



The

Teachers' Journal

ORGAN OF THE SOUTH AFRICAN
INDIAN TEACHERS' ASSOCIATION

Vol. XVI.

MAY, 1967

No. 1

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19 JUN 1967

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EDITORIAL

S. A. I. T. A.

At a special general meeting of the Natal Indian Teachers' Society held on 1/4/1967 a decision of great importance and significance was taken. The title NATAL INDIAN TEACHERS SOCIETY was changed to SOUTH AFRICAN INDIAN TEACHERS' ASSOCIATION and the membership clause of the Constitution altered to make it possible for "all teachers employed in Indian educational institutions in the Republic of South Africa" to join.

This step is correct and progressive, and in keeping with developments in the country. On 1/4/1966 all Indian teachers in the primary and secondary schools of Natal and training colleges became employees of the Division of Education of the Department of Indian Affairs. A year later our colleagues in the Transvaal were taken over. The outcome of these transfers from the Natal and the Transvaal Education Departments is that we are now all employees of one department. In so far as our professional interests are concerned provincial barriers have been transcended. The same regulations, salaries and conditions of service apply to all of us, and it is good common sense that we express our views about them through one strong organisation.

Association in one body is of benefit in other ways also. The experience of teachers in different parts of the Republic can be brought to bear advantageously on educational problems, the debatable question of "streaming" for instance. Then there is the widening of our outlook. Association with teachers at institutions other than "provincial" schools will give us new insights and enable us to see education as a whole, and in consequence any aspect of it in correct perspective. This is equally true for the teachers in the "non-provincial" institutions.

To these gains we add the point that membership of a South African Association will make good South Africans, better South Africans. There is something in a name.

These are only some of the benefits of the change, but they are sufficient by themselves to justify the decision of 1st April, a decision taken, we must note, after careful consideration and consultation. The Indian teachers of South Africa have done a lot. They are now called upon to do greater things... through membership of S.A.I.T.A.

W E L C O M E

We extend to all new members a warm welcome

The views expressed by writers in this Journal are not necessarily the views of the South African Indian Teachers' Association.

A BRIEF HISTORY OF INDIAN TEACHER ASSOCIATION

The importance of co-operative effort was realised by the Indian teachers of Natal as far back as the close of the last century. The teachers of those years formed the Natal Indian Teachers' Union. In 1900 the principal office-bearers of the Union were Mr. A. Royeppen (President) and Mr. J. L. Roberts (Secretary-Treasurer).

The Union had a brief existence - a matter of three years, and collective action after this period was taken by committees of teachers as and when the need arose. One such *ad hoc* committee was that set up in 1918, under Rev. B.L.E. Sigamoney as Chairman and Mr. B. Udit as Secretary, for the purpose of making a presentation to Mr. Cecil Ballance in appreciation of his long and devoted service to education.

There was, however, dissatisfaction with these temporary committees, and in 1921 steps were taken to form a permanent organisation and the Durban and District Teachers' Association came into being. This body took up the question of teachers' salaries and some other matters, but it achieved little and soon became defunct.

Natal Indian Teachers Society.

In 1925 a Teachers' Reception Committee was formed for the purpose of organising celebrations for school children on the occasion of the visit of His Royal Highness, the Prince of Wales. This event brought teachers into close association with one another, and opinion grew strong among them that a permanent and well-organised organisation was imperative.

A general meeting was held at the Cross Street Girls' School and the **Natal Indian Teachers' Society** was founded with Mr. A. Rai as President and Mr. T. M. Naicker as Honorary General Secretary. A Branch was later set up at Pietermaritzburg.

In 1926 two things happened which helped considerably in consolidating the Society - it obtained official recognition and had itself registered.

LETTER OF RECOGNITION

No. Ed. 5500

P.O. Box 395,
Pietermaritzburg.
27th March, 1926.

Mr. T. M. Naicker,
General Secretary,
Natal Indian Teachers' Society,
Government Indian School, Umgeni.
Dear Sir,

I am directed by the Superintendent of Education to inform you that the Executive Committee agrees to the recognition of your Society.

Yours faithfully,
(Sgd.) E. D. Davies,
Secretary, Education Department.

CERTIFICATE OF REGISTRATION

I certify that pursuant to the provisions of Law No. 35 of 1874, entitled "Law for Registration of Literary and other Societies not legally incorporated", the Natal Indian Teachers' Society has been duly registered in this office and a certified copy of the Rules of the said Society deposited in my office under the authority of His Excellency the Governor-General in Council.

(Sgd.) W. A. Bain,
Asst. Registrar of Deeds Natal.

Deeds Registry, Pietermaritzburg, Natal.
3rd August, 1926.

As the years went by the Society became better and better organised, and gave its attention to a great many matters. The following are some :—

Extension of Educational Facilities
Free and Compulsory Education

School Accommodation
 Continuation and Technical Classes
 Adult Education
 Arts and Crafts Exhibitions
 Scouting and Guiding
 School Sports and Athletics
 Promotion of Nursing
 Professional Matters
 Establishment of a Teachers' Centre
 Teachers' Salaries and Conditions of Service

Struggle for Improvement of Salaries.

From its inception the Society vigorously pursued the case of Indian teachers for equitable salaries.

Its efforts resulted in some relief in 1929 for the teachers in aided schools, and in 1933 for those in the Government schools.

The advances made were small and discontent was considerable.

Teachers in the Aided schools were employees not of the Government, but of the managers of schools. In 1941 the problems caused by this position were tackled by the "Aided" teachers. At a special general meeting of the Society, Mr. S. Panday advocated the formation of a trade union of teachers in aided schools. This led in 1942 to the formation of the **Natal Teachers' Union**.

The Union made immediate representations on trade union lines for the amelioration of the lot of the teachers in Aided schools. The ultimate result was the taking over in 1943 of these teachers as Government employees on an equal footing with the Government school teachers. This achieved, the Union dissolved itself and its members joined the Natal Indian Teachers' Society.

The Society was now considerably strengthened. It made representations on behalf of all teachers in Natal and secured revisions of salary scales in 1943, 1945, 1949, 1959 and 1966. Representations were made again in November, 1966, and a further revision is awaited.

Branches.

In the late 'forties steps were taken to establish branches in addition to the one at Pietermaritzburg. Fifteen branches were organised. The number today is nineteen.

Official Recognition by new Department.

On 1/4/1966 all Indian Teachers in Natal taken over by the Division of Education of the Department of Indian Affairs. Recognition of the Society by the new Department was automatic.

Society becomes South African Association.

More than forty years have elapsed since the formation of the Natal Indian Teachers' Society. Throughout this period its various activities and destiny have been in the hands of leaders of ability and vision. Among them our present President, Dr. A. D. Lazarus, must stand out as a towering figure.

After the take-over of Indian teachers in Natal on 1/4/1966 Dr. Lazarus saw the need for extending the services of the Society to Indian teachers in the other provinces and in other establishments. In the circumstances which prevailed only one course was open for the extension to be made: The Society's Constitution had to be amended.

This was done at a Special General Meeting on 1/4/1967. Among others the following amendments were moved and accepted unanimously.

Title

"The Association shall be called the South African Indian Teachers' Association (formerly Natal Indian Teachers' Society)."

Membership

"All teachers employed in Indian educational institutions in the Republic of South Africa shall be eligible for membership of the South African Indian Teachers' Association through a branch situate in the area of their schools".

These amendments have increased teacher association, and out of this growth much good must flow.

S.I.T.A. NOTES IN BRIEF

SALARIES.

The President, Dr. A. D. Lazarus, and the Vice-President, Mr. R. S. Naidoo, met the Director of Indian Education, Mr. P. R. T. Nel, and the Chief Inspector, Mr. S. L. C. van der Walt, on 9/2/67.

They were told that a new key scales for the different grades of posts had been received by the Department of Indian Affairs and that the Department's recommendations, together with the recommendations and observations made by the Association on the existing scale, had been forwarded to the Public Service Commission.

The President and the Vice-President interviewed the Director again on 26/4/67. Developments are awaited.

GROUP INSURANCE SCHEME.

A photostat copy of the Master Policy of the Colonial Mutual Life Assurance Society's Group Insurance Scheme for Indian teachers has been made available to every Branch.

Members who want information about this scheme should see the officials of their Branches.

STATUS OF MARRIED WOMEN TEACHERS.

This matter is receiving the attention of the Association.

CLERICAL ASSISTANCE AT SCHOOLS.

It is the Association's view that without clerical assistance, all aspects of the administrative and supervisory functions of school principals cannot be given proper attention.

Representations have been made for clerical assistance. The matter is under investigation by the I.A.D.

EXAMINATIONS.

Std. VI Examination.

The abolition of the Natal Std. VI Certificate Examination (c.f. Department's Circular No. I.E. 21 of 1967) is viewed with favour by the Association.

J.C. Examination.

It will be recalled that the Natal Junior Certificate Examination was abolished in 1966. The examination which took its place in 1966 was Departmentally controlled to the extent about half the subjects.

Circular No. I.E. 21 of 1967 introduces as from this year a Departmental Junior Certificate Examination. In other words, there is to be revision to an external examination.

This matter was discussed at great length at the last meeting of the Executive Council of the Association. After considering all points of view, the Executive Council was unanimously in favour of an internal examination at the end of Standard Eight.

BOOK REVIEW

SO KLINK AFRIKAANS

deur A. J. J. Visser.

Hierdie bloemlesing bestaan uit 'n bundeltjie vermaaklike kleuterversies oor dié dinge waarin kindertjies die meeste belang stel: voëltjies, diertjies, fietse, poppe, romys, ens. Daar is ook 'n aantal vrolike liedjies. Beide sal kinders groot genot verskaf.

Aangesien die boek vir „kinders tien jaar en jonger” voorgenome is, kon groter druk gebruik geword het. Daar is 'n groot verkwisting van drukplek; meer illustrasies kon hier gedruk geword het. Miskien kan die kindertjies hierdie plek gebruik om prente te plak of om tekeninge te maak.

This anthology consists of a collection of amusing infant rhymes on those things that interest children most: birds, animals, bicycles, dolls, ice-cream, etc. There is also a number of merry songs. Both will provide children with great pleasure.

As the book is intended for “children ten years and younger”, bigger type could have been used. There is a great wastage of printing space; more illustrations could have been printed here. Perhaps the children can use these spaces to stick pictures or to make drawings.

HEARD IN OUR OFFICE

In a certain Indian school the children are so poor that the only clothes some of them possess are the scanty and tattered ones in which they stand.

It transpired that at 7 a.m. on a cold winter morning the Headmaster caught one of these luckless pupils wearing a red woollen jearsey which had been borrowed from a relative the night before. Her back had never before experienced the luxury of such warmth from any garment of her own.

The shivering child was hauled to the office, whereupon His Importance, cane in hand let, it be known in no uncertain terms that he was not tolerating a red jersey among the blues and ordered the youngster off the premises with the pompous instruction that she go and have the said jersey dyed in the school's colours. After all, he added, a packet of dye cost only 5 cents! The child, it is alleged never returned to school.

At another school the Headmaster, not unknown for obtuseness, weighed into a parent who had had the temerity to send 3 of his offspring to that school and yet was too mean to buy three 25 cent Revenue Stamps to be affixed to three bewildering documents commonly known in the trade as "Indemnity Forms".

Then for good measure the Head proceeded to expound the law and delivered himself of an interpretation of the law and regulation with flatulent incantation to underscore his discernment of the matter as well as to put a period to any further protest or argument from whatever quarter.

After this Lycurgan dose, the hapless parent hurried to a nearby Pub to ask, so it is reported, the bartender's opinion on this triple? matter! The sequences in this retreat of the thirsty and browbeaten, were not revealed, but the story is now going the rounds that this Headmaster is aiming to apply for the next vacancy for "Sea Lawyers" and that the odds on his getting the job are being quoted in a bucketshop on the Flats not far from the locale of the story. (Office reactions : Unprintable !)

FOR YOUR INFORMATION

The following is the text of a letter received from the Colonial Mutual Life Assurance Society Limited, dated 20th April, 1967.

'Due to the fact that we have had several requests from teachers wishing to effect policies in excess of R2,000, the Society has now agreed to raise the limit of the K9 Accident Benefits from R2,000 to R4,000.

In the event of teachers leaving the N.I.T.S., they can continue with the policy, but the K9 benefits will be limited to R2,000 only.

Enclosed herewith is a copy of the declaration concerning this, which we trust will be to your satisfaction.'

Teachers taking out a policy under the Group Scheme will have to give the undermentioned undertaking.

THE COLONIAL MUTUAL LIFE ASSURANCE SOCIETY LIMITED NATAL INDIAN TEACHERS' SOCIETY GROUP ENDOWMENT FUND

I understand that if I cease to be engaged in the profession of teaching or cease to be a member of the Natal Indian Teachers' Society, any amount of disablement benefit under Schedule K9 attached to enrolments on my life under the above fund in excess of R2,000 will be cancelled together with the premium payable therefor.

Dated atthis.....day of.....19.....

Signature.....

THE DIRECT METHOD

by GERNOT BOURQUIN

Language teachers, as much as anybody else, are keen to know the way to success. With great interest, therefore, I read the talk given by Mr. J. B. van Biljon on the principles involved in teaching a foreign language. (The Teachers Journal, October 1966).

This is not to be a treatise on the merits and demerits of the Direct Method, but some observations made after its introduction into the Natal Education Syllabus some years ago.

To my mind the aim of your teaching is of paramount importance. The aim as laid down for the teaching of Afrikaans as a second language is rather ambitious, and appears to be an attainment almost equal to that acquired by the speaker of the language itself. Hence the only logical way of reaching this goal is as Mr. van Biljon states to teach the foreign language through its own medium.

I wonder if Mr. van Biljon could perhaps find a solution to the time factor in the use of the Direct Method - a problem that seems to be at the root of many teachers' reluctance to depend solely on this method, regarded by some as the magic charm which is guaranteed to work wonders. It is apparently a matter of simple arithmetic. One has 30 minutes in which to cover a passage in the reading book. If one translates WHERE NECESSARY, one covers the material. If one takes 5 minutes per word to explain the meaning by the Direct Method, the amount covered will be approximately one short paragraph. One must also be a skilled actor, artist or impersonator to do it well.

Arithmetic again enters the picture when we consider the theory on which the Direct Method is based - that one attempts to reproduce the natural conditions under which a child learns his mother tongue. How does a child accomplish this feat? Obviously by learning the mother tongue around him for so many hours a day. Let us see what this will involve when we compare the ability of two children to profit by the instruction.

A child of 9 years has heard his mother tongue around him for approximately 14 hours a day. ($9 \times 14 \times 365 = 45,990$ hours.) A child learning by the Direct Method has heard the second language for (if he is lucky) $\frac{1}{2}$ an hour a day during the school year of 198 days for three years (Stds I-III). $3 \times \frac{1}{2} \times 198 = 297$ hours.

The proportion is one to 150. How then can the second child be expected to understand the foreign language almost as well as his counterpart? Given enough time anyone could make the Direct Method work successfully, but what language teacher has 5000 hours a year at his disposal?

As regards the number of words in a language a German Encyclopedia gives about 600,000 words for English (Webster). (Der neue Brockhaus, F. A. Brockhaus, Wiesbaden 1960 Vol. V p. 560).

The Natal Syllabus states categorically that Afrikaans must be the medium. There were until quite recently inspectors who held it against a teacher of Afrikaans if he used English to explain a difficulty. And yet they took no steps to ban bilingual dictionaries which are far more likely to be misinterpreted than a teacher.

Language and ideas are subject to constant changes. Any effective method evolved by an efficient teacher as part and parcel of his personality and experience should be accepted in that light, but not necessarily be foisted on others.

In practice, however, the Direct Method is rarely applied rigidly.

In a leaflet by Philips advertising language laboratory drills for South African Philips Language Courses (ET/66/P30) one can read as follows, "A feature of the course is the 'running dictionary' which gives the English equivalents of new or difficult words as they appear in the text. This device enables the pupil to understand the meaning of the sentences or phrases he is manipulating".

The real aim is a pass in the examination. And language teachers are judged as other teachers, by the number of their successful candidates, not by the method they employ. The Direct Method proper is reserved for window dressing and similar pursuits.

