

The



# Teachers' Journal

ORGAN OF THE NATAL  
INDIAN TEACHERS' SOCIETY

Vol. 13

APRIL 1964

No. 1

## CONTENTS:

- THE KNELL OF PARTING DAY — EDITORIAL
- INTERVIEW WITH MR. NEL — MINUTES
- SOCIOLOGY OF EDUCATION — AN ADDRESS
- THE MEYRICK BENNETT CHILD GUIDANCE CLINIC — TREATISE
- THE TEACHING OF ENGLISH — COMMENTS
- THE WONDER FOOD — HISTORY
- RACE RELATIONS CONFERENCE — HIGHLIGHTS
- SAFTA CONFERENCE — GLIMPSES
- DIE AFRIKAANSE BIBLIOTEK EN LEESSTOF
- PLATOON SCHOOL ALLOWANCE
- TEACHERS' FORUM
- ABOUT BOOKS

# RESERVOIR HILLS

*Durban's finest Township for the Indian Community*

**DEPOSIT ONLY 5%**

+ + +

- Magnificent Viewsites.
- Full Municipal Services  
include electricity and free water supply
- Established Shopping Centre  
and School Parks, Mosques and Temple.
- Frequent Bus Service to Durban.

**DON'T DELAY**

—

**PHONE TO-DAY**

**TELEPHONE 64965**

**THE MODERN TOWN PLANNING Co. LTD.**

**CITY OFFICE: NICOL SQUARE PARKING CENTRE**

**Cor. ALBERT STREET and COMMERCIAL ROAD — DURBAN**

# R. M. NAIDOO

COMPANY SECRETARY AND ESTATE AGENT

*Specialised services offered by the Management includes:-*

- + The Purchase, Sale, Letting and General Administration of Property
- + Negotiation of Loans
- + The administration of deceased estates
- + Secretaryship and Administration of Companies
- + Preparation of Financial Statements and Income Tax Returns
- + Application in respect of Trading Licences
- + Insurance of all description

**PHONE 22856**

**71 ALBERT STREET — DURBAN**

## **Editorial:**

### **THE KNELL OF PARTING DAY**

**W**HEN the possible transfer of Indian Education from provincial control to that of the Indian Affairs Department was announced over a year ago, the Natal Indian Teachers' Society was one of the first bodies to state its opposition. In fact, in some quarters our opposition has been described as "vociferous".

Notwithstanding press reports to the contrary, our opposition to transfer still stands. We as an organisation are of the opinion that the Provinces should continue to cater for the education of all sections of the community, for we contend that a common educational policy for the province, among other things, ensures that the same principles of education are applied to all sections of the community and, at this stage of our development, anything contrary to this is retrogressive.

This does not mean that we have been completely satisfied with the Provincial Administration. We have repeatedly asked for the provision of free and compulsory education and for representation on their salary boards, examination committees and the like. In asking for such representation, we were anxious to see that we were given an effective say in determining educational policy and practice. Nor have we been satisfied with our salaries, which we believe should be determined only on the basis of work, qualifications and experience and not on racial considerations.

But, in spite of these reservations, we must acknowledge that tremendous progress has been made in Indian Education over the last twenty years. There were, for instance, 122,000 Indian children enrolled in Natal at the beginning of 1963 and at the end of 1962 we had 3,663 teachers. The annual increase in pupil enrolment for the past six years has been 5,600 and in respect of teachers 243. Besides, the Provincial Administration has invariably countered our representations for improvement in Indian Education with the plea that they were not able to do more for us because of the inadequate subsidy from the Central Government.

In these circumstances it seems that the most reasonable step that the Government should take is to ensure that the Provinces are in a position to satisfy the Indian teachers and community by increasing its annual subsidy substantially.

However, upon the appointment of Mr. P. R. T. Nel to investigate and report on the take-over of Indian Education by the Indian Affairs Dept., the officials of the Natal Indian Teachers' Society drew the attention of the Executive to this development.

At this stage it may be worthwhile to examine the motivation of the Government for considering the take-over of Indian Education. One reason advanced is that both Technical and University Education is now controlled by the Indian Affairs Dept. and it is therefore reasonable to expect primary and high school education to be governed by the same Department, thereby ensuring that the Indian Affairs Dept. caters for the complete education of every individual. Others suggest that take-over is dictated by ideological reasons. Here the plan of the Government is to ascribe to each community a certain place in the country, and education is one of the important means to fulfil this purpose. A further reason is that the education of all sections of the community is an important responsibility of the Central Government and take-over of Indian Education is part of the plan for the eventual centralisation of Education, for upon the achievement of certain minimum standards by the respective sections of the community integration would be effected.

It would be interesting, however, to know if the opposition of our teachers and community would be as strong if the transfer was made in the first instance to a central Ministry of Education which controlled the education of all racial groups.

Whatever the motivation of the Government the attitude of our Society should be also dictated by practical considerations, for at no time should the Society be precluded from safeguarding the interests of its members and the children whom they serve. Consequently the Executive decided, after very careful thought, that the Society was duty bound to present to its forthcoming conference all the facts concerning the projected transfer of education and therefore instructed its officials to interview Mr. P. R. T. Nel. The officials were also advised to express the views of the Society to the Planner on such matters as syllabuses, examinations, appointments, promotions and recognition of the Society.

The officials of the Society met Mr. Nel on the 18th March, 1964, and elsewhere in this journal the minutes of this interview, duly confirmed by Mr. Nel, are published for the information of our members. It may be of interest to members to know that the meeting took place in a very cordial atmosphere and all the officials are agreed that the discussions were full and frank and that they found Mr. Nel well-informed and sincere. It may be well to note here that, while Mr. Nel did not in any way commit the Government, the officials of the Society, too, discussed all the above-mentioned matters without compromising the Society.

From what has been said, it is clear that there is a possibility of the projected transfer becoming a reality. Were this to happen, the action taken by the officials of the Society would enable the 1964 conference of N.I.T.S. to have all the relevant facts and thus take a decision which would be in the best interests of the teachers and the community. If, on the other hand, transfer of Indian Education does not materialise, we would not be required to take any specific action.

## MINUTES OF . . .

**INTERVIEW WITH MR. NEL**

**INDIAN AFFAIRS DEPARTMENT:** Mr. P. R. T. Nel (Chief Planner of Indian Education in the Republic) and Mr. Oakley (Dept. of Indian Affairs).

**NATAL INDIAN TEACHERS' SOCIETY:** Dr. A. D. Lazarus (President), Mr. N. G. Moodley (Vice-President), Mr. C. A. Naidoo (Hon. Treasurer), and Mr. P. Raladoo (Hon. General Secretary).

**DATE:** Wednesday, 18th March, 1964.

**VENUE AND TIME:** Tribune House, West Street, Durban. The Interview commenced at 3.30 p.m. and terminated at 5.45 p.m.

**AGENDA:** Contemplated transfer of Indian education from Provincial control to the Central Government.

After thanking Mr. Nel for granting this interview, Dr. Lazarus congratulated him on his appointment and said that he was very happy with the choice made by the Government.

Mr. Nel informed the delegation that the Government was proposing to take over control of Indian education and that he had been asked to make his recommendations on the move to the Minister of Indian Affairs.

Among other matters, the most important points that emerged from the interview were:—

**1. Maintenance of Present Standards:**

This was to be ensured by continuing to use the present syllabuses drawn by the Natal Education Department and by writing the examinations (Std. VI, VIII and X) set by it.

The consent of the Natal Education Department was already sought on the matter, arrangements for which have been concluded.

**2. Recognition of the Society by the Government:**

The delegation informed Mr. Nel that this Society was registered in 1926 and was recognised by the Province as from that year. Mr. Nel undertook to see that this recognition would continue, this time from the Government.

He also spoke of the existence of the Transvaal Indian Teachers' Association and the Indian Teachers' Technical Association and a possible federation of these bodies.

