolate. My country. Beautiful. Some call it wild, barren. They do not know. It is a land of lovely solitude, of peace, where man finds his peace. For survival is by permission only.¹

I have yet to see unanimity in the grades of any group that has evaluated Charlie Yellow-Horse's theme, the grade distribution of English teachers being typically from an "A" to a "D—" on it. (Actually, Dr. Jones wrote the composition herself; this fact is best withheld, however, until your cohorts have argued thoroughly among themselves as to the reasons why they graded "Kayenta" as they did. Such a discussion should develop into a fruitful in-service meeting for all those present.)

A technique helpful to use about once per school quarter is to have a student give everyone in your class a code number. At the top of the next composition, each student writes his number in place of his name. You then grade everyone's paper in the usual manner, not looking at the list of names until after you have finished your evaluation. Obviously, the handwriting of some youngsters is so distinctive that you will know who wrote certain papers. However, if these six or eight essays are typed before you see them, the objectivity of your grading will be enhanced. (This will further assist the student whose poor handwriting may be unduly affecting his grade.) You might be surprised to discover that Smiling Sarah gets only a "C" as a consequence of the anonymity; to say the least, she will be shocked!

Another technique to use, perhaps once a year, is to place a complete set of theme grades on a single sheet of paper, making no comments on the compositions themselves. Then, about ten weeks later, assuming you have graded countless essays in the meantime regrade the original set of compositions. Now, of course, mark up the papers as you see fit. Then, from the hidden depths of your desk, take out the sheet on which is recorded the grades that you originally assigned the students' work. The resulting comparison will give you a reasonable measure of the consistency of your own grading.

The result of such an experiment will be interesting to compare in two distinct ways: (1) the wide variation in the grades when your analysis includes the use of plus and minus signs; and (2) the smaller spread in grades when you ignore the plus and minus signs. The variation in results will highlight the most difficult procedure to get English teachers to stop the grading of any essay work on more than a five-point scale.

For years we have blithely attempted to make ten or twelve levels of value judgments in our grading. When are we going to take a hard look at ourselves and realize that we can't, with any degree of reliability, make more than five separate value decisions? In fact, the work of Page, Diederich, as well as my own, in vastly different locales implies that we in English have tremendous difficulty justifying even five qualitative distinctions.

In an experimental study, I worked with nine individuals who each had ten or more years of teaching experience and who had excellent administrative ratings as English teachers. I asked them to grade 142 compositions written by high school seniors on the same topic, one which was selected from their study of American literature.

¹ Hazel J. Jones, *Teacher Understanding of Evaluation of Pupil Progress* (Unpublished Ed.1). (Los Angeles: University of Southern California, 1963), p. 243.

When the results were tabulated, one teacher had given 12 "B" grades whereas, at the other extreme, one had given 66. The range in "A" grades was from a low of only one to a maximum of 24 out of the 142 papers. Several teachers gave no papers an "F" while others failed 25 to 35. It needs to be underscored that all of these teachers had been adjudged as particularly competent people!

The most hopeful sign, however, was the relative degree of closeness in the grading done by four teachers who tried using identical evaluative criteria. Assessing compositions that merited a "B" grade was the area in which this experimental group varied most, their range being from 13 to 39 of the 142 papers. Such a range obviously points up the need for additional in-service meetings to gain more uniform application in using the same guidelines.

And, today, I feel that closer agreement in grading youth is essential. With the increasing pressure placed on students to get a college education, we cannot afford to have their English grades depend so much upon the whim of their teachers. We have the larger obligation, naturally, to be as objective as we possibly can in assessing the progress of all our students. Since computer evaluation is costly, it is incumbent upon us English teachers to develop and use more explicit criteria in evaluating essay work. When we say, for example, that the content of a paper is weak, what specifically are the four or five different facets of content we are weighing as we make this judgment? Will we make the evaluation of compositions an important agenda item for discussion at the next English department meeting?

With acknowledgment to November, 1968 issue of ENGLISH JOURNAL — National Council of Teachers of English, College of Education, University of Hawaii.

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| P. C. MOODLEY (Umgeni) | S. L. PILLAY (Sydenham) | R. S. BHAGWANDEEN (Dundee) | S. K. REDDY (Umgeni) | S. M. PILLAY (Ladysmith) | S. K. MAHARAJ (Pietermaritzburg) | S. B. RAMSINGH (Pietermaritzburg) |
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CONSCIENCE

".....What is conscience? It is a moral sense - an awareness of right and wrong - an inward recognition of truth and decency. It is the activity or faculty by which distinctions are made between the right and wrong in conduct and character. It is the act or power of moral discrimination. It is ethical judgment or sensibility. It is conformity in conduct to one's conceptions of right and wrong.

It is that still, small voice inside of you.

You know what it is because you have heard that still, small voice inside of you.

Conscience is what makes men and women speak up when they know that in doing so they are going to make themselves unpopular. Conscience is outspoken recognition that the right way is not always the popular and easy way"

Senator Margaret Chase Smith
Maine, U.S.A.

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