I am not writing here to lay down the law, but if the teacher follows the dictates of an Education Ordinance and the pupil do not understand the teacher on account of that, there is something radically wrong, and let it be said quite clearly not with the teacher!

I believe that one of the important factors in teaching is the interest aroused in and taken by the pupils whatever the subject may be.

The Direct Method in the hands of a pedant can be as dangerous a method as formal grammar lessons.

Experience and practice make a syllabus perfect. Perhaps I ought to mutter to myself "si tacuisses, philosophus fuisses." I crave your indulgence. Explain directly please : die poppe is aan die dans, the fat 's in the fire!

TEACHER TRAINING IN BRITAIN

by Mr. R. S. NAIDOO

(Vice-President, South African Indian Teachers' Association)

POINTS FROM A REPORT SUBMITTED TO THE DIRECTOR OF INDIAN EDUCATION.

THE FUTURE PATTERN OF TEACHER TRAINING IN BRITAIN.

"We begin with three fundamental long-term objectives :

- (a) the need for a substantially enlarged teaching force and consequently for an enlarged educational base from which to draw additional teachers ;
- (b) the need for a flexible teaching force adaptable to the inevitable changes in demand and educational developments ;
- (c) the need for a teaching force of high quality, universally and fully trained for its professional task."

(Eighth Report of the National Advisory Council - 1962)

Historical Background :

Teacher-Training in general in Britain is based on the findings of the McNair Committee (published May 1944). The University Schools of Education came into being on the following bases :

- "(a) That each university should establish a school of Education, it being understood that some universities may find it desirable to establish more than one such school.
- (b) That each University School of Education should consist of an organic federation of approved training institutions working in co-operation with other approved educational institutions.
- (c) That University Schools of Education should be responsible for the training and the assessment of the work of all students who are seeking to be recognised by the Board of Education as qualified teachers."

(The Robbins Report, published in 1963, advocates a much closer integration, with provision for the abler students at constituent colleges to work for the University degree of Bachelor of Education).

The first University School of Education was established in 1948 and by 1961 there were sixteen Institutes of Education and two University Schools of Education.

THE THREE YEAR COURSE IN ITS PRESENT FORM.

The general 3-year course was made compulsory for non-graduates in September, 1960. The 3-year specialist courses in Housecraft, Woodwork, etc., were already established by them.

The McNair Committee found that the two-year course was seriously inadequate in many respects. They observed that "many students do not mature by living; they survive by hurrying."

The course was intended for providing "better educated men and women" after three years of concurrent personal and professional training. It was felt that "the teachers' ripper knowledge and wisdom can come only from continued study, experience and reflection. Most students enter college with the attitudes, the responsibilities and the intellectual standing of adolescents." The course has so to change them that they become adult students, and this is unlikely to be accomplished in under three years. (Ministry of Education 34/1957).

It has been generally accepted that the demands which primary schools make on their staffs are different from the secondary school demands. Consideration was also given to the increasing variety in the organisation of British secondary schools and other departments of further education, including Youth clubs. It was found that :

- (a) It would be physically impossible for graduate teachers to man all these departments.
- (b) In certain subjects in secondary schools the three-year course could provide a better training than the university faculty for general and specialist teaching.

The McNair Committee aimed at providing a course over three years with an acceptable academic standing. They intended also to end the "training-in-isolation" and aimed to bring about a closer relationship between schools and colleges with the teaching profession as a whole accepting "a greater responsibility both for the teacher in training and for the young teacher."

Extending the course to three years meant approximately 105 weeks of term time (50% increase) and 40 weeks of vacation time (75% increase). The number of lectures given previously in the two-year course was spread over 3 years so that a whole year could be devoted to reading, reflection and possibly writing. (Due consideration was given to the dual function of colleges - personal and professional training).

GENERAL PATTERN OF COURSES OFFERED :

In the main three types of courses are offered :-

- (1) Main subject courses (also called SPECIAL or PRINCIPAL). These provide the basis of the students' personal education. They may be "A" or "B" level courses.

"A" or Advanced level courses extend over three years of study. These may not be identical to university courses in respect of content but are certainly comparable in respect of depth and appreciation. Some of the subjects are Art and Crafts, Biology, Chemistry, Commerce, Dramatic Arts, English, History, Geography, General and Natural Science, Mathematics, Music, Physics, Physical Education, Religious Knowledge, Rural Studies. An "A" level study in any of the above subjects is regarded as an adequate preparation for a Junior High school specialist." A great part of the third year is devoted to a study of this subject and in most colleges an original dissertation based on a survey/investigation is expected at the end of the third year.

- (2) "B" Level or Subsidiary or Second Courses.
"A second subject shall be studied as a main subject for two years only."
(Bristol University, Inst. of Educ.)
The second subject is chosen from the "A" level list but studied for two years only.

Note however, that ALL students must follow a two-year course in English including language, literature, Speech and drama.

- (3) Professional and Curriculum Courses.
(In the Bristol area these are called COMPLEMENTARY STUDIES). Generally of one year duration.

"Students must show evidence of a satisfactory level of professional competence in fields of study appropriate to the age group of those whom they intend to teach." (Bristol University)-

(a) **Infant and Junior school teachers :**

Art and Craft	Music
Biology/General Science	Physical Education
Mathematics (includes Arithmetic and is compulsory for all teachers intending to teach in primary schools).	
Religious Education (subject to exemption on grounds of conscience, all teachers are expected to take the one-year complementary course at least)	

(b) **Junior and Secondary Teachers :**

Art and Craft	Physical Education
Dance	Religious Education
General Science	School librarianship
Mathematics	

These courses aim at providing the student teacher with his "Stock-in-trade" and therefore include method.

(c) **The Course in Education (Compulsory) :**

The principles and practice of education. This course includes :

- a. Educational thought/theory
- b. Educational psychology
- c. History of education
- d. The educational system of Britain and its administration
- e. Teaching methods
- f. Health education including mental health
- g. Child studies, social, physical and intellectual, including direct observation (Sociology of Education)
- h. Teaching practice and other work with children in schools

The purpose here is to help students achieve a genuine understanding of children and of the part played by education in their development.

Some Noteworthy Features in their Approach.

1. The education of students teachers is a joint responsibility of tutors and school staffs. The principal and staff of a training school are "involved" in the training of teachers and their contribution is both vital and welcome. In most area organisations, outstanding men and women teachers are seconded to institute staffs for part time instructions or to lecture to "in-service" groups.
2. There is a clear distinction between academic and professional training. One is not done at the expense of the other. Secondly, a training college course combining the two is thoroughly planned to benefit both aspects.
3. Student teachers at the post-matriculation level are given recognition as "young adults" with minds of their own. They are given every opportunity of developing their individual abilities to their maximum capacities. The additional year in the three year course is so planned that more time is available for reflection and independent thinking.
4. The variety of courses that is available, the equipment, the buildings, the libraries, the facilities for travel are of a superior order. These are possible because of the higher contribution made to education from national revenue (approximately 7%).

THE MOST RECENT ADVANCE THE PROFESSIONAL B.Ed. DEGREE

BASIS : "While the three-year concurrent course leading to a professional qualification should continue to be available, four-year courses leading both to a degree and to a professional qualification should be provided in training colleges (College of Education) for suitable students.

A B.Ed degree of the university with which the college will be linked should be awarded at the conclusion of the fourth-year course."

(The Robbins Report - October 1963)

THE COURSE : In most Institutes of Education (England, Wales and Scotland) the course consists of two parts :-

- Part 1 :** The three year course leading to the Certificate in Education of that particular university but with exceptional levels of performances.
- Part 2 :** Consists of two subjects. In most institutes this consists of Education and one academic/technical subject chosen from an approved list.

SUBJECTS BEING CONSIDERED ARE :

Art	Handicraft
Biology	History
Botany/Chemistry	Home Economics
Commerce	Mathematics
Art and Craft	Music
Divinity	Physical Education
English	Physics
French	Physical Science (Physics and Chemistry)
Geography	Rural Science/Rural Studies
Geology	Sociology
Drama	Spanish
German	Zoology
Latin	

NOTE : The Institute of Education, University of London is the only institution offering Education as optional in Part 2. Students will be allowed to do two academic courses if they so wish.

EXAMINATION :

The award of the degree shall depend upon the results of the final B.Ed., examination and upon the candidate's work during his whole period of study.

The first students are expected to graduate in 1969 generally.

There are still major differences of opinion on the objectives of this course.

In England and Wales it is recognised as a professional first degree with a status equal to other first degrees and the holders of this degree will qualify to teach in post-primary institutions.

In Scotland (Moray House) "it is expected that B.Ed. graduates will teach in primary schools" chiefly and "the degree is not intended to prepare graduates to become sub-specialists in particular subjects".

Why the B.Ed. Course is favoured.

1. As the first professional degree envisaged it enhances the status of the profession.

2. It raises, if somewhat belatedly, the status of Specialists in technical (non-academic) subjects. Especially in Comprehensive and Technical Schools and in places of further education their new status increase their chances of promotion.
3. It gives new status to training colleges.

Difficulties still to be overcome.

1. The percentage of the annual intake in any training college to be selected for the four year course. This is dependant on the following :
 - (a) Entrance qualifications. All Institutes of Education insist that eligible candidates must have the necessary university entrance qualifications.
 - (b) The state problem of meeting the demand for teachers annually. A high percentage of candidates would mean a corresponding diminution in the outflow of teachers at the end of the three year course. It is generally expected that the final figures of selection for the fourth year would be between 7% to 10% of annual intake.
2. When should the selection for the four year course take place ? On entrance, at the end of the first, second or third years ? It is generally assumed that selection would take place at the end of the first or second years, but no finality has been reached as yet, on this important question.
3. What happens to those teachers who enter the profession with a three year certificate prior to the commencement of this course ? Should there be a part-time course instituted for the benefit of such persons ? So far the University of London is the only institution offering an external degree to teachers. No provision is likely to be made for such persons before 1970.
4. The standards to be maintained. All institutes are insisting on their University standards in the granting of this degree. This could result in more "direct interference" by the universities and a consequent diminution in the independence of training colleges. On the other hand training colleges have to face up to the problems of staffing at the highest levels and improving the staff-student ratio. It is interesting to note, here, two observations made by the Principal of Moray House in Scotland where only Colleges of Education undertake teacher training :-
 - (a) "The staff-student ratio is at present unsatisfactory. The position is due partly to the nature of the available buildings with their large lecture rooms and few tutorial rooms and partly to the policy of admitting as many students as possible because of the teacher shortage."
 - (b) "The College would welcome participation in the assessment of teaching practice by university lecturers who are qualified teachers. It would be understood that they would work within the broad lines of College policy."
5. There is a fear in some quarters that the system of rigid selection amounting to 10% or under in any year could lead to a "devaluation" of the three year certificate. The fear is that the two training college courses would eventually be regarded as first and second class certificates respectively.
6. There is a practical difficulty peculiar to universities which awarded in the past the B.Ed. as a second degree, as in South Africa. To avoid confusion it has been suggested by some that holders of the B.Ed., awarded as a second degree, should be given the automatic status of M.Ed. However, no finality has been reached in this matter.

OBSERVATION :

It is suggested that in our own system the three year course should be in force for at least five years, on a compulsory basis, before any change is contemplated.

THE ORIGINS, GROWTH AND DEVELOPMENT OF SECONDARY EDUCATION FOR INDIANS IN NATAL, 1860 - 1966.

by Mr. K .P. NAIDOO
(Inspector of Education)

The establishment of the Higher Grade School in 1899 saw the beginning of secondary education for Indians in Natal. Here provision was made for pupils to go up to Standard VII. A few years later, the pupils were transferred to the institution known as the Carlisle Street Government Indian School. Instruction was given up to Standard VII until 1918, when arrangements were made for "The establishment of higher education for Indians". Classes were started for the Junior Certificate and Matriculation Examinations, and pupils were prepared for these examinations until 1930.

Through the initiative of Mr. H. L. Paul, the Indian Educational Institute was established in 1911. This was a private effort. Qualified European teachers were brought over from India and splendid work was done during the four years of its existence. It closed down in 1914 after preparing several pupils for the Cape Junior Certificate Examination.

Another private secondary school which did valuable work was the "Marine College". It was opened and efficiently run by Mr. J. L. Papert, B.Sc., (Wits.) from 1925 to 1930.

The total number of pupils doing post-primary work in 1927 was 67. Of this number, 48 were at the Carlisle Street Indian School. Here the pupils were distributed in the different standards as follows :- Standard VII 42, Standard VIII 2, Standard IX 3 and Standard X 1. Two other boys were doing secondary work at a Government-Aided school. The remaining 17 secondary pupils were girls. In 1927, only 0.6% of the total school population were secondary pupils.

It was pointed out by Mr. Kichlu, in his memorandum to the Dyson Education Committee of 1928, that the York Road Government Indian School at Pietermaritzburg under a European principal could offer tuition beyond the primary stage.

In April, 1928, in his memorandum to the Education Committee of 1928, Mr. Sastri pointed out the urgent need for an institution for the training of teachers. He further intimated that a fund had been initiated by him and that he had already collected an amount of £18,000 (R36,000) from the Indian Community. The Education Committee was convinced of the urgency of the need for such an institution and recommended that "it is absolutely essential to establish an Indian Training College in order to supply the necessary qualified teachers to provide for the extension which has been referred to, and in this connection the Administration should accept the gift of the Rt. Hon. Mr. V. S. Sastri of a fully-equipped Training College and assume responsibility for its conduct and maintenance, and, further, as it is quite impossible to find professors in this country capable of starting the Training College, the first opportunity should be taken to import them from overseas." The Indian Community was eager to have facilities for education up to the Matriculation standard. Thus the scheme put forward by Mr. Sastri was for a combined Training College for teachers and a High School. Here students would be either trained as teachers or given general education up to Matriculation.

The scheme which was drawn up involved the erection of three buildings : the main building to consist of a large hall with six classrooms on the one side for the High school and four on the other side for the Training College. There was also a need for a hostel to accommodate about forty students. The third building to be erected was a house for a resident Principal.

The plans also made provision for a playground which required about 5 to 6 acres of land.

Mr. Sastri interested the Mayor of Durban and others in the scheme. He addressed the Durban City Council-in-Committee on the 8th November, and on the 25th November the Council agreed by a majority that some land be leased for the Agent's scheme. The area granted was however cut down to two acres. It was hoped that when the detailed plans were laid before the Council a larger area might be granted.

This spirit of "self help" it was hoped would make a favourable impression on the Education Committee.

On the 24 August, 1928, in the presence of the Mayor of Durban, the Superintendent of Education of Natal, and a large number of Europeans and Indians, the Administrator of Natal laid the foundation stone. Because it was the wish of the subscribers, the institution was called "Sastri College." Building operations were started in January 1929.

The institution was officially opened on the 1st February 1930.

As there were not sufficient post-primary pupils to fill the college standard six pupils were enrolled. Every pupil from the Carlisle Street Government Indian School was transferred to this building. The total enrolment for 1930 was 207 pupils distributed as follows :-

Standar Six A - 39; Standard VI B - 41; Standard VI C - 51; Standard VII - 36; Standard VIII - 29; Standard IX - 6; and Standard X - 5.

At the beginning of 1931 the enrolment was 232, an increase of 25 over that of the previous year. There was a further increase in 1932 when the figure of 304 was reached. At the beginning of 1930, the entire staff of the Carlisle Street Government Indian School was transferred to Sastri College. This consisted of five qualified European teachers under a European Principal. A few months later another European woman was appointed.

Until Easter, the College was staffed entirely by Europeans but after April, six qualified Indian graduates who were selected in India by the Government there, replaced the European staff. These Indian teachers were brought from India on a three-year contract. The only Europeans on the staff were the Principal and the Vice-Principal. In order to supplement the staff, three local Indians were appointed. Thus in April, 1930, there were nine Indians and two Europeans on the staff of Sastri College.

At the end of 1932, after the expiry of the three-year contract entered into between the Natal Provincial Administration and the Indian Government, the six teachers from India sailed for their homeland. The service rendered by these teachers was greatly appreciated by the Administration. They successfully adapted themselves to strange conditions and played an important part in the "uplift movement." Their places were filled by Europeans whose special qualifications enabled them to cope "more effectively and economically with the curricula of the college."