**3. Services rendered by the N.P.A. to Indian Teachers:**

Among others, these included collection of membership subscriptions, N.I.T.S. Investments Ltd., Instalments in respect of Insurance, Housing, Rates, etc. The delegation was assured that we would continue to enjoy these privileges.

**4. Transfer of Indian Education:**

Mr. Nel was made aware of the Society's viewpoint on the subject and was told that only Conference was in a position to change or stand by the policy already taken/held.

**5. Grantees of Government Aided Indian Schools:**

Their right of admission and expulsion of pupils: Mr. Nel's policy would be to allow Aided Schools that so desired to acquire full Government status eventually. However, those that wished to remain Aided Schools would be able to retain that status and the existing limited control over admissions by the Grantee would continue to operate.

#### 6. Married Women:

The question of married women (qualified) for permanent appointment came up for brief comment.

#### 7. Additional Accommodation:

There were two urgent problems confronting Indian education and these were to receive priority, viz.:

- (a) Additional schools in new Indian settlements, and
- (b) Elimination of Platoon Schools.

In this report, Mr. Nel was of the opinion that the Indian community could assist immensely when they were compensated for the schools taken over by the Government. He felt that the money could be "ploughed back" by providing any of these services:—

- (i) building new schools and/or additions to existing schools;
- (ii) providing playing fields;
- (iii) library facilities; etc.

At this stage, the matter of staff rationing came up for discussion.

It was agreed that each school Principal should have the matter raised with his/her District Inspector to present his peculiar problem.

#### 8. Syllabuses up to Standard V:

Mr. Nel informed the delegation that syllabus committees with teachers represented on them would be set up for the purpose of reviewing the syllabuses from time to time. Criticisms would be welcome from recognised teachers' societies/associations. (From Std. VI onwards, the N.E.D. would be in control of drafting the syllabi for its own examinations.)

#### 9. Teachers Training:

The University should prepare High School teachers to prepare for the degrees plus the U.E.D. (or its equivalent). The Training Colleges should prepare Primary School teachers: lower primary, 2 year course; higher primary, 3 year course, and certain specialist courses (e.g. Domestic Science). The matter of residence/hostels for trainees was also to receive consideration. Other matters that were to receive attention included:—

- (a) Specialists in subjects such as Afrikaans;
- (b) Interest free loans to trainees to cover cost of books and travelling;
- (c) Departmental bursaries;
- (d) Boarding loans.

#### 10. School Boards: Promotions: Conditions of Service:

School Boards should not be established in the Natal set-up. Mr. Nel did not favour the system obtaining in the Cape and Transvaal (Education Councils, School Advisory Council, etc.) and the Society agreed. At the same time, on the question of promotions, Mr. Nel favoured the retention of the Natal system which took into account SENIORITY and SUITABILITY.

Conditions of Service: Regulations obtaining in Natal were to be used as a basis for the proposed new "set-up".

#### 11. Teachers Serving on Ratepayers' Associations, Benevolent Societies, etc.:

This matter came up for brief observation.

#### 12. Salaries of Indian Teachers:

The delegation was informed that no finality had been reached on the subject. In addition, it was further informed that although Coloured education was to be taken over formally as from 1st April,

1964, the salaries of Coloured teachers were not yet out. He was of the opinion that when the scales were published they would show an improvement on the present scales. He was able to give the delegation the assurance that if the salary scales for Coloured teachers were raised after the decision by the Government to take over Indian Education but before the take-over was accomplished, he would approach the Government to apply the increases to Indian teachers without waiting until the Department of Indian Affairs had assumed responsibility for Indian Education. He would suggest that the Central Government provide the Provincial Council with additional funds so as to enable the latter to pay the higher salaries immediately.

### 13. Allowances Paid to Schools: Per Capita Grant:

Mr. Nel produced figures to show what was being spent on each child in the Transvaal and Natal under this heading. He submitted figures for a European child in Government Schools, for an Indian child in a Government School and for an Indian child in a Government Aided Indian School (Natal figures, being expended by the Province). He was to recommend that the figure obtaining for a European child in Natal be made applicable for all Indian children in Natal, including those in Government Aided Indian Schools.

### 14. Future of Government Aided Indian Schools in the Province:

It was visualised that a number of school committees would like to hand their schools to the Government and be compensated for the buildings.

In addition to providing new schools, as stated previously, Mr. Nel would like to see that the money received as compensation was **ploughed back** to further the cause of Indian education. Aided schools who wish to retain their present status should be permitted to do so.

### 15. Taxing of Indian Parents to meet their education costs:

Funds for Indian Education would be provided on the estimates of the Department of Indian Affairs from normal state revenue. In support of this contention, Mr. Nel quoted that in the recent budget the Minister of Finance earmarked additional funds to meet the increased cost of Coloured education after its take-over, without any special levy.

### 16. Introduction of Afrikaans in Indian Schools:

A lengthy discussion ensued on the subject. It was pointed out that Afrikaans presented no difficulty in Indian Schools in Transvaal, whereas in Natal with a teaching personnel of 4,000 not even 300 were fully bilingual. To improve the position, the question of teacher exchange (accepted in principle by the Society) was to be fully explored, taking into account the domestic circumstances. In the schools themselves, Afrikaans could be introduced at two levels:—

- (a) Standard One, and
- (b) Standard VII.

In addition, it should be made compulsory for all new teachers from the University and Training Colleges (where the subject was being taught) to be bilingual and for promotion purposes this was to be taken into consideration. For those already in service, this requirement should not be applied to their detriment.

Mr. Nel also undertook to negotiate with the Joint Matriculation Board and the Natal Examination Board to have this subject examined in Indian schools at the "C" level. This would be merely an interim measure for a period of, say, five years.

**17. Policy Statement by the Minister of Indian Affairs:**

Mr. Nel would undertake to furnish the Minister with information to enable him to make a statement of policy on the following matters:—

- (a) Maintenance of Standards;
- (b) Syllabuses and Syllabus Committees;
- (c) Teacher Training;
- (d) Conditions of Service;
- (e) Salaries;
- (f) Promotions and Appointments.

**18. General:**

- (a) Address by Mr. Nel: Conference Session in July.  
This was subject to confirmation. Mr. Nel was also prepared to address Branch meetings of the Society, on request, through the Society/Headquarters.
- (b) Press Report: Creation of Education Sub-Committee from members of the National Indian Council at meeting in Cape Town on March 23rd and 24th. Mr. Nel and Mr. Oakley stated that the report was incorrect in that respect. They did not know from where the reporter got this information.
- (c) Vacancies in the new Education set-up.  
The Society was informed by Mr. Nel that he envisaged a number of posts for Indians being created in the new set-up, both administrative and professional. In the beginning, all the posts would not necessarily be filled by Indians.

**19. Conclusion:**

Once again, Dr. Lazarus thanked Mr. Nel (and Mr. Oakley) for granting this interview and for imparting to the Society so much information on the proposed transfer of Indian education to the Central Government.

These Minutes have been confirmed by Mr. P. R. T. NEL.

---

#### WINE

Wine that is clear in colour and strong in flavour is the "Holy One" among wines; that which is golden, clean-tasting and not bitter is the "Sage"; dark wine and sour is the "Dolt" among wines.

He who becomes intoxicated on strong, home-made wine is a gentleman; he who is overcome by millet-spirit is an ordinary fellow; but the man who gets drunk on stuff from an alley "pot-shop" is the baser sort.

The official who drinks should see to it that he is meticulous in his reports and observant of rules; the man of refinement should strive to increase the number of rounds he can stand and so add to the number of his conquests and raise his prestige.

*China.*

*Huang-Fu Sung.*

(Gentlemen and Officials please do not copy.—Ed.)

---

#### WINES AND BEVERAGES IN ANCIENT INDIA

"There are distinctions in the use of their wines and other beverages. The wines from the vine and the sugar-cane are the drink of the Kshatriyas; the Vaisyas drink a strong distilled spirit; the Buddhist monks and the Brahmins drink syrup of grapes and of sugar-cane; the low mixed castes are without any distinguishing drink."

*China.*

*Yuan Chwang.*

(NITS always thought that Cane was a homespun Natal invention!—Ed.)



## SOCIOLOGY OF EDUCATION

by Dr. PETER HEY

The late Dr. Peter Hey was educated at Durban High School and Natal University, and later at Cambridge University in England under an Elsie Ballott Scholarship. After Cambridge he studied at London University and in America. On returning to South Africa he taught for a short period before accepting a lecturing post at Natal University. He was a senior lecturer in education and held the following degrees: M.A. (Natal); B.A. Hons. (Cantab.); Post Graduate Certificate in Education, London University; M.A.Ed. (Columbia); Ph.D. (Natal).

Some years ago he was awarded a Fellowship to study in England and last year he returned from a year's lectureship in New Zealand. During his younger days Dr. Hey obtained his Blue at Cambridge for golf and represented the South African Universities and London University at golf.

During the Second World War he served with the South African Air Force in North Africa and Italy.

We publish an Address by him to the Sydenham Branch of the Natal Indian Teachers' Society on the 28th May, 1963.

**S**OCIOLOGY of education is a recent development in the field of educational studies, and it carries with it all the opprobrium of a new science. My intention here is to give an indication of the sort of fields sociology of education is concerned with and to indicate the direction in which modern research is tending, bearing in mind the adage of the social scientist "that nothing human is inscrutable".

Every development of political theory has its counterpart in educational theory, since the work of Plato and Aristotle. Sociology of education itself shows the influence of political movements as well as changes in educational theory. Its first acknowledged masters were Durkheim, the French sociologist, and Max Weber, although there have been many studies of education (notably Thorstein Veblen and Karl Mannheim) which have inspired sociological thought on education. Max Weber, for example, shows that education in a society reflects the social order. Formal education reflects the "life chance" of the individual: the better schools in most societies are provided for the more favoured groups. (The South African situation is a relevant example here—the facilities provided for European children reflect the dominant position of the White in our society. Salaries of teachers, state of school buildings and the plurality of provision in the European school reflect the privilege of that racial group.) Formal education, says Weber, becomes an object of political dispute as newly emerging or dissident social groups claim the right of entry or the right to school their young according to their own lights. Weber saw that the relationship between education and social structure remained fairly simple until the onset of industrialisation.

It can be said that the development of sociology of education linked with sociology itself is a product of an industrial society. It is dependent for its materials on the work of the attendance officer, for example, on the statistical information that modern departments of education can provide and on the scientific analysis of an exhaustive variety of educational data. The onset of industrialism meant political change and it has also meant

educational opportunity. This field has been widely pursued by an institution famed for its radical views, namely: The London School of Economics, and a major study has been the work in the 1930's under the direction of Launcelot Hogben. This English study indicated, amongst other things, the problem of working class representation in the secondary (grammar school) schools, as well as the universities of England. The field workers at the London School of Economics proved the wastage of educational material from the working classes in English society. This pre-occupation has continued in England since the 1944 Act and a great deal of work has been done to examine the entry of working class children into the grammar school after the 11+ examination. A recent study by Kelsall indicated the predominance of middle and upper class students at the English universities. It will be seen that the sociology of education has a concern with the development of educational opportunity and in the "silent social revolution" which is taking place in English society. Similar pre-occupations can be found in French society (an estimate in France, for example, is that in the French lycee, the working class make up only 15% of the total school population). Faced with this sort of information the sociologist would then examine the reason why. So much for political evolution and educational opportunity. It will be understood that this field could be described at greater length, but my intention here is merely to suggest the sort of things the educational sociologist is interested in.

A further field is demographic enquiry (i.e.: the study of population). Here the sociologist is concerned with the influence of education on the birth rate or fertility. There have been a number of interesting generalisations in this field, notably studies in the 20's and 30's by social biologists and in the 1947 Scottish Mental Survey. Here education and achievement were related to family size and a number of interesting generalisations were made by the educational sociologist. For example, it has been estimated that, in English society anyway, (setting Catholic families aside) families of high intelligence tend to be small and if one divides one's society into five major groups (Group 1 being the professional and managerial type and Group 5 the manual worker) it will be found that group 1 families are smaller than group 5. I.Q. is related to family size within these sectors. Thus a group 1 family of two children will, on average, have a higher I.Q. than group 5 families of four children, and the decline will continue. In other words, the bigger the family, the lower the average I.Q. One finds, then, in English society, two things: a progressive decline in I.Q. according to occupation and secondly a progressive decline according to number of children. This is an interesting field of enquiry: the relationship between intelligence and fertility. A further area of speculation is concerned with position in family and there is some evidence to show from the Scottish mental survey that family position and achievement in I.Q. tests are related—first and last children tend to do better than the middle ones for whatever reason.

The third main field of investigation is in terms of social stratification. In caste or estate societies education serves a differentiating function maintaining the styles of life of different strata and the supply of appropriately stylised recruits to them. In open class societies, especially those with advanced technology, the emphasis shifts to the selective, the socialising function of education for the stratification system. There have been numerous studies from Karl Mannheim with his treatment of education as a "social technique" to T. S. Eliot who rejects the idea of selection by an educational system. Americans have been particularly interested in this different educational experience particularly that related to the challenge to the American dream of equality, and men such as W. L. Warner have emphasised the dual role of schools in maintaining status as well as permitting mobility for a minority of lower class children. The modern English writer Michael Young, in his work "The Rise of the Meritocracy", has given a good deal of consideration to the problem of selection through the school and the idea of acquisition of opportunity. Anyway, "drop out" in

America and "early leaving" in England are treated as symptomatic as much of social as of academic selection. There have been numerous other studies of ethnic opportunity, viz.: Myrdal, "The American Dilemma", Dollard's description of the caste patterning of education in a Southern town.

There have been a number of studies of the social determinants of educability. The sociologist is concerned with the sociological and psychological bars to achievement in education and in this field Alison Davis, "Social Class Influence on Learning" is a good illustration. This work deals with the difference in motivation towards I.Q. tests felt by lower-class children and the problem of inadequate vocabulary. The argument is put forward that I.Q. tests mirror the vocabulary of middle-class people and are best performed by middle-class children whose whole lives motivate them towards success in this sort of test. Also smaller families (a characteristic of the middle classes) appear to provide the child with more adult conversation. However, the sociologist's task in this field is clear: it is to analyse the social factors which influence the educational process and relate to family background and the general background of teachers and pupils and those derived from the social organisation, formal and informal, of schools, colleges and universities. The educability of an individual is a function of all these social factors, i.e.: it represents his socially determined capacity to respond to the demands of the particular educational experience.

Our next section concerns sociology of education in educational institutions. Durkheim, writing well before World War I, discussed the principles on which the school's formal and informal life should be analysed and there has been a fair amount of work in this field. The first systematic analysis of the school, however, as a social unit was made by Waller in 1932 and this remains the most comprehensive treatment of the subject. He attempted to describe what he called the school as "a social organism" and his discussion of what he called the "separate culture of the school" is the best account that we have. In this he attempted to describe the way in which the school is organised, the political hierarchy within the school, the problem of social relationships within the school, the "social distance", as he called it, that is established between teacher and taught, and the problems of control. He was concerned with what one might call the "crowd and mob psychology" in the school. We still await fresh attempts at a systematic analysis of the school as a social system. Margaret Mead, the American anthropologist, has attempted to relate the school to the type of community it serves. She made a study of the various types of school one finds in American society, from the little red school house to the sort of school one finds in the great metropolitan centres of America and the sort of responsibilities and values that were held in that institution which reflect the larger community. A great deal of work has yet to be done in attempting to consider the school as a separate culture and I shall conclude this account of the sociology of education later with some areas of research in this field. There are, however, many subjects worthy of description, we have not time here to do it. For example, what of the teacher's personality? What sort of behaviour is forced on the teacher as a result of the role he is compelled to occupy in the school? (Here something of the sociology of the role might be considered—of the role of doctor or lawyer which seem to evolve certain personality types.) What is the result on the personality of working for eight hours a day with an adolescent or child audience? What is the effect on the child personality of—

- (a) the same teacher as in the elementary school, and
- (b) a variety of teachers brought in for specific subjects, as in the secondary school?