From then onwards Natal-born Indians with Post-Matriculation qualifications joined the staff of the College until its final Indianisation in August, 1951.

In 1932, the position in regard to post-primary education for Indians had improved only slightly. Post-primary work was being done at two Government Institutions, viz., Sastri College and the Mitchell Crescent Government Indian Girls' School.

When the pupils from the Carlisle Street Government Indian School, an institution for boys only were transferred to Sastri College, the former institution was used to accommodate the pupils from the adjacent Mitchell Crescent Boys' School. The latter was then used for Indian girls only. It was in this school that secondary classes for Indian girls were first established in Durban.

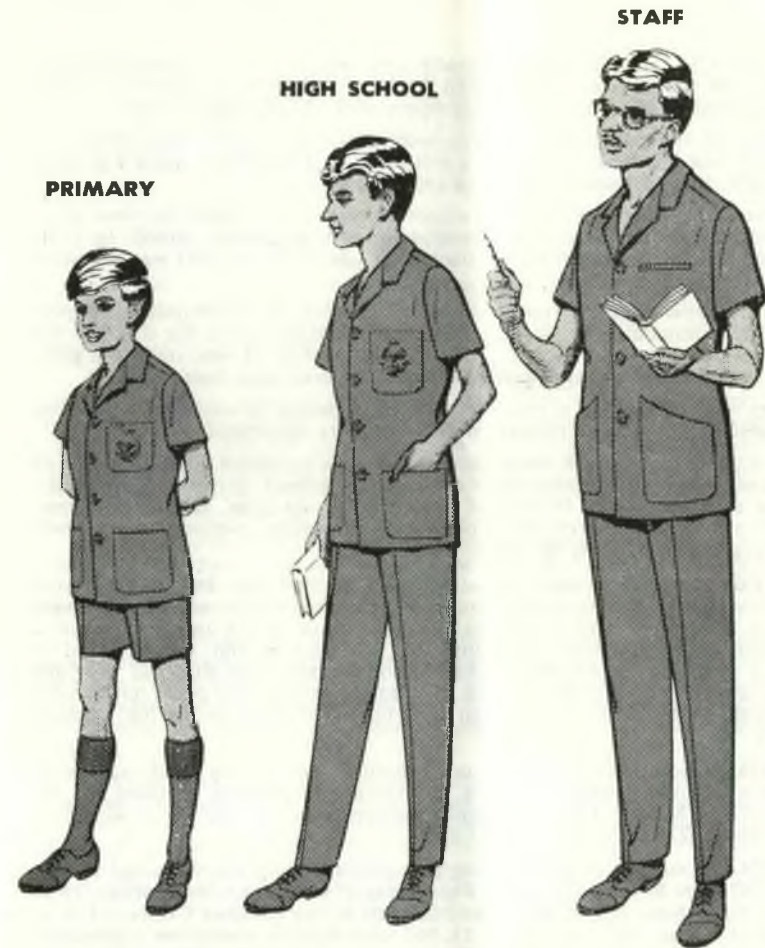
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The new girls' school which originally consisted of a four roomed building on the present site became the Mitchell Crescent Indian Girls' School. It was officially opened by the Education Department at the beginning of 1930.

Because of the poor enrolment for secondary work tuition was offered in Standards V and VI. The school had a roll of 42 in 1930. There were 7 girls in Standard VII, 17 in Standard VI and 18 in Standard V.

The secondary enrolment of the school increased at a painfully slow rate. The majority of Indian parents were averse to sending girls to school. In 1931, the school's secondary enrolment doubled itself. In 1932, one girl was admitted to Standard IX.

It was regretted that this institution did not receive the whole-hearted support of the Indian community. It was suggested that the main reason for this was the fact that the school was situated in an unsuitable locality. It was, indeed, a great pity that the excellent facilities provided did not attract more Indian girls.

It was realised that no expansion could be expected in secondary education for girls unless there was an increase in their primary enrolment.

Indian parents were still not eager to send girls to school. The majority of parents could not afford to send their daughters to school, partly because of the fees to be paid and partly because of the need for the girls' services at home. There was also a strong aversion to older girls attending co-educational schools and to being taught by male teachers.

The Education Department noted with regret that few Indian girls were taking advantage of the secondary facilities provided at this school. Attempts were made to improve and popularise this institution by the introduction of a broader and more practical curriculum. It was pointed out that the Indian community could not derive the full benefits of the education that was provided until they sent their daughters to school. The Indian community could not become what it ought to be, until more Indian girls offered themselves for the teaching profession.

In 1933, in addition to the two state schools, post primary work was being done at two state-aided schools, namely, St. Xavier's Oakford at Verulam and the Sydenham Girls' School. In all, 296 pupils were receiving instruction in secondary work. Of these, 276 were boys and 20 girls.

In 1934, the number of pupils doing post-primary work had increased to 320. Of these, 297 were boys and 23 girls. There were 279 boys at Sastri College, 18 at Sydenham Boys' State Aided School and 23 girls at the Mitchell Crescent Indian Girls' School. These 320 pupils out of 18,961 school-going population represented only 1.7% of the total enrolment. There was considerable demand from the Indian community of Pietermaritzburg for secondary school facilities. The Natal Education Department proposed to start secondary classes at the York Road Government Indian School at the beginning of 1935 to meet the pressing demand. Secondary classes were established at the York Road Government Indian School to cater for the post-primary needs of pupils in that centre. The majority of the pupils were from Pietermaritzburg and districts. There were also a few pupils from Durban. Pupils from the following schools proceeded to this institution :- Sutherland's Government Aided Indian School, Woodlands (Primary section), Esther-Payne Smith, Howick, Baijoo-Maharaj, Thornville, Greytown and Lidgetton.

It was a co-educational institution and one of two schools in the Province where training in vocational subjects was given. Instruction in woodwork and book-keeping was provided in Standard VII.

There was a slight increase in post-primary enrolment due to the provision of facilities for post-primary work at the York Road Government Indian School. The secondary enrolment in 1935 was 353, of which 316 were boys and 37 girls. It was felt that there was very small prospect of growth in this aspect of Indian education.

At the end of 1935, the Sydenham Boys' School stopped doing post-primary work. Secondary work was now being done at only three state schools, namely, Sastri College, Mitchell Crescent Girl's School, and the York Road Government Indian School. In addition to the 25 students who were being trained as teachers, 391 pupils were doing post-primary work. Of these 339 were boys and 52 girls. Thus only 1.5% of the whole school population proceeded beyond the primary school stage.

In 1937, as in the previous year, post-primary work was conducted at three schools only. The name of the Mitchell Crescent Girls' School was changed to the Dartnell Crescent Indian Girls' School and the York Road Indian School became the Greytown Road Indian School. The total enrolment at these institutions was 399. In addition to these, 18 pupils were attending a private secondary class at Alencon School in Malvern.

The 417 post-primary pupils in the whole Province represented 1.9% of the average enrolment of all Indian Schools. There was very little prospect of any big increase in this proportion. This enrolment increased to 450 in 1938 but dropped to 426 in 1939. The fall in enrolment in 1939 was due to the failure of many pupils to qualify for admission to a post-primary course. In 1937 52% of Indian candidates obtained continuation pass in the Standard VI Examination but in 1938 only 27.4% qualified.

In 1940 the enrolment to secondary classes rose to 554. The increase for the year was 128. Sastri College, the Dartnell Crescent Girls' Secondary School and the Greytown Road School were full to overflowing and there was urgent need for more accommodation at these schools.

Towards the end of 1940, the Natal Education Department decided to establish secondary classes at the Ladysmith Indian Primary School from the beginning of the following year. If sufficient pupils were available provision was to be made for Standard VII in 1941 and Standard VIII in 1942. Outside Durban and Pietermaritzburg this was the first centre where a secondary school was opened for Indians.

Because Ladysmith was centrally situated, it was felt that the pupils who obtained the Standard VI Certificates from the following schools would proceed to this institution for their secondary education :- Estcourt, Colenso, Nottingham Road, Waschbank and Wessel's Nek. Unfortunately, very few enrolled because of the lack of board and lodging facilities. Prior to the opening of the Umzinto High School and the "Congress High School", a few pupils from Durban were also admitted to this school. Some pupils from Durban enrolled there for health reasons.

The secondary classes started with an enrolment of 10 pupils in 1941. A slight improvement was noted in 1942 when 22 pupils enrolled. In 1943 the number dropped to 16 but rose to 19 the following year.

It was evident that the secondary classes at Ladysmith were not as successful as those in other centres. Some members of the Indian community were of the opinion that the position might have been different if hostel facilities had been provided.

There was a marked improvement in the over-all enrolment in 1942. It had increased from 554 in 1940 to 643 in 1942. The latter figures represented 2.2% of the average enrolment in all the schools in the Province.

At the beginning of 1942 post-primary classes were started at the Stanger Indian School. This became the second country school to embark on secondary education and the first on the North Coast.

The institution was assured of a steady increase in secondary enrolment. In 1942 Stanger had an Indian population of 27,667 of whom 5,955 resided in the urban and 21,712 in the rural areas. There were several primary schools in and around Stanger. These were Parukabad, Kearsney, L. Bodasingh, Tinley Manor, New Guelderland, Darnal, Lower Tugela, Amatikulu, Gingindhlovu, and the Entumeni Government Aided Indian Schools.

There was an increasing demand for secondary education from other centres in Natal besides Durban and Pietermaritzburg.

In 1944 a full secondary course up to the Matriculation, could only be obtained at schools in Durban and Pietermaritzburg. At secondary schools tuition was offered only up to the Junior Certificate stage. No modification was made in the curricula.

Besides accommodation, the main difficulty in regard to post-primary work was the small number of Indian graduates who were available. Many of those who held degrees had obtained them as external students of The University of South Africa or as part-time students at the classes provided by the Natal University College. Here the choice of major subjects was limited and students were obliged to take majors and qualifying courses in subjects which were not taught in secondary schools. Only those who obtained their degrees at Fort Hare had done post-Matriculation work in Science and Mathematics.

Secondary classes were established at Newcastle at the beginning of 1945. Classes started with an initial enrolment of 23 pupils. The secondary enrolment increased very slowly as only three primary schools supplied pupils for post-primary work. These were the Government Aided schools at Lennoxton, Balengeih and Dannhauser.

In the same year secondary classes were started at the Tongaat Indian Boys' School. The secondary school was a building constructed from funds contributed by the Indian community, together with a grant from the Natal Provincial Administration. The school was then handed over to the Natal Administration.

Satisfactory increase in the secondary enrolment was maintained because of the primary schools in and around Tongaat. These were the Isnembe, Frasers, Chaka's Kraal and Fairbreeze schools.

The Natal Education Department was now finding it extremely difficult to obtain teachers capable of giving instructions in Latin, Biology, and Mathematics. In all 876 pupils were doing post-primary work. This represented 2.6% of the total school population.

The establishment of secondary classes at centres outside Durban and Pietermaritzburg was warmly welcomed by the Indian people. These schools provided secondary education for many potential teachers who would otherwise have to progress beyond Standard VI through the channels of private tuition.

The Indian community was becoming "secondary education" conscious. It realised that men and women with higher education were needed for the professions and certain positions in the commercial-world.

The then Chief Inspector of Indian Education, Mr. J. E. Devlin, made the following observation in regard to secondary education for Indians :

"One wonders if the Indian parent who may be illiterate or semi-illiterate does not regard secondary education as panacea for his ills. Around him he sees large numbers of European children who proceed to post-primary classes, and he reasons that if this system brings economic and other advantages to the white races it must also be good for the adolescents of his own people. Today Indian parents profoundly believe in education for their children, and for secondary teaching they are prepared to sacrifice much through purchase of books, payment of school fees; and by being deprived of wages the child might otherwise be earning in the hope that the investment will produce living dividends. They place too high a commercial value on this type of education. It is true, students do derive some good from attending these classes - they have wider contacts, obtain ability to reason and other such benefits but in many cases it is doubtful if they profit to a degree anticipated. For one thing not every child who passes Standard VI is fit for the only type of secondary education now available in Indian secondary schools, the purely academic one, and for another it is very doubtful if suitable positions will be available for all who have completed even a Standard VIII course. Consequently at the end of the school career many join the ranks of the misfits and malcontents and certainly do not repay parents for sacrifice made on their behalf.

Some who do not have the capacity to profit fully from the traditional academic course might be fitted for positions in industrial and commercial life, if for example, they had knowledge of commercial subjects."

Mr. Devlin concluded by noting that if the Indian Technical College were built, the problem would be solved to some extent. Students would be then able to prepare for a more suitable career than was possible in secondary schools which were offering a fixed type of academic education.

The year 1946 saw the establishment of secondary classes at the Dundee Indian Government School with an enrolment of 26 pupils. The enrolment in the post-primary section expanded at a satisfactory rate because of the central position enjoyed by this institution. Six primary schools supplied pupils for the secondary department. These were the Government Aided Schools at Glencoe Burnside, Waschbank, Hlobane, Wessel's Nek and Pomeroy. A few pupils from Durban, who failed to gain admission to Sastri College also attended this school.

At this stage eight schools were providing post-primary education for Indian pupils in different centres in Natal where Indians were concentrated. The total enrolment of secondary pupils for 1946 was 1020.

The position in regard to accommodation was serious at Sastri College and it was expected to deteriorate at the beginning of 1947.

Since the secondary classes at Stanger and Tongaat provided tuition only up to the Junior Certificate stage, there was a great pressure on Standard IX at Sastri College, caused by those students who came to this institution from the two coastal secondary schools. There was also an increase in the number of boys who wanted to take a Teacher-Training Course at Sastri College. This, with the rapidly increasing number of boys who wanted to do the Standard IX course, considerably curtailed accommodation for Standard VII pupils. The Natal Education Department felt that there was an urgent need for another high school in Durban. It was suggested that the new high school should be situated either in Clairwood or Sydenham.

Unfortunately, the College site for the M. L. Sultan Technical College at Currie's Fountain was not yet made available. Consequently, those who desired to attend day commercial and technical classes at a Technical College tried to obtain some form of secondary education at Sastri College even though many of them were suited not for the purely academic type of secondary education provided at Sastri College.

On the other hand, the schools which were doing secondary work in the country districts were able to absorb all the pupils who sought admission in the secondary department.

In 1947, altogether nine schools were doing secondary work. Of these, six offered instruction up to the Junior Certificate Standard and three up to Matriculation. Even though the schools in the country districts helped to reduce the demand for secondary education, the position was no better in Durban. The Natal Education Department hoped the position would improve a great deal when the schools outside Durban had grown to a stage where Standards IX and X could be established. Some of the schools were reaching a stage where classes right up to Matriculation had to be provided.

The rapidly increasing Indian school population was making the problem of accommodation more difficult to solve.

Besides the Indian Girls' High School in Durban, the only other institution which offered post-primary instruction for girls was the Pietermaritzburg Indian Girls' School.

Secondary work was begun at this school at the beginning of 1947. It was hoped that a full Matriculation course would be available at the beginning of 1950. Girls who were in the secondary classes at the Woodlands Indian High School, which was essentially a boys' school, were expected to complete their course at that institution. With this exception, post-primary co-educational classes ceased at Woodlands at the end of 1946.

While the demand for secondary education continued to exceed the accommodation available, schools in the country districts were able to accommodate all the applicants in 1947. Money had been voted for the establishment of a new secondary school in Durban. This, it was hoped, would help considerably in

easing the pressing accommodation problem. Requests were made by some of the country secondary schools for permission to establish classes up to the Matriculation standard. When a sufficient number of Standard IX pupils were guaranteed, the requests were considered favourably by the Natal Education Department.

The total secondary enrolment for 1948 was 1181 which represented 2.9% of the total school population.

Because of lack of secondary accommodation in Durban, a large number of pupils failed to gain admission to Sastri College in 1948. In order to accommodate these pupils, the "Congress High School" was established and conducted as a private institution. The Natal Indian Congress took the initiative in establishing these classes.

It was made clear to the community that these classes were of a temporary nature and that it was anticipated that the Natal Education Department would take over the responsibility of providing secondary education for Indian pupils.

The classes started with an enrolment of 150 pupils in 1948. But during that year, about 80 pupils were transferred to Sastri College.

An interesting feature of these classes was the formation of a girls' section at the Dartnell Crescent Indian Girls' School. The girls were taught by women teachers.

The classes for the boys were held at the Kathiawad Indian School in Lorne Street, Durban. Tuition was provided in the afternoons from 3.30 p.m. to 6.30 p.m. In all three to three-and-half-hours instruction was provided.

Because of difficulties in conducting classes at the Kathiawad School, the Natal Indian Congress made representations to the Director of Education and the Administrator of Natal for the use of a Government school building. As a result, the Natal Education Department granted permission for the use of the Greyville Government Indian School in the afternoons.

In 1949 the Hindu Tamil Institute was also used since it was more suitable in the winter months when the early sunset made home-going rather difficult. Towards the end of the year the sponsors of the "Congress High School" were informed that the Hindu Tamil Institute building would not be available in 1950 owing to the large enrolment that was anticipated at the M.L. Sultan Technical College part-time classes. The College had priority over the use of the building. Accordingly, the classes were transferred to the Greyville Government Indian School in 1950. The Natal Education Department was so impressed with the work done at the "Congress High School" that official recognition was given to it in August 1951. Henceforth the officials of the Natal Education Department supervised the work done at these classes. The Education Department granted a 75% subsidy for the teachers' salaries, applicable from the date of recognition.

Through the initiative of the Indian community of Umzinto secondary classes were established at this place in 1949. The school was built by the Umzinto Indian Educational Trust which raised the sum of £8,000 (R16,000) from the public. When the building was completed it was handed over to the Natal Provincial Administration. It was officially opened at the beginning of 1949. Secondary classes started with a satisfactory enrolment of 63. The growth of the classes was remarkable for within a year the secondary enrolment doubled itself. The school was fortunate for over 16 schools sent pupils to this institution for secondary education. Several pupils from Durban, who failed to gain admission to Sastri College enrolled there. In 1951, there were 50 such pupils.

As a result of representations made by the Indian community of Greytown, secondary classes were established there in 1950. The classes increased at a disappointing rate. This was due to the fact that only one school sent its pupils to this institution for secondary education. This was the Harden Heights Government Aided Indian School. Furthermore, Greytown has a small Indian population. According to the 1951 census there were only 1,755 Indians in Greytown. Of these 948 lived in the urban and 807 in the rural areas. There were also no board and lodging facilities for pupils coming from outside Greytown.

A review of secondary education for Indians in 1950 showed that 3.7% of the whole school population consisted of secondary pupils. This was an increase of 0.8% since 1948.

The third secondary school built by the Indian community was opened at Verulam at the beginning of 1952. The school was erected by the Verulam Indian School Board from funds collected from the Indian people throughout the Republic. To the amount of £5,000 (R10,000) collected, the Natal Provincial Administration made a generous contribution of £10,000 (R20,000). When the building was completed it was handed over to the Administration.

The school started with a secondary enrolment of 160 pupils. It had a bright future in so far as secondary education was concerned. Post-primary pupils were drawn from the Verulam Primary, Umhloti, Talwantsingh, Temple, Cottonlands, St Xavier's, New Glasgow, Mount Edgcombe, Moonsamy, Wylde Memorial and Inanda Schools.

As the school was within travelling distance from Durban by the South African Railways' Pullman bus and train, about 50 pupils from Durban and districts also attended this school in 1952.

At the beginning of 1952, there were in all 13 schools doing secondary work in Natal. Of these 9 provided instruction up to Matriculation and 4 up to Junior Certificate. Of the total school population 4.8% were secondary school pupils.

As in the past it was becoming increasingly difficult to obtain teachers qualified to do secondary work. Very few matriculants went to University as full-time students and those who attended the non-European classes of the Natal University qualified mostly in English, History and Geography. The position was made worse when many secondary teachers of long experience were promoted to principalships of primary schools, where their knowledge of secondary subjects was wasted. Quite often Latin, Biology and Mathematics were taught by teachers who had to rely on knowledge gained from the days when they matriculated. Fortunately, some Indian students were admitted to Fort Hare, the fees of which institution they were better able to afford than those at the Universities of Witwatersrand and Cape Town.

In 1953, the enrolment of secondary pupils in 13 Indian schools in Natal was 3,123. There was a further increase in 1954 when the record figure of 3,141 was reached. There was a fall in enrolment in 1955 owing probably to the establishment of full-time classes at the M. L. Sultan Technical College.

At the beginning of 1956 the £70,000 (R140,000) Clairwood Indian High School was opened. Over 500 boys and girls were enrolled. All available space at Clairwood High, Sastri College and the Durban Indian Girls' High was filled and practically all the Indian pupils anxious to obtain secondary education were accommodated.

Prospects for secondary accommodation were bright. The foundations of the new Kathiawad High school were laid and the plans for the new Orient High at Currie's Fountain were practically completed. The M. L. Sultan Technical was also opened early in the year. Some Indian pupils who passed the Standard VI were admitted to this institution.

It was becoming increasingly difficult to find suitable science teachers. To make the position worse a few teachers qualified to teach science resigned from the teaching profession to take up a medical course.

With the opening of the Clairwood Indian High School and the temporary housing of 140 secondary pupils at the H. S. Done Primary School, the problem of secondary school accommodation eased a great deal. In 1957 nearly all the pupils who wanted to attend secondary schools were able to gain admission. Consequently, it was not found necessary to continue with the "Congress High School."

More pupils had been enrolled in secondary classes and the Natal Education Department did not find it necessary to practise selection on a rigorous basis. Unfortunately, as pointed out by the Director of Education in his report, many pupils who gained admission were not ready for secondary education and were unable to reach in the period of two or four years the standard of attainment required for the Natal Junior and Senior Certificate Examinations. This caused a high failure rate in Standard IX and X in most of the secondary schools.

PRIMARY EDUCATION IN BRITAIN

This article is published with acknowledgments to the Information Section of the British Embassy in South Africa

THE PLOWDEN REPORT

CHILDREN AND THEIR PRIMARY SCHOOLS

A national policy of positive discrimination to favour areas in which children are most deprived socially is given top priority by the Central Advisory Council for Education (England) in a report, *Children and their Primary Schools* to the Secretary of State for Education and Science, published on 10th January 1967. The council's 196 recommendations also include high priority for the recruitment of teachers' aides as an immediate source of help to teachers; the extension of part-time nursery education as soon as there are staff and buildings available; the beginning of a new structure for primary education involving a three-year infant and a four-year junior course; the improvement of bad primary school buildings; and efforts to make sure that the raising of the school-leaving age to 16 planned for 1970 does not hold up improvements in staffing in some of the primary schools.

There are about four million children in 21,000 primary schools in England. They attend between the ages of 5 and 11. The schools are usually divided into infant schools and departments for children aged 5 to 7 and junior schools and departments for children aged 7 to 11, the departments together constituting a single primary school even though they may occupy different buildings.

Aim and Scope of the Enquiry

The council was asked in 1963, 'to consider primary education in all its aspects, and the transition to secondary education'. Oral and written evidence came from a large number of educational organisations and associations; and the individuals who submitted evidence included parents, journalists and publishers, teachers, lecturers, educational administrators and many others with special knowledge.

Nearly 300 primary and secondary schools in Britain were visited as part of the investigation as well as colleges of education, university departments and institutes of education. The council also visited other countries—Denmark, France, Poland, Sweden, the USSR and the United States where they saw Ministries of Education, teacher-training establishments, children's playgrounds, centres for educational research and university departments as well as a large number of schools, both primary and secondary.

The council's proposals, including those concerned with nursery education, would mean an increase in annual educational running costs rising from £500,000 in 1967 and £9.1 million in 1968 to over £79 million in 1979. Extra capital expenditure would rise to a £40 million peak by 1974, followed by a sharp fall

Strong Foundations for the Educational System

Lady Plowden, chairman of the committee, told a Press conference held for the publication of the report: 'The foundations of education must be strong enough to bear the superstructure of secondary education which the country has already decided for its children'. Two major reports of recent years have dealt with children of secondary school age: **15 to 18**, The Crowther Report; and **Half Our Future**, the Newsom Report, which was concerned with children of average and less than average ability in the 13 to 16 age group.

The report recommends that a higher priority in the total educational budget should be given to primary education. It points out that primary schools are giving good value for the relatively inadequate amount of money spent on them, and describes primary education as, in general, very good, saying that 'only rarely is it very bad. The average is good.' The council regarded its review as 'a report of progress and a spur to more'.

Nursery Education

Recommendations for the expansion and increased availability of nursery schooling were put forward by the council, which said that it should be available to children at any time during the school year in which they reached the age of three until they were five, the age of compulsory schooling. Nursery education should be on a part-time (morning or afternoon) rather than a full-time basis.

for five days a week, although provision should be made for up to 15 per cent of children to attend full-time if this were really necessary. Nursery groups with up to 20 places could be gathered into 'nursery centres' under the ultimate supervision of a qualified teacher, with the main day-to-day work being undertaken by 2-year-trained 'nursery assistants' of whom there should be a minimum of one to every 10 children. Until the present time, due to the heavy financial demands of other sectors of the educational system, the provision of nursery education has been severely restricted. The report suggests that this need should be taken into account in any new educational planning, and also that local education authorities should be given power to offer financial and other assistance to nursery groups run by non-profit-making associations.

Reorganisation of Entry into Primary Schools

With an expansion of part-time nursery schooling, the council's recommendation that primary education should start gradually without a sudden transition from home to school would become a possibility. The report suggests that, once there is nursery provision for at least the 4-year-old child, there should be a single annual starting date for primary schools in the autumn term following a child's fifth birthday. Attendance at a nursery group would be permitted for the first term of the primary school year and part-time school up to the age of six would be permitted. Until a full year of nursery education was available for all who required it before the start of formal school, however, a short-term plan for a twice-yearly entry to primary school preceded by optional part-time schooling is suggested.

Proposed New Middle Schools for 8 to 12 year-olds

Evidence given to the council suggested that two years in the infant school (from 5 to 7) was too short a time, and a full three years in a first school followed by transfer at the age of 8 are therefore recommended. This, together with the belief that for most children the junior school course now ends at too early an age, caused the council to suggest the raising of the age for transfer to secondary school from 11 to 12, creating a middle school period of four years from 8 to 12. It suggested that the atmosphere, discipline and work done in these middle schools would have to be very different in concept and action from those of existing junior schools, in providing the right environment for the last years of childhood and the passage into adolescence. The ending of the 11-plus selection examination for entry to secondary schools, now being brought about, and implicit in these recommendations, was welcomed by the council.

Teachers and Teachers' Aides

In the council's view there should be no redeployment of primary teachers to secondary schools to ease the shortage caused by the raising of the school-leaving age to 16 in 1970. It stressed that the place for trained primary teachers was in the primary schools and proposed that their work should be lightened by the provision of trained aides.

In answer to a questionnaire sent to 3,000 teachers, 49 per cent of head teachers and 37 per cent of assistant teachers thought that there was a place for non-qualified assistants inside the class-room. The report recommends a national scheme for the recruitment and training of aides, a two-year training 'on the job', and possible one year only for older women. It proposed that trained teachers' aides should be employed in primary schools under the supervision of qualified teachers, in the ratio of one full-time aide to 60 to 80 children (two infant classes) and one aide to 120 to 160 children (four junior classes).

Educational Priority Areas

The creation of educational priority areas, proposed in the report, is not new, as the council recognised. Already a number of factors indicating special need determine the amount of the Government's grant to a local education authority, but within the authority's area there is little or no further discrimination.

The report insists on the need for this type of positive discrimination since areas of poor homes and bad neighbourhoods put children at a disadvantage for life: 'The loss to them, the loss to the community that arises because of the inequality of educational opportunity, is avoidable and, in consequence, intolerable'.

The report suggests a number of criteria which could determine whether an area needed additional aid; these include the proportion of unskilled and semi-skilled manual workers in the local population, size of families, the number of supplements from the State, such as national assistance (now called supplementary benefits) or free school meals, overcrowding or sharing of houses, the incidence of poor school attendance and truancy, the proportions of retarded, disturbed or handicapped children and children from broken homes, and the number of immigrant children unable to speak English. The council recommends an immediate interim programme which should, by 1972, give priority to those schools which contained the most deprived 10 per cent of children. These areas would be among the first to be provided with full-time nursery education, in an attempt to offset the educational disadvantage of poverty of language and expression which has been found to be a major handicap to educational progress and one which is not easily remediable at a later stage. The redistribution of resources in order to make these schools as good as the best in the country would probably require 400 extra teachers in 1968 and 1,000 in 1972 to achieve over-all class sizes of 40 (the statutory maximum for primary schools), and by 1972-73, £11 million would be added to the total current costs of the State primary schools.

Subject Studies

The council was divided in its views on religious education (which is, at present, the only compulsory subject in the curriculum), and the report recommends that parents should be told when their children are admitted to school of their rights of excusal from the act of worship and from religious education. It also suggested that further enquiry should be made into the aspects of religious faith which can be presented to young children.

The report draws attention to changing attitudes and new developments in primary school curricula, particularly in modern language teaching, mathematics, science and the visual arts. Teaching aids are also considered, and while the report points out that television, for example, as part of almost every child's normal life, should be used to combine instruction with entertainment, it had some reservations about the use of programmed learning in primary schools.

In-service courses for teachers to train to teach English to immigrant children are suggested, in order to speed the process of their integration and assimilation into school life.

Detailed enquiries into the provision for handicapped children, the achievements of gifted children and the needs of both groups are also proposed.

The Primary School as a Social Unit

Research initiated by the council shows that the most vital factor in a child's home, from the educational point of view, is the attitude of his parents to school—the interested parent has the interested child. At a time of growing awareness of the importance of environment and social background and relationships the council draws attention to the importance of a closer partnership between the two parties to every child's education—home and school. These two interact continuously and the report suggests a minimum programme to encourage this interaction including the welcoming to school of a child and his parents; more regular, private talks between parents and teachers; improved open days; the issuing of information about the work of the school in general to the parents; and more useful informative reports on the children for their parents.

Other Recommendations: "Unstreaming"

Within the school, the council welcomed 'unstreaming' in infant schools and hoped that it would continue to spread upwards into the junior schools. Streaming could be wounding to children, it thought, and while it accepted that there must be groups based sometimes on interest and sometimes on achievement, it suggested that these should be flexible and should vary according to the children's needs. It recommended a continuation of individual, group and class work, and welcomed the trend towards individual learning, but felt that the class should remain the basic unit, the children having access to one or more teachers. On the question of corporal punishment in primary schools' the report (with one dissentient) recommended that it should be banned and decisions on punishment left to the individual teacher. Discipline, it said, can come only from a relationship between teacher and child in which there is mutual affection and respect.

DEATH WELFARE FUND

A scheme submitted by Mr. S. V. Pillay.

1. **PURPOSE :** When a member dies his assets, whether insurance, fixed property or savings are frozen.

No money from his estate will be available to the widow for some time. She then has to depend on the generosity of relatives and friends to run her home for the first few months.

Under this scheme she will receive a cheque for R100 within 24 hours or so. This money will come to her when she most needs it.

2. **WHERE WILL THE MONEY COME FROM ?** Each member of the Society will contribute 10c per month by stop order in addition to his ordinary membership subscriptions. This contribution will be paid into a Death Welfare Fund. From this Fund Death Gratuities will be paid out.

3. **FINANCE INCOME PER ANNUM:** With a contribution of 10c per member per month the Annual Income for the past 3 years, based on our membership figures, would have been :—

1964 - 2932 members @ 10c for 12 months = R3518
 1965 - 3242 members @ 10c for 12 months = R3890
 1966 - 3490 members @ 10c for 12 months = R4188
 plus 6% on daily balance in Building Society.

4. **BUILD UP OF FUND PRIOR TO ACCEPTANCE OF RISK :** It is recommended that a member contributes for at least six months before the Fund becomes liable for payment of a gratuity to his widow.

This writing period of six months will build up the reserve as follows :-

If the scheme is put into operation as from 1st January 1968 no benefit will be paid out up to the 30th June 1968. During these 6 months 4000 teachers would have paid in R2400. This will be the Funds commencing reserve.

During the next 6 months a further 2400 will be contributed, bringing the first years income to R4800.