The field, i.e. the social system of the school, calls for numerous descriptive studies. It can be said of the teachers that as a social group they display

markedly different characteristics according to the educational level at which they practise. This is well illustrated in the Scandinavian teacher school system where one finds a separate organisation for elementary and secondary schools. There is a fair amount of work on the social origins of teachers and comparative European studies seem to indicate that the secondary school teacher is drawn from the lower middle class while the elementary school teacher comes from the working class. There is no doubt that a sociologist can provide an interesting insight into the social origins of teachers and of the areas of society from which they are recruited. There are also other factors such as demographic characteristics (i.e. patterns of marriage and fertility, self-recruitment, morbidity (death-rate), and so on, which would make for interesting understanding).

I suppose one of the points that ought to be stressed at this juncture is that the sociologist is not concerned with value judgments and it is not his function to pass judgment on the behaviour of people, merely to attempt an understanding of it. This is something which one tries to communicate to students at the graduate level, where the teacher-type, anyway, is somewhat given to lay-preaching. What we try to underplay is the habit of value judging. This is the field of other people such as the philosopher and our concern is with merely an interpretation of the situation as it appears to be. Some of the generalisations one might make about school teaching from several studies might be these:—

- (1) school teaching has always been an avenue of mobility and we might usefully add that it is an avenue of downward as well as upward mobility;
- (2) teachers tend to marry later than most people in their social group or they do not marry at all, and as a group they are infertile, even by white-collar standards;
- (3) they might appear to suffer from "status-anxiety" and what is called "social isolation";
- (4) they work in a profession which is chronically stratified, i.e.: each teacher has a strong sense of hierarchy. This is what he inherits as a result of his profession and he gets accustomed to it. The teacher's role is supportive (c.f. the doctor's role, the lawyer's role, which are crisis roles).

It is important to note how these professional traits are evolved and how far they actually reflect intrinsic views of teaching as an occupation and this means that we need many more studies.

There has been a fair amount of study of university teaching as a career and as a profession and the most outstanding would be that of Logan Wilson, "The Academic Man", in which he attempted to describe the problems associated with university teaching, ways in which appointments are made and all the ramifications of University life in America. Also Caplow and Meyer, "The Academic Mouthpiece". Thorstein Veblen's account of the higher learning in America, a somewhat ironic account, but his point is well taken: the society produces a sort of higher education that it appears to want. The American appears to want to be most committed to a business society with its ethics and its traits of efficiency. The American university, in Veblen's eyes anyway, reflects this over-riding pre-occupation; the university, to Veblen, was a business enterprise in competition with other universities, bureaucratic, organised under its president, or "captain of erudition", in pursuit of prestige at the expense of scholarship.

**CONCLUSION:**

I have deliberately made the field of sociology of education wide because I wanted to show the sort of interests that have been developed by sociologists. There is no doubt that the field of education is at last receiving the attention of the sociologist and he is realising that here is a ready-made field for investigation. A great deal of descriptive work remains to be done and priorities must be decided in the light of requirements of analysis of education in societies of different types and at various stages of development. Here what is wanted is what is called the typology of educational systems, in varying relationship with the societies they serve. The following research field one could work in with profit in the South African context:—

1. research into different "school climates" amongst various communities (Indian/Coloured/European/African); different attitudes to education amongst different racial groups. Waller uses the omnibus term "ethos". One might further undertake work into different sorts of schools of different groups: the Gujurati and Moslem, Catholic and Afrikaans, Jewish, and so on. "Education" means different things to different groups, and the goals of education need to be clarified. How do these different concepts affect the behaviour of teachers and pupils in different groups? How do school concepts of teachers and pupils role square with those of the community? (For example, the African community.)
2. A sociological study of the relation between education and the various roles in the larger society. (The plethora of subjects provided by the European school and those provided by others.)
3. Cultural problems in non-European education. The "English" school in the Indian community. Methods of instruction compared—for example the Hindu "Guru" (at the vernacular school) and the method of instruction in the "English" (Indian) school with its emphasis on rote learning.
4. Research into different climates of social relationship and structures in elementary and secondary schools. (For example, what are the influences of the same teacher in an elementary school compared with the different "specialist" teachers in secondary schools, and the attendant problems of adjustment in different school structures?). Note in the European school (elementary) most teachers are female (c.f. Indian). What does this do for public attitude regarding school teaching?
5. The different levels of aspiration in education for different racial groups. (Most studies in the sociology of education have concentrated on social class.)
6. Study of drop-out rate in school and social origin. Racial/religious/social class/ family influence on achievement and educational performance. (For example a study of "over-achievement" amongst Jewish children might be undertaken.)
7. Pressure group influence on various types of school.

These problems and many more are given added dimension (and interest) by their South African setting, and there can be no doubt that we have in this country a splendid laboratory for work in the sociology of education.

## THE MEYRICK BENNETT CHILD GUIDANCE CLINIC

The development of Child Guidance Clinic methods and the establishment of Child Guidance Clinics is a recent development growing out of the interest in individual psychology and the expanding consideration of mental health.

The idea of applying psychological methods to the handling of difficult children originated in the United States as a result of Healey's Juvenile Court and his desire to work with delinquents in the Juvenile Court. His first attempt was the Chicago Juvenile Psychopathic Clinic in 1909 followed by the Judge Baker Foundation in 1915. After this a series of clinics followed and it was recognised that it was not enough to see only children, it was essential to have somebody attached to the Clinic who could work with the parents and the home environment. Most of these children came from homes where the parents were disturbed and the home background was conducive to all kinds of maladjustments in the children.

The work of the early clinics was mainly diagnostic and advisory and it was soon recognised that it was not enough. Difficult children also existed outside the Juvenile Court and if problems were tackled in the early stages there were possibilities of greater success. It became quite evident that this field of work was quite incomplete unless it could carry out advice and treatment for the ills it had diagnosed. Thus the idea of a clinic for the handling of emotional disorders in childhood developed from the earlier and more limited efforts. Much work had to be done to provide training facilities for personnel for the clinics as well as to educate the public as to the need and purpose of such clinics.

In Great Britain, there was already in existence the Tavistock Clinic which was started in 1920, and, with the help of the Commonwealth Fund and The National Committee of Mental Hygiene, a great deal was done to further this work all over the United Kingdom.

Child Guidance work has been defined as "attempts to marshal the resources of the community on behalf of children who are in distress because of unsatisfactory inner needs, children whose development is thrown out of balance by difficulties which reveal themselves in unhealthy traits, unacceptable behaviour and inability to cope with social or scholastic expectations". The essence of our approach is that behaviour is studied as objectively and without prejudice, in the hope of discovering the causes, usually multiple, which produce it. By working with parents, teachers, family doctors, etc., we try to modify the problem by eradicating or abating the causes.

The Clinic here in Durban was first established in 1942 by the University of Natal and mainly for the training of students. It was supported by Rag and its main function was testing and remedial work in educational problems.

In 1946, a full time University appointment was made, and Mr. B. M. Pechey, a Clinical Psychologist, was appointed to the post of Director.

The Director was entrusted with the task of establishing the Clinic, proving the value of the work, and obtaining the support of the community and University in further developments. Psychological methods and techniques, although they had received a very substantial prestige from development during the war, were practically unknown to the civilian community, and considerable ignorance and prejudice were naturally encountered. In 1948, after much negotiation, we obtained premises at Chelmsford Road and with increased staff it was possible to expand our activities quite considerably.

## THE DEVELOPMENT OF THE NON-EUROPEAN SECTION

From its inception the Centre has served all races. In the early years, referrals of non-White children were very few and it was recognised that the development of these services for the Non-European groups would involve a programme of publicity and education.

In 1951, a Committee was formed to publicise the work of the Centre and promote financially and otherwise its Non-European work. In 1955 premises were obtained at the Medical School and a fully equipped Child Guidance Unit was established.

## PRESENT POSITION

The Clinic, which had 25 referrals in 1946, has grown into a Centre which in 1963 dealt with more than 500 new cases. It has become a co-operative venture linking University with Community, sponsored by and serving each other.

## SERVICES PROVIDED BY THE CENTRE AT PRESENT

In Durban, The Meyrick Bennett Children's Centre provides psychological services in two sections—for European families in Meyrick Bennett Park, Chelmsford Road, and for Non-European families at the Medical School, Umbilo Road.

The aims of the Centre are:—

1. To provide services which will promote the healthy development of children.
2. To provide facilities for the diagnostic and treatment of mal-adjusted children.
3. To carry out educational projects aimed at enlightening the community with regard to the upbringing of children.
4. To provide facilities for the training of students.
5. To provide facilities for research in Clinical Psychology and the Social Sciences.

The work of the Centre is basically concerned with any problems of an emotional kind affecting the family unit. It is generally recognised that many serious maladjustments and personality problems, other than those with direct physical causes, have their roots in early childhood and may be caused, or at least aggravated, by wrong parental handling in these critical and impressionable years. Thus the work of the Centre, in all its phases, diagnostic and therapeutic, is family orientated. By attempting to resolve the problems and disturbances in family relationships, the methods adopted by the Centre are designed as much for their preventive as their therapeutic function. Today, perhaps more than ever before, the public at all levels is seriously disturbed about delinquency, divorce, and emotional disorder. The effectiveness of Child and Family Guidance in cutting short and reversing the negative developments steadily moving the children towards these ends can be demonstrated time and time again.

Some important principles that guide the Centre in its work are outlined below:—

1. Every family and individual is unique and so are their problems. Thus for every family the help given will be different, and adaptive to their special needs.
2. Advice alone, no matter how good, is often not enough. The families are helped to carry this through into their lives.
3. The Centre aims to help the family and the parents to assume their full responsibilities, recognising the harmful effects of taking away such responsibility from the people to whom it rightly belongs.
4. The Centre wishes to help all families, not just those with serious

problems, and are as happy to provide a better understanding in an already well adjusted family as to assist in overcoming a major emotional disturbance.

Families come to the Centre for many reasons. Most often parents bring their children because they have become anxious about the child's behaviour, thinking correctly that his aggressiveness, his fears, school difficulties, perhaps his bedwetting or his stammer are indications of emotional disturbance with which the Centre can help. They may be referred to the Centre by the school because of difficulties in the classroom, or in the playground with his mates, or referred by the doctor because his asthma or other physical complaint seems to be emotionally caused to a significant degree. Some come merely because they would like an assessment of the child's potentialities, or because they feel that their relationship with him is not quite as it should be.

The general procedure in the Child Guidance Clinic is as follows:—

1. Prior to the Child Guidance Clinic examination, a thorough medical check is asked for where indicated.
2. Case-histories obtained from parents and referring agencies, including medical report (Psychiatric Social Worker or parent counsellor).
3. Investigation of child's intelligence and intellectual achievement (Educational Psychologist) (Intelligence Achievement Tests).
4. Investigation of child's emotional situation—personality, motivations, problems—(Play and Projective Techniques) (Play Therapist).
5. Any other procedures relevant, e.g. check by Speech Therapist or other specialist.
6. Case Conference of all concerned.  
At this point decisions are taken regarding the future handling of the case.
7. Advice to parents.
8. Referral to other agency, or recommendation regarding environmental change.
9. Treatment of parent and child—or of either alone.
10. Treatment procedures may include—
  - (a) individual psychotherapy
  - (b) group therapy
  - (c) Remedial teaching or other specialist procedures for parent or child or both.

The emphasis in the work of the Centre's staff is on teamwork. The nucleus of each team consists of Clinical Psychologist, a Parent Counsellor (Social Worker), and Therapist, assisted by a panel of part-time consultants and assistants from various Departments of the University of Natal: Psychology, Educational Psychology, and Sociology and Social Work, and a specialist Paediatrician.

#### SOURCES OF REFERRALS AND TYPES OF CASES

Children in need of treatment are referred by:—

- (a) Parents themselves
- (b) Schools
- (c) Medical authorities (Doctors and Hospitals and Clinics)
- (d) Social Agencies—Child Welfare, Blind Society, etc.
- (e) Courts

The bulk of the children referred are between 8 and 12 years of age, but we do see children as young as 2½ years and up to 20 years of age.

The common problem dealt with by the Clinic can be said to be the failure of the normal integration of the personality which may show itself in a variety of symptoms. These symptoms may be classified roughly as



follows:—

1. Physical.
  - (a) Physical (hysterical) symptoms, e.g. attacks of sickness, headaches, etc., and other physical complaints for which organic causes are not present.
  - (b) Physical habit disorders, e.g. enuresis, sleeping and eating disorders, stammering.
2. Intellectual difficulties.  
Retardations, inferiorities, achievement fears, etc.
3. Emotional.  
Behaviour disorders—stealing, lying, truanting, delinquency.

In general the Child Guidance Clinic concerns itself only with the treatment of the child of average or better intelligence.

### CAUSES OF MALADJUSTMENT

It is generally agreed that most if not all serious maladjustments have their roots in early childhood, and are brought about by disturbances in the familial relationships. Accidental and apparently fortuitous circumstances (e.g. illness of Mother in child's early infancy and consequent separation at a vitally important period of child's life) often play a large part.

Maladjustment can generally be seen to be the consequence of an interference with the normal growth pattern of the child, mediated by conflict between the child and his environment in the first instance, later by the internalised conflict within his own personality.

Naturally the family, although of major importance, is only one of the social agencies which can affect the child's growth and emotional maturation for good or evil—the Nursery School, and School are second in importance, and can do a great deal to make or mar the child's development.

Mrs. V. PADAYACHEE,  
*Social Worker/Organiser.*

"A study of the racial composition of New York City's public schools reveals that actually less than two percent. have either all-white or all non-white enrolments.

Altogether, 1,038,516 children between the ages of seven and sixteen are enrolled in New York's public school system. . . . Of these, 264,616 are Negro and 177,544 are Puerto Rican.

To accommodate these 1,038,516 children, the city operates 581 elementary schools and 322 secondary schools. Of the 581 elementary schools, 11 have white pupils only and seven have non-white pupils only. Of the remaining 563 elementary schools, fewer than one-fifth—or 138—are considered racially imbalanced to the extent that less than ten per cent. of the total enrolment is white. . . . Of the 322 secondary schools not one is all white or all non-white."

—*American News Digest*, Vol. 3, No. 13.

"What we seek in education is a full liberation of the faculties, and the man who has not some surplus of thought and energy to expend outside of the narrow circle of his own task and interest is a dwarfed, uneducated man."

—Woodrow Wilson.

Until education is blind to colour, until employment is unaware of race, you can free slaves of their chains, but you have not freed society of bigotry.

—President Johnson.

# TEACHING OF ENGLISH

## COMMENTS BY AN OBSERVER

### ENJOYMENT

It is distressing to find that many teachers fail to apply their knowledge of child psychology to the teaching of English. They may remember two of the basic aims, namely to teach the children to understand what they hear and read, and to train them to express themselves clearly and correctly, but they forget the other and most important ideals—to encourage the children to enjoy the many treasures of English literature and to let them know the joy of creating something really satisfying in English for themselves.