5. **LIABILITY : PAYMENT ON DEATH :** From figures obtained from the Natal Education Dept. (thanks to the kind offices of Mr. J. Long) the death ratio during the period, 1961 to 1964 was an average of 2.5 per 1000 Indian teachers in service.

To be on the safe side it is recommended that the possible mortality rate be raised to 6 per 1000 members.

On this basis during the second half of 1968 the Fund will have to pay out 12 gratuities at R100 amounting to R1200 from its income of R4800. This leaves a credit balance at the end of 1968 of R3600.

6. **FURTHER PROGRESSION :** During 1969 with a membership of 4250 (the average increase in membership is 250 per annum) the income will be R5100. This amount together with the 1968 credit balance of R3600 will bring the capital of the Fund to R8700.

Gratuities paid out will amount to 26 @ R100 = R2600. The credit balance of the Fund at the end of 1969 will therefore be R6100.

At the end of the 3rd year the credit balance of the Fund will be R8900.

At the end of the 5th year the credit balance will be R14,800 and at the end of the 10th year the credit balance will be R30,000 plus interest at the rate of 6% on daily balance in Building Society.

Work out for yourself what the credit balance of the Fund is likely to be at the end of 25 years.

7. **RECOMMENDATIONS REGARDING AMOUNT OF GRATUITY :** On the above assessment of reserve and mortality rate, the Fund could afford to pay a gratuity of R100 in each case in the initial stages. This should leave a sufficient margin for the build-up of a reserve fund with a view to stabilising the financial position of the scheme.

Later it will be possible to increase the gratuity.

Later it will also be possible to make provisions for benefits to boarded members and members who retire after having contributed for a certain minimum period.

8. **RECOMMENDATIONS REGARDING MEMBERSHIP :** Every member of S.I.T.A. should automatically become a member of the Fund.
9. **WHO SHOULD ADMINISTER THE FUND :** A Special Committee elected by the Executive of S.I.T.A. should be entrusted with the administration of the Fund.

This Special Committee will have the power to increase or decrease the amount of gratuity and also to decide on how the Funds should be invested.

10. **REGULATIONS FOR THE ADMINISTRATION OF THE SCHEME :** The N.P.A.P.A. regulations could be adopted to meet the needs of the S.I.T.A. Death Welfare Scheme.

It is recommended that an Insurance Actuary be commissioned to report on the scheme.

1927

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The

Teachers' Journal

ORGAN OF THE SOUTH AFRICAN
INDIAN TEACHERS' ASSOCIATION

Vol. XVI.

NOVEMBER, 1967

No. 2.

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EDITORIAL

DIRECTOR OF INDIAN EDUCATION

News of the transfer of Mr. P. R. T. Nel from the post of Director of Indian Education in South Africa to the post of Director of European Education in Natal was received with a feeling of concern for the education of our community and for ourselves as teachers.

The reasons are several. They were stated at some length by our President at a function held recently in honour of Mr. Nel. A summary of the President's remarks appears in this Journal.

We wish here to say that Mr. Nel is held in high esteem and commends the respect of the Indian community and its teacher because he gave his service as "an educationist in education", and looked at the aspirations of teachers through the eyes of a teacher. His sincerity and goodwill made co-operation natural.

The good work begun by Mr. Nel will, we have no doubt, be continued by his successor. We welcome him and assure him of our co-operation and support.

WELCOME TO TRANSVAAL TEACHERS

We extend a warm welcome to the teachers in the Transvaal who recently became members. We hope that they will find their association a happy and fruitful one.

The views expressed by writers in this Journal are not necessarily the views of the South African Indian Teachers' Association

FAREWELL TO MR. P. R. T. NEL FORMER DIRECTOR OF INDIAN EDUCATION

At a well-attended gathering of teachers at the A.P.S. Hall, Carlisle Street, Durban, on Saturday, 18th November, 1967, the Association said farewell to Mr. P. R. T. Nel, the first Director of Indian Education, who on 1st November, 1967, assumed office as Director of the Natal Education Department.

As a token of the esteem in which Mr. P. R. T. Nel is held by the Officials of the Association and by Indian teachers generally, and in appreciation to his outstanding service to Education, a presentation was made to him and to Mrs. Nel of a beautiful electric lamp and stand.

In making the presentation our President, Mr. R. S. Naidoo, said :

"Ladies and Gentlemen, we meet this afternoon with somewhat mixed feelings. It has fallen upon me to express the regrets we all feel at losing the services of Mr. Nel; that regret, however, is tempered by the reflection that, though officially we shall no longer go to his office there need be no break in the friendship that we value so highly.

Our association goes back to 1964 when he was first appointed Chief Planner of Indian Education. It was virtually an uncharted sea as far as he was concerned. In the short space of four years he was able to establish a well-co-ordinated department of education with a number of features and services hitherto not enjoyed by the Indian community. We, the officials and members of the South African Indian Teachers' Association, have reason to remember with gratitude this happy but brief period in our history - for the first time we were consulted on policy matters of Indian education ! In April 1956 when the Indian Education Bill was before Parliament he made it possible for us to secure an interview with the Minister of Indian Affairs on various aspects of our education. Doctor Lazarus and I came back happy in the thought that eight of the improvements suggested by us were incorporated in the Bill. Incidentally, during this interview, the Minister made the announcement that Mr. Nel was appointed first Director of Indian Education.

Sir, we shall miss your wise counsel in our deliberations. We recall, with great pleasure, that you always looked at our problems through the eyes of a teacher. By your own worthy example and through your achievements in Indian education you have done much to enhance the status of the humble teacher in South Africa.

It is in recognition of these great personal qualities, that we ask you to accept this parting gift from the South African Indian Teachers' Association, and we ask you also to accept with it our warmest wishes for the future."

MR. NEL SAYS TOT SIENS

After thanking the Association for the gift, and more especially for the thoughts and sentiments symbolised by it, Mr. Nel paid high tribute to the Association and its officials, and to the Indian community. He stated that the sound foundation laid by the Indian community, often at great hardship and sacrifice, made the recent rapid growth possible. With the active participation of Indian educationalists and the service of better qualified teachers, this development would continue even more soundly.

Referring to himself and to his new post Mr. Nel expressed pleasure at the thought that the Director of Indian Education had been chosen by the authorities to be the Director of Education in Natal.

In saying, "Tot siens", he wished the Association well. He hoped that it would continue to prosper and progress and that it would help to bring into being a **profession** of teachers in the fullest sense of the word.

THE EDUCATIONIST IN EDUCATION (OR COMMONLY: THE TEACHER IN TEACHING)

Opening address by the Director of Indian Education in South Africa, Mr. Philip R. T. Nel, on the occasion of the 41st Annual Conference of the Natal Indian Teachers' Society - now renamed South African Indian Teachers' Society.

City Hall, Durban. 5th July, 1967.

1. Introduction :

Three years ago I read a paper entitled "The development and future adaptation of Indian Education" at a session of your conference. That paper, augmented by the inclusion of Indian Education in the Transvaal, was later added as an annexure to my report on Indian Education in South Africa submitted to the Minister of Indian Affairs in August, 1964.

I do not wish to repeat that paper here today, particularly as most of its basic elements have often been stressed and are now, in the main, being implemented. Perhaps some of you might care to read it again !

2. Today I propose to speak to you as educationists (teachers) on your professional task, education (teaching). I feel particularly honoured to have been invited to open this 41st conference of the Natal Indian Teachers' Society which, in effect, will also be the first conference of the South African Indian Teachers' Society. May this society go forward in the best traditions of teachers' societies, always remembering that the **child** forms the central theme in education, but also working realistically for the general welfare and upliftment of teachers. Fortunately I have sufficient knowledge and experience of the activities of this society to know that its leading members do not by their actions brand it as a mere trade union.

3. **Teaching and educating** are not necessarily always synonymous. All those employed in education are favourably placed to demonstrate their appreciation of the vital difference in their communities, schools and classrooms. They will not merely be engaged in struggling through syllabuses; in obtaining good examination results; in teaching **subjects** to children nor in earning a reasonably good income in a comparatively "sheltered" post. They will not be thinking or living in terms of a 6-hour day in a 5-day week - but their selfless and devoted service and leadership will always be active and positive . . . at the going down of the sun and in the morning. They will always willingly and graciously go the second mile.

4. Our vital task as teachers is to educate children, and that cannot be accomplished unless we, the teachers, are suitably equipped for that challenging task. We cannot give that which we do not possess. The best possible educational planning, legislation and regulation have little hope of success if the teachers fail in the classroom situation. Conversely, if the teachers succeed in the classroom, they automatically overcome deficiencies in attempts at advance planning and organisation.

The introduction of new media and methodology is bound to lead to profound changes in school organisation involving re-arrangement of premises, instruction periods (time-tables, school years), co-ordination of teachers' task and re-arrangement of educational practices.

The introduction of new media and new techniques will **NOT** diminish the vital importance of human relations in education nor modify the fundamental responsibilities of the teachers' functions. None the less, the use of new methods calls for an effort on the part of teachers to adapt themselves to the new conditions.

5. In order to be suitably equipped for our challenging task in this fast-moving, ever-changing world of ours, cognisance should, inter alia, be taken of the following factors :

(a) The modern teacher must have, more than ever before, a sane and balanced philosophy of life which fits into the pedagogic pattern outlined by leading educational theory. The teacher must possess a dynamic code

of living and a perspective able to align things in their proper relation. This can only come about if he/she succeeds in blending the realism of given situations with visionary idealism and hope. For real education dare not smother in despondency. It must forever hold high the flame of hope and realistic, selfless ambition.

- (b) The educational process is never completed - and therefore no teacher is ever finally and fully trained (opgelei) or educated. We are told that the sum total of the world's knowledge has been more than doubled during the past 25 years. It follows clearly that, constant and intensive study is required of the modern teacher. This study ought always to follow the broad trends of general educational development as well as survey the new ground that is being broken in specific and specialised fields of study - related naturally, chiefly to the teacher's own line of specialisation. Gone are the days of Oliver Goldsmith's village schoolmaster : "The village all declar'd how much he knew; 'T was certain he could write, and cypher too . . ."
- (c) No teacher is ever entitled to misuse the classroom platform to distort hopeful young hearts and minds with personal and intensely subjective frustrations and prejudices. Equilibrium, justice and scholarly interpretation are fundamental characteristics of the ideal teacher. These are not products of ignorance, but rather of study and perspective. Teachers who become politically implicated tend to stoop to levels incompatible with the dignity and the status of a teacher. The way indicated by education to the world, its peoples and their problems, is that of balanced **evolution** - not revolution. This does not imply a negative, drifting or over-cosmopolitan approach to life. We all **belong** somewhere. Love and loyalty towards our country, our culture, our heritage are indispensable constituents of character and of formative factors in education.
- (d) Language provides the main basis for thought and education at all levels. Individuals who cannot comprehend or manipulate language, live in almost thoughtless isolation. Without language there is no expression of intellectual life. Add hereto the rich treasures that are available to us through literature. The language manipulation of every teacher is of profound significance. For, in a sense, every teacher is a language teacher.

6. **Training (opleiding) of teachers.**

The Department's Consultative Committee on Teacher Training, on which a number of Indian educationists also serve, has indicated the need for the training of teachers in matters of "intrinsic worth". Schemes and training courses are being devised, which I hope, will be suited to individual potential, responsive to changing social needs and striking a balance between general and specialised education.

The scope of teacher training is being considerably expanded in order to meet the requirements of a more diversified and comprehensive educational programme. Attention is also being devoted to remedial education and the causes of backwardness in basic skills.

The responsibility of those privileged to give student teachers their basic and initial professional education, is even greater than that of the class teacher. Scepticism, negative attitudes and derogatory references to teaching situations in schools cannot yield enthusiastic and devoted teachers.

The following table shows the enrolment and training institutions as well as the financial assistance given :

(a) **Enrolment 1967.**

	1st year	2nd year	3rd year	4th year	Total
Springfield Training College	277	251	84	-	612
Transvaal Col. of Education	134	84	49	-	267
M.L. Sultan Tech	40	20	23	-	83
Univ. College	106	65	25	19	215
TOTAL	557	420	181	19	1177

N.B. Increase in number of 3rd and 4th year students. No. of Third year and post graduate students increasing.

(b) Bursaries and financial assistance.

	Tuition/Books (R110-R140)	Transport (R20 p.a.)	Board (R150 p.a.)
Univ. College	230	105	83
Springfield Training College	604	204	182
M.L. Sultan Tech. College	72	22	22
T.C.E.A. (Fordsburg)	106	59	9
TOTAL	1012	390	300

Total value of bursaries and financial assistance, including boarding loans for 1967/68 : R148,170.

It is an unfortunate fact that barely 40% of all our teachers possess qualifications higher than M + 1. Special part-time, three year courses for in-service training are being instituted in order to improve the position. Unqualified persons acting as teachers should avail themselves of these opportunities if they wish to remain employed as teachers. These in-service training courses will be offered for a limited period only.

7. Teachers ought also to aim at becoming good administrators in the field of education if they wish to aspire to top posts. In modern administration, the emphasis is placed on effective handling of essentials and avoidance of that which is meaningless and superfluous. It is essential to know why we want, what we want, when we want it - if it is to be convincingly motivated. Furthermore, when dealing with public funds and funds voted by Parliament for specific purposes, it is necessary to be **realistic, responsible and reasonable** in our requests and in our spending. That also applies to "school funds".
8. Section 30 of Act 61 of 1965 provides for the recognition of associations of Indian teachers. This society enjoys that recognition.

But sub-section 1(h) of section 33 of the same Act empowers the Minister to make regulations for the "registration of Indians qualified as teachers".

In simple terms, the latter means that provision has been made for the achievement of full professional status by Indian teachers. I wish to emphasise, however, that such "status" can never be imposed on you from the top - you will have to grow towards that from within. I hope it will be an ultimate objective of this Society, as well as of others, to seek to achieve full professional status for educationists.

It will not come automatically. Some stepping stones will undoubtedly be .
 higher levels of qualifications ;
 professional codes of conduct ;
 selective and controlled memberships, etc.

It will also be necessary to gain a profound impact on public opinion and on existing professional groups. And whilst I plead that the general public should give to its devoted and conscientious teachers their due regard and recognition, I am not unaware of the fact that our impact on the pupils of today will largely influence the public opinion of tomorrow.

Do we, as teachers, conduct ourselves in such a way that our pupils, and in particular our **best** pupils, wish to identify themselves with us - that they desire to **be** what we are ?

Remember :

"No printed word nor spoken plea can teach young hearts what men should be :

Not all the books on all the shelves but **what the teachers are themselves.**

9. Teaching is a most difficult task, a challenging task, the primary task in human development and achievement - yet a most satisfying task. Let us have faith in ourselves and faith in the generations of tomorrow, after we have done our duty today.

ASSOCIATION NEWS AND NOTES

(1) THE PRESIDENT VISITS THE TRANSVAAL

The President, Mr. R. S. Naidoo, accompanied by the Secretary, Mr. E. R. Raidoo, recently made a successful tour of the Transvaal. The visit was undertaken for the purpose of getting to know our confreres in the Transvaal better, gaining first-hand knowledge of their problems, enrolling them as members of our Association and establishing branches. Seventeen days were spent on these tasks, from 9/10/67 to 25/10/67.

Schools Visited

Thirty-two schools were visited and a total of 632 teachers addressed. In addition indirect contact was established with another 155 teachers at 18 schools.

Branch Formed at Pretoria

A branch was established at Pretoria on 24th October with a membership of 105 members.

The schools falling within the area of the Branch are :

- i. Laudium High
- ii. Laudium Primary
- iii. Pretoria Boys' Primary
- iv. Pretoria High
- v. Pretoria Girls' Senior
- vi. Pretoria Girls' Junior
- vii. Brits
- viii. Rustenburg

Election of Officer Bearers :

The following office bearers were elected :—

<i>Chairman</i> :	Mr. B. Devchand	Proposer : Mr. M. Chinsamy Seconder : Mr. B. Parbhoo
<i>Vice-Chairman</i> :	Mr. A. E. Karani	Proposer : Miss K. Gangadoo Seconder : Miss N. Ismail
<i>Hon. Secretary</i> :	Mr. D. D. Patel	Proposer : Mr. K. Lingham Seconder : Miss A. E. Karani
<i>Hon. Treasurer</i> :	Mr. E. Dawood	Proposer : Mr. B. M. Persadh Seconder : Mr. B. Parbhoo

Branch Delegates on Executive Council :

Mr. B. Devchand	Proposer : Mr. B. Parbhoo Seconder : Miss I. E. Ellemdin
Mr. D. D. Patel	Proposer : Mr. N. Ellemdin Seconder : Mr. A. Anthony

Other Branches

It is hoped to have at least three more branches established in the near future - Lenasia, Johannesburg Central, East Rand.