### FREEDOM

Neglect of these important principles leads to the sad sights we face in so many schools today. Infants strive at school, keen to gain command of the tools of expression so that they can set free the fresh imagination and lively curiosity, typical of their age, to create something. But what happens in the classroom? They are allowed to write only what the teacher thinks they ought to write—a dull series of sentences on a prepared topic, often laboriously copied down and learned by heart. The child's originality is stifled and he very quickly loses all interest in composition, oral or written. Young children should be allowed to write or say what they wish and correction should be kept to a minimum. Ideally, it should consist of helping the child only if and when he feels he needs help. If a child is given the necessary experiences to widen his horizons and then allowed to speak and write freely on what really interests him, a time will come when he feels the need for correct punctuation, spelling and grammar himself.

### ORIGINALITY

The same principles apply to composition, oral or written, in the higher classes of the primary school. Nothing does more harm to a child's interest in English as a medium than the all too usual "discussion of the topic" or "prepared essay". By forcing children to use crutches like these, we are making them into language cripples. In other words, by confining the child's thoughts to such narrow channels, the teacher is making the child afraid to say anything original and he stops thinking for himself at all. It is appalling to think that our schools, which should be releasing the child's imagination so that his mind can travel where it wills, are actually destroying most of his ability to think for himself. In school after school one can see pathetic sets of essays, all practically identical (because sentences have been composed and written on the blackboard) and all scrupulously correct because the appropriate vocabulary, spelling and grammar have been drilled into the class. These may be exercises in writing, spelling, punctuation and grammar, but they are certainly not essays in any true sense of the word. I have often wondered what the principals, supervisors and inspectors, for whose benefit these mummified "compositions" are produced, really think of the results. If they know anything at all about child psychology, they must surely be horrified. What real teacher would prefer accuracy and deadly sameness to a set of bright, lively, original essays which the children have obviously enjoyed writing? And do the absence of a few full stops or a couple of misspelt words really matter, when the children are being encouraged to enjoy writing?

### SUITABLE POEMS

The other ways in which well-meaning teachers stultify the children's interest in English are legion. It is impossible to discuss them all here, but a few of the worst may perhaps be mentioned without giving offence to anyone. The choice of unsuitable poems for "appreciation" is a glaring

example. Even if Wordsworth's "Daffodils" appears in a junior Radiant Reader and deals (in a way!) with flowers, that is no guarantee that standard two will enjoy it. Worse still, the teacher who learned to appreciate "Lycidas" or Donne's "Good Morrow" during his first year university course often innocently presumes that they will also appeal to little children of nine or ten. Asking the children if they enjoyed a poem is useless. Innate courtesy and a desire to please their teacher will make them chorus, "Oh yes, Ma'am", or "Yes, Sir", while their completely uncomprehending faces tell a very different story.

### CHILDREN'S VERSE

It is a great pity that so many teachers think that verse especially written for children is inferior (it is not "literature"! ). Because of this, the children are excluded from a world of true magic which should be theirs. There is an abundance of excellent verse. Children love poems with a "catchy" rhythm (this is the main attraction of the Nursery Rhyme); poems about children or animals, provided they are approached from a child's standpoint, not that of an adult, are always popular, and best of all are humorous poems. Try reading a Lear limerick or one of T. S. Eliot's poems about cats to a Std. 5, or "The Owl and the Pussycat" to Std. 3 and you will be well rewarded. A. A. Milne's amusing poems are ideal for the eight to twelve group and any small boy would be delighted to meet "Ethelred the Motor Fan". Richard Wilson, Rose Fyleman and the evergreen Enid Blyton have written charming poems for the younger child. In the higher classes of the primary school R. L. Stevenson, Lewis Carroll, Ogden Nash and Walter de la Mare are all worth discovering.

### READING STUDY

Many primary school teachers do not understand the principle of the reading study or comprehension test. As the name implies, it is a test of the child's ability to understand what he reads and its actual teaching value is limited. One written reading study in two weeks should be sufficient for any class. Yet I know of schools where three comprehension tests a week are the rule. The harassed teacher has not enough time to mark all the work, let alone to discuss the children's difficulties afterwards. This system is as pointless as ordering a bricklayer to go on building a house without supplying him with any new material. Incidentally, the same objection applies to the unfortunate "tradition" of a weekly essay; if the teacher cannot devote every second essay period to discussion and correction of the children's last composition, he cannot expect to see much improvement in the children's work. One must mend and build before one can test.

### ENCOURAGEMENT

Lack of understanding is also responsible for the dull, unimaginative treatment of reading in primary schools. The teacher "pattern reads" the passage, explains the difficult words to the point of boredom and makes the class spell each word several times. If five minutes remain after this merciless treatment, a few children may be allowed to read. (The wiser pupils, one hopes, have been doing a little quiet browsing on their own!) A much more effective method is to devote the first part of the reading lesson to silent reading for preparation and comprehension, and the second half to oral reading by as many pupils as possible. Remember, too, that poor or shy readers benefit infinitely more by encouragement than by criticism.

### "SERIAL" TIME

"Pattern Reading" has no place outside the infant classroom. The teacher's turn to read comes in the daily "serial time" during which he reads a book to his class. A child whose parents or elder sisters have read

to him regularly in his early years automatically develops a good command of language. Unfortunately the "bed-time story" is a rare thing in the Indian home and it is imperative for the teacher to make up for this great loss by reading to his class every day, for at least fifteen minutes, or preferably longer. Enid Blyton is responsible for many a child's love of reading and you will find her books ideal for the younger classes. Any well-written and exciting book will appeal to the older ones. The benefits of this daily reading are obvious and lasting, and only a very short-sighted or old-fashioned principal would object to having "serial time" included in a class time-table.

Over-emphasis on formal grammar, a lack of library books which the children can take home, unrealistic topics for letters—the list seems endless. But there is nothing wrong with English teaching in the primary school which could not be remedied quickly and easily if the principals of our schools were less rigid in their demands for an excessive amount of written work at regular intervals and if the teachers themselves thought of the child, instead of the grammar book.

**Books which are worth reading:**

Let the children write: Margaret Langdon.

English in the primary school: Cutforth.

Coming into their own: Hourd and Cooper.

The Language Arts: Strickland.

**HIGHLIGHTS . . .**

**OF INSTITUTE OF RACE RELATIONS CONFERENCE**

The 34th Annual Conference was officially opened on Tuesday, 14th January, 1964, at 8.15 p.m., in the Hiddingh Hall of the University of Cape Town, by Mr. D. D. Baxter.

**NO MORE TRANSKEISTANS**

In his presidential address the Hon. O. D. Schreiner, former Judge of the Appeal Court, made a careful analysis of the African "homelands". He pointed out that Bantustans were places where votes could safely be extended to non-whites without influencing the real balance of power in the country. He indicated, too, that it had been authoritatively stated that further Bantustans on the Transkei model were not contemplated by the authorities.

**SUCCESS OF MULTI-RACIAL GOVERNMENT**

Professor Gwendolen Carter, of Government Smith College, Massachusetts, U.S.A., in an outstanding paper on "South Africa's International Position", carefully outlined what was happening in the country both in respect of those who want changes and those who do not. She outlined the development in other parts of Africa and indicated that there was little sympathy for the official policy of the country. The only solution, she stated, was, of course, a government by consent, and her experiences in Kenya have given her heart in expecting such a society succeeding.

**BOYCOTTS**

In a paper on "Implications of Economic and other Boycotts", Mr. Leo Katzen, Lecturer in Economics at the University of Cape Town, produced facts and figures to show that there is little likelihood of economic boycotts effecting the social change necessary in the country. They may, however, result in South Africa becoming more and more isolated.

**ELECTION**

The Most Reverend Denis Hurley, Archbishop of Durban, was elected President of the Institute and Dr. A. D. Lazarus was once more elected Vice-President. Archbishop Hurley, who delivered the Alfred and Winifred Hoernle Memorial Lecture, made a strong call for a "Crusade of Love" against Apartheid.

N. G. MOODLEY (NITS Delegate).

## THE WONDER FOOD

(Mrs. EILEEN GOLDBERG)

For years, in countries all over the world, intensive research has been undertaken to develop an inexpensive "complete food"—a food containing essential nutrients in balanced proportion.

This has been achieved in the laboratories of Messrs. Hind Bros. & Co. Ltd., of Durban, with the development of ProNutro, the "wonder food" that has found wide acceptability by all racial groups in South Africa, and is already being discussed with keen interest in many other countries.

In 1962, the Food Conservation Division of the United Nations devoted an entire morning to examining this food, and, in congratulating the manufacturers, said that they knew of no other comparable pre-cooked food in the world.

In January of this year, Mr. Philip Hind, managing director of Hind Bros., was again invited to America, this time to attend a conference organized by the United States Department of Agriculture in conjunction with the Cottonseed Association and UNICEF (United Nations Children's Emergency Fund).

The conference, which took place in New Orleans, was attended by notable scientists in fields relating in the main to agriculture and nutrition.

Mr. Hind was one of the few members representing the business world, and he was invited to deliver an address on methods used by Hind Bros. to introduce ProNutro to the S.A. market. The idea being that this might stimulate American industrialists to follow their example.

The development of ProNutro is a fascinating story of twenty-five years of research, sparked off by Dr. S. W. Fox in 1937, when he was attached to the S.A. Institute of Medical Research in Johannesburg.

Dr. Fox was appalled by the extent to which malnutrition was undermining the health of people living in the Transkei, and causing serious disease and death to thousands of children.

His was the happy idea to appeal to Mr. Philip Hind, the youthful director of Hind Bros., to produce a food to save the country's non-Europeans from starving.

The appeal was not made in vain, and thus began the long and costly research project that resulted in this widely acclaimed food.

There were many pitfalls along the way before success was finally achieved, and one of the early difficulties was the realisation that the African people do not take kindly to products marketed for them alone.

This changed entirely the thinking of the manufacturers, and with the advice and close co-operation of doctors and nutritionists they decided to seek a formula which would appeal to all race groups and all age groups.

To Philip Hind and his brilliant Swiss bio-chemist, Dr. Waldburger, who developed the formula, goes the credit for dogged determination to overcome all obstacles no matter what the cost in time or money. But Mr. Hind rightly insists that without the co-operation, encouragement, and the guidance of members of the medical profession, it would not have been possible to prove the value of his product.

At each stage of development controlled tests were conducted by doctors in hospitals in Durban and elsewhere, and also by a team of doctors at the Medical School of the University of Natal. In addition, a number of highly successful field tests were conducted, notably those at Lamontville, where African and Indian children between the ages of six months and three years were given regular medical supervision and 2½ ounces of ProNutro as the **only** food complement to their normal home diet.

The medical report on the 2,000 children cared for under this scheme during 1962-1963, states that there have been no deaths and no Kwashiorkor, and that the growth rate of the children has increased above the average for their own ethnic group.

Bearing in mind that, prior to these tests being carried out, the death rate in that area was upwards of 270 per thousand live births, the report has great significance.

ProNutro contains no meat, and, as far as is known, is acceptable to most racial and religious groups in South Africa, so that it has been possible to test trial this food extensively.

Marketing this product has created no serious problems except inasmuch as the demand at one stage far exceeded the output, causing a shortage.

The acceptability of the food by a wide range of people at all income levels has even astonished the manufacturers. From babies to old age pensioners, from athletes to business executives, as well as by its extensive use in hospitals, nursing homes, clinics and welfare centres, the demand has been such that a great strain was placed on production, necessitating the installation of new plant towards the end of 1963.

Throughout all this hectic period Philip Hind, true to the social conscience that impelled him in the first place to invest thousands of rand in this research project, and despite the temporary difficulties of trying to keep pace with the unprecedented demand, continued to make ProNutro available to welfare organisations at a price representing a loss to the company.

It is this integrity of purpose, the keeping faith with the less fortunate, that has won for this South African industrialist widespread admiration both in his own country and abroad. It has brought to fruition the dream that started twenty-five years ago, and, in winning world acclaim for their product, South Africa as a whole shares with Hind Bros. the credit for an outstanding contribution to world health.



Rev. R. Joorst, President of SAFTA. On his left, Dr. R. E. Van der Ross, on his right, Mr. J. Februarie, both of the Cape.  
Back of this, from the left: Mr. G. Cloete (Cape), Mr. M. E. Lewis (Natal), Dr. A. D. Lazarus (Natal), Mr. C. J. H. Daniels (Cape), Mr. W. A. Moonsamy (TITA, Transvaal), Mr. C. A. September (TACT, Transvaal).

[Photo by courtesy of "The Natal Mercury".]

## GLIMPSES OF THE SAFTA CONFERENCE

HELD IN DURBAN, APRIL 2nd and 3rd, 1964

by DR. A. D. LAZARUS

For two whole days delegates from the Transvaal, the Cape and Natal sat in earnest deliberation of many of the problems confronting the education of Indian and Coloured children in South Africa. Much time was of necessity devoted to the questions raised by the "take-over" by the Central Government of the Education of Coloured persons and similarly to the projected "take-over" of Indian education in Natal and the Transvaal.

All the delegates expressed their objection in principle to the shifting of control of education from the Provinces to the Government, but, since the Government had made up its mind and was not going to be deterred by any protest or argument against what it has decided is to be its policy, the delegates were compelled to accept the proposition without in any way compromising their own principles on this issue.

The Conference was informed of the discussions that NITS had had with the Chief Planner, Mr. Nel, and the "confirmed" minutes of its meeting was made known; these minutes recorded the factual position and gave the answers to the many questions that had been raised by the Society at that interview. The reservation had constantly to be borne in mind that, up to this point, the Planner, Mr. Nel, had not committed the Government in any way. It was for the Minister of Indian Affairs either to accept his recommendations or reject them. It was made clear at the meeting that NITS was hoping that in the not too distant future the Minister would make a public statement of Policy on this issue.

The question of salaries for Coloured and Indian teachers was discussed at some length. All that could be said at this juncture was that the projected new salary scales would be a definite advance on the old. Indeed we might be very agreeably surprised by what might turn out of this. This much was clear: discussions had been extremely frank and fair and NITS had been able to set out all its objections to the present dispensation and all its shortcomings. One delegate pointed out that such full, candid and free discussion on the salary issue had never before been possible under United Party rule in Natal. The cards were all on the table and nobody had any trumps up his sleeve.

The future role of the South African Federation of Teacher Associations (SAFTA) also received much attention. It had been clear to the delegates from the Cape that this compartmentalisation in education along racial lines necessarily conflicted with some of the aims and objectives of this Association. After full discussion the Cape Delegates carried a resolution which would allow each constituent body representing a particular group a certain degree of self-determination in matters which affected it alone while at the same time leaving the integrity of the Federation as such untouched. Thus SAFTA would continue to interest itself in and be heard on all professional matters which would concern teachers throughout South Africa. Individual Associations would naturally profit from the reservoir of knowledge and experience of the whole.

The financial relations of the constituent bodies with SAFTA came under close scrutiny as a result of a Notice of Motion given by NITS delegates 12 months ago. The upshot of the discussion was that the basis of Capitation Fees was altered slightly.

From now on Associations with an audited membership of up to 500 would pay 5 cents per caput, while bodies with a higher membership would pay 5 cents per caput for the first 500 and 3 cents each above that number.