Useful Tour

The President says, "The tour was most useful. I am satisfied that we have gained many friends in the Transvaal. I am looking forward to welcoming Transvaal members of the Executive Council."

TRANSVAAL SCHOOL STATISTICS

Number of Schools	Number of Teachers	Number of Pupils
61	911	23,811
	(inclusive of 81 Coloured teachers)	(inclusive of about 1000 Coloured pupils)

(2) SCHOOLS' MUSIC FESTIVALS

Music festivals were held recently at four centres :—

**DURBAN CENTRAL
SYDENHAM
CLAIRWOOD-MEREBANK-CHATSWORTH AREA
PIETERMARITZBURG**

All were highly successful. In addition to the massed singing of songs and liedjes and hymns of praise there were instrumental items and items by individual choirs.

The festival revealed a wealth of musical talent among our boys and girls.

The congratulations of the Association are extended to these pupils and to their teachers.

Meeting

A meeting of the organisers of these festivals is to be held in the near future to consider improvements.

(3) PIETERMARITZBURG BRANCH NOTES**SPORTING ACTIVITIES**

The Sports Committee of the Pietermaritzburg Branch organised a Teachers' Tournament (Soccer and Netball) at the Chatterton Road Grounds a short while ago.

The response from teachers, both men and women, was not as good as expected. Nevertheless, those who participated enjoyed themselves thoroughly.

Netball

Only two teams took part. The Northdale-Raisethorpe team beat the Town-Mabulala team by 13 goals to 8.

Soccer

Four zones were represented : Woodlands, Lions River, Raisethorpe and Town-Mabulala area.

Lions River won the tournament. A trophy was presented to the winners by the Branch Secretary, Mr. S. B. Ramsingh.

VERULAM BRANCH VISITS PIETERMARITZBURG

Members of the Verulam Branch visited Pietermaritzburg in August. They spent an enjoyable day as guests of Pietermaritzburg.

Netball and Soccer matches were played. The honours went to Pietermaritzburg.

MUSIC FESTIVAL

A very successful schools music festival was held at the Lotus Hall recently.

ARTS & CRAFTS EXHIBITION

Plans are under way for an exhibition at Pietermaritzburg in 1968 of the art and craftwork of Indian school children in all parts of the Republic.

(4) ADVICE TO TEACHERS SEEKING PROMOTION

Teachers should note that there is greater likelihood of success in applications for promotion if a judicious choice is made of the posts applied for.

(5) "EDUCATION AND THE INDIAN GIRL"

At the request of members we publish the text of a letter sent by the Association to the Director of Indian Education on 19th September, 1967, in connection with an article entitled "Education and the Indian Girl", which appeared in a recent issue of "FIAT LUX" (September, 1967).

My Association wishes to draw your attention to the above article written by an Inspector of Education.

The very designation of the writer will no doubt convey to any reader the impression that this is a scholarly presentation of the available historical data, with the usual documentation and an objective analysis. If this were so, it would have been welcome as another important historical record. Actually the factual inaccuracies and the incorrect conclusions drawn therefrom convey a completely wrong picture, doing, in our opinion, a grave disservice to the Indian community and the Department of Indian Affairs in whose journal the article appears.

Every language of India has its own script and literature and has been spoken by millions for over 2,000 years. Yet the writer chooses to dismiss these languages as "a babble of tongues". The reason for this is inexplicable in the light of the meaning of the word "babble" in the Oxford Dictionary: Verb: "Talk half articulately, incoherently or excessively; repeat foolishly"; Noun: "Imperfect speech, idle talk, foolish or childish talk". (Page 176 of the article).

"The first immigrants came under indenture with their statutory number of women and children" (Page 176). It would be most interesting to know the writer's authority for this statement. That a statutory limit was placed on the size of Indian families is certainly news to us.

To suggest that the traders who came after 1870 strengthened the community "socio-culturally" is equally misleading. It is not substantiated by the facts of history. Even in the first immigrant batches of 1860 there were people from many walks of life, including clerks, artisans, an accountant and teachers. As recently as 1911, Mr. Gandhi was espousing the cause of illiterate traders in the matter of "the Cape permit" and other similar issues. For that matter the great majority of our State Aided schools and our places of worship were built by immigrants and their descendants.

Referring to the position in 1930 (Page 179) the writer makes out that parents were averse to giving their daughters high school education (we are not certain that this is the same as "female education" that the writer mentions on a few occasions) as they feared that they "might not pursue learning but might learn pursuing". The whole world was beginning to feel the effects of a disastrous post-war depression at the time and the Indian labourer was still earning an average monthly wage of two to three pounds. The economic plight of the community is ignored in the assessment of the position and a gratuitous insult is handed out instead.

There are numerous other details in the article which are inaccurate or objectionable or both. In the circumstances it would be appreciated if you will kindly arrange for the correction of these inaccuracies.

It is regretted that we have to draw attention to this article by an official of the Department, but in our opinion, the good name of the Department, established in no small way by your own sterling efforts, has been adversely affected by this unfortunate piece of writing.

SOME REFLECTIONS ON LANGUAGE IN A LIMITED ENVIRONMENT

by Mr. S. A. NAICKER

"There's a cool web of language winds us in."

—Robert Graves.

Teachers ought to be aware of the conflict arising from the pre-school, the school and the out-of-school environments in language development. We must remember that the child does not necessarily experience the same linguistic patterns in all three spheres. As there are likely to be divergences, so there are likely to be tremendous difficulties encountered by pupils in coping with tasks. Unless the one assists the other to accelerate mental development, human thinking can be stifled.

During the pre-school years and later during his experiences outside school, the child's attention is engaged in the course of his ordinary encounters with his environment by natural phenomena. In such a situation as a result of activity initiated by himself, "spontaneous" formation of concepts takes place.

By implication there is also "non-spontaneous" formation of concepts, which takes place not in the child's ordinary, unplanned encounters with natural phenomena, but as a result of deliberate, planned teaching that guides, induces and regulates the formation of concepts. I believe that the one cannot be understood without the other. To expect success in school, when there is imperfection in the fluidity of relationship between both, is unrealistic thinking.

LANGUAGE AND THOUGHT :

A child can discover and acquire language only within a human relationship and in a co-operative situation with an adult who uses language and directs it towards the child. An important fact of the child's world is that he is dependent on, and in interaction with, adults who structure the environment for him, and help him clarify his own experiences.

There is a close relationship between language development and mental development. Language anticipates, guides and supports intellectual development. The child who is deprived of language is also deprived of the ways of thinking and of ordering experience. Language is an important tool for expressing differences between things and it therefore plays an important part in ordering and systematising experience. This is effected through free and full discussion in a human relationship between the adult and the child.

LANGUAGE IN A POOR ENVIRONMENT :

What happens to the development of abilities when the environment is poor, limited or stultifying? Most studies about the process of language development come from detailed qualitative studies of individual children in middle class homes; only recently have educationists tried to enter imaginatively and sympathetically into the life situation of the child from the poor, the disadvantaged, and the culturally deviant families. Research workers have looked very closely at the linguistic interchange between adult and child in families from different social classes, including the lower.

Basil Bernstein, Hess and Shipman have inspired much of this research. They have stressed the extent to which the parents' language individuates and articulates the child's own experience, and how it is used as an instrument of thought. From a study of samples of language they recorded in "real life" situations, they found that retardation in thinking resulted from the inadequacy of the human relationship and the language used by the adult.

In the case of children from the lower and upper social classes, the general picture that has emerged from child studies is that up to the age of eighteen months, the curves of mental development are pretty close to each other; thereafter they diverge, until by the age of six years, when the children go to school, there is a considerable gap in all the abilities that are relevant to success at school. In many studies it has been shown that the gap, instead of closing tends to widen at school. The divergence occurs at eighteen months because this is the age at which the child from the normal middle class home begins to acquire language at a rapid rate.

We observe that in all children progress depends upon a greater and greater mastery of language. If the stimulation towards language is lacking in young children, it can result in a low level of conceptualisation, limited curiosity and general apathy. Verbal communication with adults and older children refines generalisations, and elucidates the exact relevancies necessary to the final and full acquisition of concepts. A lack of such verbal experience can affect what is learned, how it is learned, and so consequently affect learning in the future. Limited linguistic experience causes intellectual abilities to develop slowly and imperfectly.

SOME OBSERVATIONS :

If we are to relate much of what has been written to our own children, then it is obvious that individual children must be observed over reasonably long periods of time. There are no documents from comparative studies regarding the language development of the Indian child in South Africa. Much of what I have to say is based on observations of children in ordinary situations, not in experimentally controlled situations where the child is more and more removed from natural encounters.

Perhaps you are familiar with the kind of verbal intercourse that permeates the conscious activity of many of our children who are employed as newspaper vendors on the streets corners, who accompany their parents on buses, who run errands for other adults and in several other typical daily activity situations.

I have recorded below two pieces conversations in which the child is involved, which are fairly typical of the approach of working class people to children. The first is a conversation between a child who is a peanut vendor and an adult on a local sports field.

Adult : What you got there ?

Child : Popcorn, peanuts.

Adult : What you got there, you can't hear ?

Child : Peanuts I said you.

And here is a father talking to his son :

Father : Where you going ?

Son : I'm going shop.

Father : You not going. Come back.

Son : I want to go.

Father : You are not going. Get home !

You will observe that in a community where the vast majority of parents are from lower social classes the brand of language used offers little or no stimulus to thinking. Observe in the two conversations above, how the adult uses truncated emotional language rather than rational language. In each of the above cases the adult uses short unfinished sentences. This limited linguistic experience is liable to stultify some aspects of intellectual development when the child is faced a more challenging environment in school.

IN THE CLASSROOM :

Does this have any effect on the classroom situation? I suspect it does. I have recorded below three strikingly average pieces of written work that I came across. They are from pupils in three different schools, in three different parts of Natal. The parents of the children were from the economically poor areas and were employed as factory hands.

The first is an extract from a composition of a 16 year old boy in Std. 8.

"In the streets the boys hang around here and there. Then he goes up and down and look for innocent people. Then they got them. They smoke dagga. Then some of them go fishing."

The second is from a history essay of an 18 year old boy in Std. 10.

"When the people saw this they didn't want the convicts. If they put foot on land they will ask the government what he will do to them. The government told them that they must wait for a petition and this will be got from the senate."

The third is from the composition of a 15 year old girl in Std. 7.

"Well I tried it on and fitted it properly but the dress fitted to big on one side only. So I went and took in the big side but it was still very big and so I left it."

In the above cases you will observe that the examples from the classroom are **structurally** the same as those from outside the classroom. They are "restricted" language codes in Bernstein's definition of this term. Both are the language of implicit meaning. They contain characteristics of "ego centric" thinking in Piaget's definition of this term. In both cases, the interest of the listener and the reader is ignored. They contain a very large number of simple conjunctions (and, so, because ,then). Very little use is made of the subordinate clause and in both cases use is made of a small but heavily used group of words. Idiomatic phrases are overused and the subject matter contains illogical breaks.

It is quite clear that the child is limited in the use of dynamic and flexible language. This is closely related to the retardation in the power of thinking.

COMPENSATORY EDUCATION :

Can this problem be cured? In America at the moment, many interesting experiments are being carried out in providing compensatory education for children who, because of their impoverished social and cultural background are most in need of it. Certain defects in the past experiences of the pupils have retarded their development in thinking. Methods are now being devised to accelerate that development. They are being devised both for the pre-school child and the school child.

Children from culturally disadvantaged homes do not develop their language and their ability to think more abstractly. They must be guided and stimulated to do so. The new type of nursery schools helps the child to compensate in a relatively short time for what has been lacking in his earlier experience. Attention

to speech and language is more deliberate and intimate association with adults is encouraged. For it is recognised that contact and interaction with parents and adults, rather than with peers is important for the development of later intellectual abilities.

In Israel compensatory education has become part of the official educational policy. The social, cultural and educational differences between groups in Israel are so vast that they present all sorts of problems. Children are reared and educated under conditions that provide for so many aspects of human differences. In the rebuilding of the "Kibbutz" children are housed separately from a very early age. When the children go to school there seems to be more learning difficulties. This has been linked by some psychologists with the early language experiences of the children, at the age of two to three years, when they spend so much time in one another's company, but not in the company of adults.

SOME IMPLICATIONS FOR TEACHING :

First and foremost we must remember that every teacher is a teacher of language. Language gives to the child the culturally performed ways of thinking. The school orients the child towards culture through language in a much more deliberate and abstract way than the family. The way in which this is done either encourages the child to explore the world and to find it exciting as well as intelligible or it discourages exploration and belief in the rationality and intelligibility of the world.

The importance of oral communication is quite obvious. Schachtel speaks of the majority of children as going "through the childhood period of openness toward and fascination with a yet unlabelled environment". A clear account of the introduction of language or "labelling" as Schachtel calls it, is given by Navarra who studied his own child, by name L.B. The account is that from the age of three to five years there is a great deal of labelling. In the examples quoted, certain words such as "fake", "real", "death", which the boy obtained from people in his environment had a terrific impact on his further observation and their explanation and categorisation. L.B. is not given words with the implication: this is all there is to know, this is as the adult knows it to be, and he is not overwhelmed by words. He is given leads which clearly imply that words are symbols which refer to more than the accepted conventional views of adults. They stimulate the child to look for more and deeper meanings than those offered by the immediate environment.

If language, which the child has to acquire, can open or obscure the world, it is equally true that the special language of history, geography, biology and other subjects, with their whole framework of concepts and theories, can open or obscure the vision of the child's world.

We cannot achieve much by just exposing pupils to learning subjects. If one does so, then one can probably teach a subject in such a way that it causes intelligence to regress. We must remember that the specific language of any subject helps the child to give meaning to the world in which he is living.

The child's need to understand the world is as basic as the need for food or love. The lessons we teach in school are compartmentalized into subjects only for purposes of convenience. They are really modes of interpreting the world around us and should be taught as such. Interpreting the world and finding meaning in it is not something that is alien to the child. The child from a very early age is exploring the world and giving meaning to it. He uses language to do so.

The teacher must effectively enter the child's world through the intelligent use of language, and in so doing introduce perspectives from his own adult world. The emphasis in teaching a subject should be on the imagination, the problem solving processes and on the concepts required to be understood. Only effective and careful use of language can stimulate continuity in the development of thinking in the child.

The ever present danger in most of our teaching is that we stress the importance of subject matter so much, that we put the emphasis on the finished products of thought, rather than on thought itself. We insist on memorisation of formulae, facts and definitions. The misuse of language probably comes very near to this. We should really stimulate the imagination and the problem solving processes and lead children to recreate the formulae and facts. It is as modes of interpreting the world and human experience that the subjects should be taught, not as repositories of established knowledge. Much of this could be achieved only through a thorough understanding of the purpose of language and all its accompanying implications for teaching.

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SOME APPROACHES TO CREATIVE WRITING

by T. REDDY

Toward a Definition :

Creativity takes place in almost every sphere of human activity. On the artistic level, the painter uses paint and canvas as media of expression; the sculptor uses media like stone and wood; and the composer expresses himself through sound. This article is concerned with the way words are used as a medium of expression.

There is a natural affinity between speech and writing. But our 'compartmentalisation' of language teaching creates a situation where there is little connection between writing in the classroom and the speech of children. Some definitions of creativity, at this stage, may perhaps point the way towards a healthy integration of the various arbitrarily fixed sections of English teaching.

Keith Pledger writing about "Creative Writing and Personality" (*Use of English Winter 1964*), chooses two interesting and helpful definitions of creativity: Paul Schwartz (1) calls it 'the encounter of the intensely conscious human being with his world.' C. V. Millard (2) says: 'Fundamentally to create means to endow with meaning a personalised experience.' The first definition deals with consciousness. This involves the process of thinking, reasoning and forming concepts done largely through the use of language. The second definition shows the relationship between the emotional and intellectual growth of the individual with the creative process. For a creative act to take place, there has to be the interaction between the individual and his environment.

The Pace-setters :

I quote a few examples of writing which could be considered creative - presented by teachers from England. The following is an example of a letter to a teacher on a stated popular subject :

Dear Mr.

I would like tomorrow off. I want to go and get my hair cut. I can hardly see what I am doing; that is why I keep making spelling mistakes.

Yours sincerely,
(Boy of 8)

(Quoted in - *Use of English, Summer 1965*)

Peacey, in his article on "Poetry in an Approved School" (*Use of English Winter 1964*), states that he encouraged his pupils to attempt the ballad form in poetry. He told them that the ballad was a story in verse possessing an easy rhythm. The lines rhyme in pairs or alternately. The language could be colloquial and direct and there could be a chorus if desired. Peacey presents among others, the following effort by a pupil :

The Beatnik's Progress

Gather round, cats, while I tell you a tale,
Of a real cool Beatnik, just out of jail,
He never thought he'd get in a jam,
Until one day a copper said 'Here I am'.

He first started off with just a guitar
But soon he made money and bought a flash car;
The trouble that was caused by this Daddy-O
Soon made his pa say 'Get up and go'.

(1) *Psychology, The Study of Behaviour.*

(2) *Child Growth Development in the Elementary School Year.*

So he kept on going and getting the breaks,
 And all his fans said he had what it takes
 But some squares say his singing's a sin.
 Why should he worry, with cash pouring in ?

But he knew the time was coming fast
 When he would have played and sung his last;
 So this cat thought up a real keen way
 To get him some money for some rainy day.

There was a jassy bank at the end of the street,
 Where all the boys from the town would meet,
 He kept on thinking and soon he'd know:
 He'd screw this joint and get all the dough.

He studied the place for a good many days,
 And thought up a good many plans and ways,
 But, as you know, his plan didn't go
 And he got put away a long time ago.

(Perhaps some mild indulgence in some 'hippy' criticism may be permitted - within the brackets, of course. The beatnik approach will probably be: Man, its real mod - its moves daddy O'. Like its got rhythm man. Just dig those crazy metaphors - "cats", "jam", "dough" - real homely, man. Does some - thing - like it scratches and sticks like crazy. This Ballad is with it. It's real in, daddy O'.

For the uninitiated, some clarification is necessary on the somewhat bizarre terminology :

cats - not the feline creature famed in legend for nine lives
 cool - not antithesis of warm
 jam - not what you use on bread
 Daddy O' - not the male parent suffixed by a vowel
 fans - not what you use in summer for relief from the heat
 joint - not the meeting point of two bones
 dough - not used in making bread
 square - most probably YOU. (not what goes on the hypotenuse to complete the well-known theorem).

While some irate literary trad dad is picking up some blunt instrument to "dig" (literally) the writer, let us move sedately to the more prosaic, and probably infinitely duller world outside the brackets).

The Local Lads :

I present now some work done by Standard 7 pupils in my school, a boys' school in Durban. I wrote three titles on the board and asked the boys to write using either prose or verse. I told them that if they wrote verse it was not necessary for the lines to rhyme. I was intrested in exciting word pictures (imagery) and wanted them to express their sincere feelings about the subject. I handed them blank sheets of paper and asked them to first jot down ideas, phrases and lines that came to them and then to organise their material into a coherent whole. This was different to the usual composition they wrote, and after a few initial cynical smiles and sniggers they settled down to writing. Much of the work was disappointing, but I was prepared for the frustrations. Some pupils who were preoccupied with rhyme invariably produced artificial work. On wading through the efforts I was very impressed by a few examples. Here is the conventional attitude of fear and awe towards night, sensitively expressed.

Walking at Night

The buzzing of the day comes to an end.
 The moon has come,
 The sun has gone.
 Darkness spreads all over.
 People may think that the night is peaceful
 But not for man -
 For when he is walking in the night
 And hears a slight sound
 He is frightened
 And begins to walk swiftly
 And looks as if he is nearing death.

T.N. - age 14.

In interesting contrast to the above is the following effort on the same subject. The writer experiences a sense of majesty in the night, and a joy in being alive. Note the strong, emphatic rhythmic movement which harmonises with the idea of sustained elation. The pupil has a flair for the exotic which is revealed in the richness of the imagery.

Walking at Night

With the trampling of my feet,
 Went the songs of the night creatures,
 Their songs bubbled from every clump of grass
 They seemed to say -
 Welcome lord, the king of the nightworld.
 To me the night was a kingdom of gold,
 With the creatures as my followers.
 Walking in the kingdom of the night.

D.G. - age 16

The above are examples from the best Standard 7 class. I also asked the class on the lowest rung of the academic ladder to write on the same topics presented to the 'A' division. While the writing was generally inferior, a few showed potential. I was pleasantly surprised by the following poem which has a refreshingly lyrical quality and reflects the writers' strong consciousness of beauty. The pupil writes in a repetitive style, but the repetition is by no means jarring to the ear.

Along the River

While walking along the river,
 I saw a beautiful butterfly
 Such a beautiful butterfly was it,
 That I made up my mind to catch it.
 But I thought that if I caught it,
 It would never see -
 The beauty of the world.

A.G. - age 15

A Question of Values :

The question arises : Why are the literary efforts quoted interesting and striking? In the main, I think they possess freshness and originality. The responses are authentic, not stereotyped or manufactured. Frank Whitehead's comments are relevant here : ".....these fragments of knowledge and skill which are common to thousands are not what we as English teachers value most; we value rather the qualities of observation, imagination, perception and judgment which are individual, which are rooted in the particular boy or girl's own experience and environment, and which relate to the concerns that really matter to him". (Use of English, Summer 1965).

The Thousand Dollar Question

There is another question : What could we as teachers do, to evoke a creative response? The following suggestions in no way presume to be a blueprint for creative writing but rather some possible directions that could be optimistically followed.

1. The teacher has to respond significantly to the new challenge. Before trying to foster creativity he has to be able to perceive the difference between base metal and gold himself. On his part there must be an intense critical awareness of the enormous possibilities of the English language.
2. The pupil must remain the centre of the educational process. The pupil should be taught to use language imaginatively so that he could control and modify his experiences. This could lead to healthy personality development, and the pupil might achieve a strong sense of security.
3. The pupil must be encouraged not to write with the idea of giving us what we would possibly like to hear, but what he feels about a given situation. It is his joys, hopes, fears, despair and triumphs that must be expressed with conviction. The teacher has to assist in slowly breaking through the reserve of his pupil and help him to make constructive use of his nervous energy so that his writing is dynamic.
4. The teacher must help to create and enlarge awareness. Pupils must be taught to observe people, places, things, - everything. It is when they have an intense consciousness of the world that they could be helped to make their emotions creative. Even something dull and ordinary could set the spark for some brilliant ideas.
5. To ensure that pupils do not run out of ideas they must be presented with new experiences. Their sensory life must be fed in a permissive atmosphere. The material used be purposeful so that favourable responses are evoked.

Illustrations have always been useful in the academic situation. Coloured photographs with dramatic appeal or visual appeal (as in landscapes) may set the imagination ticking for work of a descriptive or narrative nature.

Enterprising teachers like David Self (*Use of English, Winter 1964*) have also used music to stimulate ideas for essays. Self mentions using Malcolm Arnold's overture 'Tam O Shanter' for an account of a hectic journey. For the topic "Jungle Life for Me" for juniors, another teacher (Noel Holmes (*Use of English Summer 1965*)) used Rossini's "The Thieving Magpie" and Saint Saëns "Carnival of the Animals" with success.

Suitable prose extracts and poetry could be read as a prelude to writing. With the 'sea' theme in mind poems like 'Sea-Fever' should help in stirring the imagination. The Anthology of poetry 'This Day and Age' which was a prescribed set book a few years ago, should be brought out of the stockrooms and into the classrooms.

6. Poetry is language in its most intense and expressive form. It walks hand in hand with civilisation. Poetry should be woven into English teaching so that it becomes, to the pupil, as natural as the guitar combo. Poetry must become an activity vitally linked with everyday life, and not be just something to lend artificial glitter to the English course.

7. Some profitable questions for the pupils :

What have I seen ? felt ? heard ? (experienced with my senses ?)

What do I want to say about it ?

Have I actually said what I wanted to ?

Is there a better way ?

Concluding Remarks :

In this article I have not treated prose and verse separately as both are 'creative'. Neither do I find enormous differences in approaches between the primary and secondary schools, as the underlying principles are the same. The teacher will, of course, modify his techniques to suit the classroom situation.

The English master, in my opinion, more than any other teacher, has the formidable task of refining the sensibilities of scholars - a frightening challenge, indeed !

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FAREWELL TO INDIAN TEACHERS

By C. SHIELDS,

(Formerly, Lecturer Springfield Training College)

It is the fashion for old people to give a few words of wisdom to the young. I do not know why so few ever listen. Robert Ardrey in a remarkable book - AFRICAN GENESIS - shows without a shadow of doubt that we are NOT Fallen Angels but CAIN'S CHILDREN. The philosopher Thomas Hobbes said the same thing 300 years ago. We are NATURALLY without moral sense, MEAN, NASTY and BRUTISH. Bobbie Burns has immortalised man's innate selfishness in the phrase MAN'S INHUMANITY TO MAN, and daily we have glaring instances of our brutish behaviour.

The greatest of us, starting off to put the world right, ended sadly disillusioned; many became MISANTHROPEs. Shakespeare became a misanthrope as anyone can find out who bothers to read his TIMON OF ATHENS; Henri Dunant, the founder of the Red Cross, died a misanthrope; U Thant is well on the way to hating his fellow men. Christ, however, saw the remedy in a most simple formula: Not only to love one's friends but also one's enemies. Imagine what would happen if overnight Chou En Lai loved Kosygin; Wilson; Smith; de Gaulle, Wilson; John Vorster, Mrs. Suzman; Nasser, Eshcol; Mrs. Gandhi. Ayubkhan!

I wondered for a long time why Christ groaned when they asked him to make a dumb man speak. He complied, but groaned as he said, "Epeheta, be thou opened!" His groan was because He knew that man backbites, denigrates, says unkind things, indulges in calumny and detraction. It was better to say nothing.

It was the German philosopher, HERBART, who was so against saying unkind things, that he declared the END OF EDUCATION must be the development of moral character. My favourite modern historiographer, WILL DURANT, after spending a lifetime writing up his history of the world, came to the conclusion that THE GREATEST TASK OF OUR SCHOOLS IS TO TRANSFORM EGOS INTO GENTLEMEN, and by his definition a GENTLEMAN IS ONE WHO IS CONTINUALLY CONSIDERATE. Kind words cost so little and are worth so much. TO SPEAK ILL OF OTHERS IS A DISHONEST WAY OF praising ourselves. Far better to say nothing than to disparage.

Well, my friends, there is my advice to you in a nutshell: TRANSFORM LITTLE EGOS INTO GENTLEMEN, people who are CONTINUALLY considerate. If you will do that you will have fulfilled your God-given task.

I also learnt from your own poet, TAGORE, how you might fulfil your God given task. The lesson is to be found in Tagore's play, NATIR PUJA, which I helped Mrs. Pauline Morel to produce a number of years ago. The story deals with democratisation: a young, beautiful dancing girl who is also a temple prostitute is told by a Buddhist priest that she has been chosen to perform the ceremony of worship on the Lord Buddha's birthday. She informs the priest that she does not know what to do. The priest tells her that the Lord will enlighten her in due course. In the past, the honour of performing the ceremony of worship was the prerogative of the princesses of the reigning house. Needless to say when the princesses learn of the democratisation that is about to take place they resist as any minority government tries to resist the advance of progress. The princesses plot to kill the dancing girl.

Buddha's birthday dawns. The dancing girl still does not know how to worship God. Then the miracle happens, and teachers this is the lesson for all of us. She is a dancer and a prostitute. She cannot worship God by prostitution; so she dances before the Lord, and with all her good talent she dances as best she can.

You teachers have the same choice: you are teachers and the only way that you or anyone can worship God is with your good teaching talents. If you teach badly, or carelessly, or unprepared, then it is devil-worship. If the lesson is the best of which you are capable, it is divine worship. Thus, by giving of your best of the only talent you possess you not only worship God but set a moral example before your charges. And by your own precepts and example will the little egos learn to become gentlemen, people who are CONTINUALLY considerate. Once again Free will comes into play: two roads lie before you; the primrose path of dalliance and incompetence or the difficult road of rectitude and divine worship. The choice is yours always. Need I add, that God, your conscience, the Inspector and the child know how wisely you tread.

A NEW SCIENCE PUBLICATION

CALCULATIONS IN PHYSICAL SCIENCE

by K. C. NAIK., B.Sc. (Rand)

Mr. Naik is on the staff of the Roodepoort High School and is one of our most highly qualified men in the field of Applied Mathematics.

This publication is intended as a supplement to the teacher's lessons and the class text. The author is primarily concerned "with the aim of teaching students logical habits of thought in both the study of science and the solving of Physical Science problems."

In a foreword to the book, Dr. A. H. Blesley of the Witwatersrand University says, "It is with great pleasure that I recommend this work to the teacher and pupil in Physical Science . . . , with the assurance that it will contribute to the ability of our young people to fit into the scientific world which is opening out before them."

This is a useful book for first year matriculants, post-matriculation teacher trainees and also first year students at the University level.

CLARIFICATION ABOUT PROMOTION POSTS

(C.M. No. I.E. 109 of 1967)

- (A) The following points were raised with the Director of Indian Education :—
- i. **SENIOR ASSISTANT : HIGH SCHOOLS.** The salary scales do not provide for a person holding M plus 3 qualifications.: Our inquiry was to ascertain whether a successful applicant holding M plus 3 will be paid on the same scale as graduates.
 - ii. **SENIOR ASSISTANT : PRIMARY SCHOOLS.** (a) Is this a promotion post? (b) Will an incumbent of this post be eligible for improved qualification benefits? (Par. 5(9) of the Conditions of Service, refers).
 - iii. **SENIOR ASSISTANT : PRIMARY SCHOOLS.** A plea was made on behalf of teachers with qualifications lower than M plus 2. We asked they be given special consideration, subject to satisfactory service.
- (B) The following is a copy of letter dated 2/11/67 from the Director in answer to the above.
1. "With reference to your letter of the 25th September, 1967, I have to inform you that due to an oversight, teachers who hold qualifications equal to matriculation plus 3 years study have been allowed to apply for advertised posts of senior assistant at a high school.
 2. In determining the salary scales for senior assistants at high schools the minimum qualification for appointment to these posts was determined as a degree plus a professional qualification and I am unable, at this stage, to allow the appointment of any teacher who does not hold a degree and a professional qualification to a post of senior assistant of a high school.
 3. The post of Senior Assistant (Primary), as advertised, is a promotion post and, under the existing provisions, successful candidates will forego improved qualification benefits in terms of paragraph 5(9) of the Conditions of Service of Teachers in State and State-Aided Schools for Indians. In this connection I wish to state that this office has already submitted representations which, if approved, would allow for teachers who hold certain promotion posts to be granted improved qualification benefits.
 4. No minimum qualifications have been prescribed for appointment to posts of senior assistant in primary schools. All applicants will be considered for promotion thereto on their merits".

SOUTH AFRICAN INDIAN TEACHERS' ASSOCIATION CONSTITUTION

(July 1967)

1. TITLE :

The Society shall be called "THE SOUTH AFRICAN INDIAN TEACHERS' ASSOCIATION" (Formerly known as the Natal Indian Teachers Society).

2. OBJECTS :

The objects of the Association shall be :—

- (a) To protect and further the interests of its members, to voice collectively their opinions on matters pertaining to education and to strive for improvements in conditions of service.
- (b) To promote the social, cultural educational and sporting advancement of its members.
- (c) To uphold and maintain the Association's "Guide to Teachers."
- (d) To encourage the development of the aesthetic aspects of the child's life and to help promote his physical and spiritual development.
- (e) To study and/or make representations on matters affecting education.
- (f) To co-operate with other established organisations on educational matters.
- (g) To acquire, own, alienate and mortgage property and to make investments in bona fide financial institutions and registered public companies.
- (h) To collect, canvass for and accept subscriptions, donations, bequests, endowments and benefits of any nature for the Association and for its members, from any source to advance the aforesaid objects.

3. MEMBERSHIP AND ENROLMENT :

- (a) All Indian teachers in the Republic of South Africa shall be eligible for membership of the South African Indian Teachers' Association through a Branch situate in the area of their schools.
- (b) Only members whose names appear on the official register shall be eligible to vote in the ballot for official positions at the Annual General Meeting.
- (c) (i) All retiring teachers be allowed to retain their link with the Association as associate members at a fee of 10 cents per month.
(ii) Provision be made for a Roll of Honour to reward meritorious service. Such honour shall be conferred at the Annual General Meeting or at a Special General Meeting called for the purpose.

4. BRANCHES :

- (a) Branches shall be demarcated and established by the Executive Council of the Association as and when required, provided that no Branch shall be established with less than 25 members. Notwithstanding this provision, the Executive Council may, in its discretion, establish a branch of less than 25 members where the circumstances warrant it.
- (b) The allocation of schools to Branches shall be made by the Executive Council.

5A. OFFICERS :

- (a) The Officers of the Association shall be a President, a Vice-President the immediate Past President, an Hon. Secretary and an Hon. Treasurer. These two latter offices may be conjoined.
- (b) The abovenamed officers, excepting the immediate Past President, shall be elected at the Annual General Meeting.
- (c) Members who have paid their subscriptions shall be eligible for election to any office of the Association.
- (d) The incumbents of the office of Hon. Life Vice-President of the Natal Indian Teachers' Society shall continue in rights and privileges hitherto enjoyed by them.

5B. ADMINISTRATIVE PERSONNEL :

- (a) The Executive Council shall appoint a Secretary-Treasurer as a full-time employee of the Association.
- (b) It shall be competent for the Executive Council to engage Administrative Staff as and when required.
- (c) The conditions of service of all employees of the Association shall be laid down by the Executive Council.

6. EXECUTIVE COUNCIL :

- (a) The management of the affairs of the Association shall be vested in the Executive Council which shall consist of the officers and two (2) members elected by each Branch to serve on the Council for the whole year.
- (b) It shall be competent for the Executive Council to co-opt the services of any member of the Council, who loses his place as a Branch nominee through a transfer, to ensure continuity in the working of the Council.
- (c) It shall be competent for the Executive Council to co-opt any member for his/her special knowledge of the affairs of the Association.

7. GENERAL PURPOSES COMMITTEE :

- (a) The President, Vice-President, Hon. General Secretary, Hon. Treasurer, the immediate Past President and 3 (three) members of the Executive Council elected at the first meeting of the Executive Council shall form the General Purposes Committee of the Association, and shall act for and on behalf of the Executive Council.
- (b) The General Purposes Committee shall meet on the first Saturday of each month; on the third, if necessary and at other times as required.
- (c) The Minutes of all meetings of the General Purposes Committee shall be submitted to the next meeting of the Executive Council.

9. DUTIES OF OFFICERS AND ADMINISTRATIVE PERSONNEL :

- (a) The officers of the Association shall act for and on behalf of the Association in all matters of emergency and shall submit reports, in writing, of such action to the next meeting of the General Purposes Committee.
- (b) The Secretary-Treasurer shall convene all meetings, take records and minutes of proceedings and enter them in a book, provided for the purpose, which shall at all meetings be open for inspection by all members of the Association. All documents and communications shall be signed by the Secretary-Treasurer, unless otherwise authorised.
- The Secretary-Treasurer shall receive or collect all subscriptions and other monies due to the Association, make such disbursements as may be sanctioned by the General Purposes Committee, and shall keep an account of such receipts and disbursements in books provided for the purpose, which shall be open for inspection to the members of the Association.
- The Secretary-Treasurer shall have his books entered to reflect the financial position of the Association up to at least the seventh day prior to his being called upon to submit a statement.
- The Secretary-Treasurer shall submit to the Annual General Meeting :-
- (i) Financial Report.
 - (ii) Particulars in respect of which Branches may be in default.

9. FINANCE :

- (a) A banking account shall be opened by the Association with the Barclays Bank or such other Bank as the Executive Council may decide in the name of the "SOUTH AFRICAN INDIAN TEACHERS' ASSOCIATION."
- (b) All monies received by the Secretary-Treasurer shall become the property of the Association, and shall be deposited in the Bank to the credit of the Association's account.
- (c) All payments to the Association shall be duly acknowledged by the Secretary-Treasurer or proper forms provided for the purpose.
- (d) All payments shall be made by cheque which shall be signed by the President or the Vice-president and the Secretary-Treasurer jointly. The Secretary-Treasurer may, however, endorse cheques for the purpose of depositing.

10. SUBSCRIPTIONS :

- (a) The rate of subscription shall be :
- (i) 15 cents per month for all members who are temporary assistants ;
 - (ii) 30 cents per month for members with a pensionable annual salary not exceeding R1,200 as at 1st January ;
 - (iii) 50 cents per month for members with a pensionable annual salary exceeding R1,200 as at 1st January ;
 - (iv) 10 cents per month for retired teachers who become associate members.
- (b) All subscriptions shall be payable by monthly stop-order on salaries. The Executive Council shall decide on the mode of payment in respect of members not employed on a permanent basis.

11. FINANCIAL RELATIONS :

- (a) All subscription stop-order schedules in a branch area shall be collected by the Hon. Treasurer of the Branch and forwarded to the Secretary-Treasurer.
- (b) All membership fees in cash shall be collected by Branch Treasurers and forwarded to the Secretary-Treasurer.
- (c) Refund to Branches from Headquarters shall be made on the basis of 10 cents per member per month. The Executive Council may, in its discretion, make additional grants.

12. MEETINGS :

- (a) The business at all meetings shall be considered private. All communications to the press shall be made only through the Executive Council or its nominee or nominees.
- (b) Meetings of the Executive Council shall be held wherever and whenever deemed necessary. At least 14 days' notice shall be given for all meetings of the Executive Council. At least one meeting shall be held every quarter. The quorum shall be 20.
- (c) The Secretary-Treasurer shall convene a Special General Meeting upon receipt of a requisition signed by at least five Branches or 200 members or on the directive of the Executive Council of the Association. The quorum shall be 100. Six weeks' notice of such meeting shall be given.
- (d) (i) The Annual General Meeting shall be held in the month of July unless otherwise decided by the Executive Council.
- (ii) The Business of the Annual General Meeting to be proceeded with shall be as follows :-
- (iii) At least 21 days' notice shall be given for all Annual General Meetings. The quorum at the Annual General Meeting shall be one hundred (100) members.
- (iv) The election of the President, Vice-President, Hon. General Secretary and the Hon. Treasurer shall be by means of a secret ballot conducted through the post.
- (v) For the conduct of the secret ballot the Executive Council shall in good time appoint two (2) Electoral Officers, lay down their duties, prescribe the manner in which they shall work and generally do all things necessary to ensure that a fair secret ballot has been conducted. The duties and functions of Electoral Officers shall be in respect only of the Elections for which they are appointed.
- (vi) The Electoral Officers shall prepare nomination forms and forward these to members.
- (vii) Duly completed nomination forms shall reach the Electoral Officer designated by the Executive Council to receive such nominations, on or before the 15th of May, each year.

13. **VACANCIES :**
Vacancies occurring in the official positions during the course of the Association's year shall be filled at a Special General Meeting called for the purpose. The method of election of officers, whether by "show of hands" or by "secret ballot" shall be decided by the Special General Meeting itself. Both the Executive Council and the General Purposes Committee may continue to act notwithstanding any vacancy.
Vacancies in the case of Branch Representatives to the Headquarters shall be filled by the Branch concerned. All other vacancies shall be filled by the Executive Council of the Association.
14. **CONFERENCE :**
(a) A Conference shall be held together with the Annual General Meeting, in the month of July.
(b) Special Conferences may be held at such time and place as the Executive Council may deem expedient, provided always that not less than 21 days' notice is given of such a Conference.
(c) No notice of motion shall be placed on the Conference Agenda except those agreed by the Executive Council. All notices of motion from members shall come through their respective Branches. Notices of motion from Branches must reach the Secretary-Treasurer at least six weeks prior to the Annual Conference.
(d) At the opening of each Conference, the standing orders prepared by the Executive Council shall be submitted if approved, and adopted.
(e) At all Conferences of the Association each Branch shall be represented by delegates. The Executive Council shall determine the number of such delegates and shall decide upon all matters appertaining to such Conferences.
15. **ACCOUNTS :**
(a) The books of the Association shall be audited by an Auditor elected by the Executive Council.
(b) Books of the Branches shall be closed by the 31st March and sent to the Secretary-Treasurer on or before 15th April each year.
(c) The books of the Association shall be closed on the 10th day of June each year for audit.
16. **ALTERATION OF RULES :**
(a) Rules may be altered or added to at the Annual General Meeting or at a Special General Meeting called for the purpose.
(b) When an addition or alteration to the rules of the Association is proposed to be discussed at the Annual General Meeting, it must be submitted in writing and forwarded to the Secretary-Treasurer at least 6 weeks before the said Meeting.
17. **LEGAL PROCEEDINGS :**
The Association has the right to sue and may be sued jointly and severally in the name of the Officers of the Association.
18. **GENERAL :**
Any matter not provided for in this Constitution shall be dealt with by the Executive Council.

BRANCH CONSTITUTION

1. **TITLE**
The Branch shall be called THE SOUTH AFRICAN INDIAN TEACHERS' ASSOCIATION
..... BRANCH.
2. **OBJECTS AND DUTIES :**
(a) Branches shall engage in activities designed for the professional advancement of their members.
(b) 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 the Indian Affairs Department or any State Department or any other organisations on matters pertaining to the policy of the Association.
(c) Branches may submit matters for the consideration of the Executive Council.
(d) Branches shall carry out such directions as are submitted to them by the Executive Council from time to time.
3. **OFFICERS AND MANAGEMENT :**
(a) The Officers of the Branch shall be a Chairman, Vice-Chairman, Hon. Secretary and Hon. Treasurer.
These officers together with at least one representative of each school in the area shall constitute a committee for the management of the affairs of the Branch.
(b) The Chairman, Secretary and one member elected from the Committee at the first meeting shall constitute an Executive Committee, which shall act in all matters of emergency.
(c) Only members who have paid their subscriptions shall be eligible for election to any office of the Branch.
(d) The Secretary-Treasurer of the Association shall be the auditor of the Branch.

4. ELECTION :

The method of election of officers, whether by "show of hands" or by "secret ballot", shall be decided by the Branch Committee prior to the Annual General Meeting.

5. DUTIES OF OFFICERS :

- (a) The Chairman of the Branch or, in his absence, the Vice-Chairman, shall preside at all meetings. In the absence of these, any member may be elected to the chair.
- (b) The Branch Secretary shall convene all meetings, take records and minutes of proceedings and enter them in a book provided for the purpose, which shall at all meetings be open for inspection by all members of the Branch and officials of the Association. Except as otherwise authorised, all documents and communications shall be signed by the Branch Secretary.
- (c) The Branch Treasurer shall receive or collect all subscriptions and other monies, make such disbursements as may be sanctioned by the Branch Committee and keep such an account of all such receipts and disbursements in books provided for the purpose, which shall be open for inspection by the members of the Branch and the officials of the Association.
- (d) The Hon. Treasurer shall submit to the Annual General Meeting :—
 - (i) audited Financial Statement.
 - (ii) particulars in respect of which member/school may be in default, and
 - (iii) names of members whose subscriptions or other monies due to the Branch have not been paid.

6. FINANCE :

- (a) A banking account shall be opened in the name of the Branch at a Bank to be decided by the Branch Committee.
- (b) All monies received by the Treasurer shall forthwith be deposited in the Bank to the credit of the account of the Branch.
- (c) All payments to the Branch shall be duly acknowledged by the Hon. Treasurer on proper forms provided for the purpose.
- (d) All cheques shall be signed by the Chairman or Vice-Chairman of the Branch and the Treasurer jointly. The Branch Treasurer may, however, endorse cheques for the purpose of depositing.

7. MEETINGS :

- (a) Meetings of the Branch shall be held wherever and whenever deemed necessary.
- (b) All business transacted at Executive Meetings shall be properly recorded and presented to the next meeting of the Branch Committee for confirmation.
- (c) The Secretary shall convene a Special General Meeting of the Branch upon receipt of a requisition signed by at least one-third of the members in that Branch or on the directive of the Branch Committee. Only fully paid up members shall be eligible for participation in such a meeting. At least seven (7) days' notice shall be given for all Special General or General Meeting of the Branch.
- (d) (i) The Annual General Meeting shall be held before the 31st of May of each year.
 (ii) Only fully paid up members will be entitled to participate in the deliberations of the Annual General Meeting.
 (iii) Notice of any business intended to be introduced at the Annual General Meeting shall be given to the Secretary and a copy of all such notices shall be sent to the members 14 days before the Annual General Meeting.
 (iv) The quorum for all Meetings of the Branch shall be decided at the first meeting of the Branch Committee.
 (v) In conjunction with the Annual General Meeting the Branch may arrange any other activity.

8. VACANCIES :

- (a) Vacancies arising in the case of officers shall be filled at a Special General Meeting of the Branch.
- (b) Vacancies arising in the case of representatives on the Branch Committee shall be filled by the members of the school concerned.
 The Branch Committee shall continue to act notwithstanding any vacancy.

9. REPORTS :

- (a) The Minutes of all Branch Meetings shall be submitted to Headquarters within a fortnight of such meetings.
- (b) The Secretary's Annual Report and the Financial Statement of the Treasurer shall be submitted to the Association on or before the 5th June of each year.

10. ABSENCE FROM MEETINGS :

Any representative failing to attend two consecutive meetings of the Branch Committee without submitting in writing satisfactory reasons for such absence shall be deemed to have forfeited his rights and shall *ipso facto* cease to be a member of the Committee.

GENERAL :

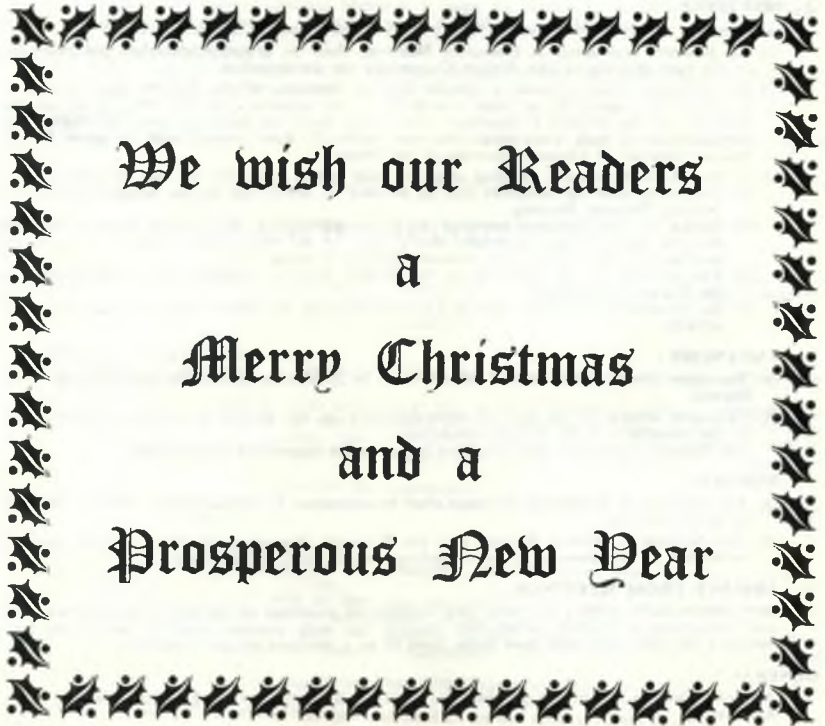
Any other matter not herein provided for shall be dealt with by the Executive Council of the Association.

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PUBLISHER:

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

Location: Johannesburg

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