Finally, NITS had undertaken and played host to this particular Conference of SAFTA and we were privileged to the refreshing opportunity and rewarding experience of the warm fellowship of our colleagues from the other provinces. Only SAFTA makes this kind of association possible for us, albeit somewhat rarely, and we at NITS hope that this Conference was an equally rewarding experience for all our visiting delegates who shared in it.

## DIE AFRIKAANSE BIBLIOTEK EN LEESSTOF

(Miss Z. HAFEEJEE)

Een van die belangrikste take van die Afrikaanse onderwyser is om die kinders vloeiend te laat lees. Die tweede en nog belangriker taak is om te besluit op watter manier hy hulle met begrip, waardering en belangstelling kan laat lees.

Daarom is dit noodsaaklik om die kinders so gou moontlik aan die leesgewoonte gewoond te maak. Hulle moet oortuig word dat die lees van Afrikaanse boeke iets genotverskaffends is en nie iets wat hulle in die klaskamer of vir tuiswerk moet doen nie. Ook moet dit iets wees wat Juffrou hulle nie heeldag dwing om te doen nie.

Voorgeskrewe boeke is glad nie genoeg nie. Omdat die leerlinge gedwing word om dié boeke te lees, kan dit partykeer 'n teensin in Afrikaanse leesstof laat ontwikkel. Maar hierdie feit kan oormeester word deur die keuse deur die dosent van voorgeskrewe boeke. Sy behoort die belangstelling en begeertes van die kinders te probeer ontdek en met die oog daarop haar keuse te doen.

Waarom moet die kinders lees? Die N.O. leerplan deel ons mee dat ons leerlinge boeke moet lees om:—

- (a) Hulle te leer om 'n boek met begrip, waardering en belangstelling te lees.
- (b) Hulle te laat kennis maak met die letterkunde wat in daardie taal bestaan.
- (c) Hulle taalmateriaal d.w.s. woordeskat, idiomatiese uitdrukkinge e.d.m. aan te vul.
- (d) Hulle by wyse van voorbeeld te leer om die aangeleerde taalmateriaal aktief te kan gebruik.
- (e) Om meer algemene kennis te vergader.

Vroeër het ons beweer dat die voorgeskrewe boeke glad nie genoeg is nie. Dit ly geen twyfel dat geskikte, interessante Afrikaanse voorgeskrewe boeke die leeslus kan prikkel nie. En dis in hierdie stadium dat die Afrikaanse biblioteek so 'n vername rol in die klaskamer speel.

Uit die staanspoor moet dit in aanmerking geneem word dat dit die doel van die biblioteek is om Afrikaanse lesse aan te vul. Dis nie 'n plaasvervanger van die Afrikaanse lesse nie. Dit is eerder die belangrikste gedeelte daarvan.

Deskundiges het tot die gevolgtrekking gekom dat dit die besondere doel van die Afrikaanse biblioteek is om die algemene begripsvermoë te verbeter. Op hierdie manier word die kinders in staat gestel om praktiese gebruik te maak van alles wat hulle gedurende die Afrikaanse lesse geleer het. Hierdeur word die klem op voorgeskrewe boeke ook verminder. Die lees van Afrikaanse leesstof vergemaklik die tewoordstelling van oorspronklike gedagtes in Afrikaans. Met verloop van tyd, na hulle 'n hele klomp boeke gelees het, sal die kinders self uitvind dat hulle al hoe vlotter kan skrywe.

Oor die algemeen is dit die funksie van die Afrikaanse biblioteek om die Afrikaanse onderwys en taalonderrig in die klaskamer aan te vul en te verryk. Dit geld nie alleen vir die boeke nie; die biblioteek moet ook tydskrifte bevat. Dié moet so ver moontlik in die smaak van elke tipe leerling val.



Tot dusver het ons net die doel van een plek nl. die skoolbiblioteek, behandel. Die meeste skole besit geen Afrikaanse biblioteek nie. Dan is die klasbiblioteek vir die Afrikaanse dosent 'n vriend sonder weerga. Dalk mag die dosent gelukkig genoeg wees om 'n skool- en 'n klasbiblioteek tot sy beskikking te hê.

Veral op die laerskool is 'n klasbiblioteek onmisbaar omdat daar hier geen skoolbiblioteek is nie. Die kinders sal makliker aangemoedig kan word om te lees as geskikte boeke in die klaskamer self vertoon word. Die voorraad boek moet dikwels aangevul word om 'n goeie verskeidenheid te verskaf.

Die klasbiblioteek is 'n vername adjunk tot die sentrale skole. Klasbiblioteke kan deur die klas self opgebou word. Met die hulp van die geïnteresseerde dosent kan die leerlinge geld bymekaar maak om nuwe boeke mee te koop. 'n Paar vendusies, kompetisies, 'n klaskonsert of 'n biblioteekfonds mag deur die onderwyseres gereël word om geld in die hande te kry.

Op die hoërskool, nadat hulle „genoeg” geld ingesamel het, stuur die leerlinge self om 'n boeklys. Die kinders skryf almal die brief gedurende die Afrikaanse les. Die beste hiervan word gekies en aan die boekhandelaars gestuur. Dit is praktiese ervaring vir die leerlinge.

Die aantreklikste manier waarop die boeke en tydskrifte vertoon kan word, is seker nie in juffrou se noue, donker kas nie, maar op rakke in 'n boekhoekie. Juffrou sal ontdek dat die seuns baie gretig is om met die rakke te help, terwyl die meisies pragtige gordyne vervaardig om die boeke te beskerm. Die boeke moet so aantreklik moontlik vertoon word en hoef nie gegradeer te word nie. Daar moet 'n spesiale rak vir al die tydskrifte wees. (Die geld daarvoor kom uit die biblioteekfonds waartoe elke kind moet bydra.) Natuurlik moet Juffrou al die boeke in die biblioteek lees het.

Ongetwyfeld is die leesgewoonte van groot waarde, maar sonder die goeie leiding van die dosent mag dit eintlik in iets siegs verander. Terwyl die dosent haar Afrikaanse leerplan en tydsindeling uitwerk, is dit uiters noodsaaklik om minstens een periode aan die lees van biblioteekboeke te bestee. Dit is die stilleesperiode. Ondanks sy naam sal daar gedurende die periode orals 'n taamlieke bedrywigheid heers.

In die uitreikingsregister moet 'n paar bladsye aan elke leerling bestee word waarin die nommer van die boek wat deur hom gelees is, saam met die datum, geskrywe word. Nou is Juffrou in staat om onmiddellik te kan naslaan watter boeke, of boek 'n kind gelees het en daarna aanmoediging en raad te gee.

Gedurende die stilleesperiode word die dosent so ver moontlik 'n „lopende woordeboek”. 'n Kind steek sy hand op, Juffrou snel daarnatoe om te ontdek wat die moeilikheid is: taal, uitdrukkinge en woordeskat moet verklaar word. Dis 'n goeie plan om die leerlinge klein dagboekies te laat hou. Hierin skrywe hulle die datum, die naam en skrywer van die boek, saam met kort aanhalinkies, woordeskat en spesiale uitdrukkinge. Miskien mag 'n paar goeie studente so 'n dagboekie dwarsdeur die hoërskool hou. Die dosent sien die dagboekies na en maak verklarings aan die student.

Partykeer, sê maar gedurende die eerste tien minute van die leesperiode, kan die dosent 'n boek begin voorlees en die kinders aldus aangemoedig om dit te voltooi. Soms hou die dosent 'n vyftien minute se bespreking van 'n gewilde boek. Dié sal ander leerlinge wat die boek nog nie gelees het nie, belang daarin laat stel.

Die dosent kan nooit genoeg tyd en aandag aan die biblioteek bestee nie en die waarde daarvan is onskatbaar. Allengs sal die skriftelike en mondelinge werk bewys van hul vordering lewer. Haar belangstelling in die leesstof en haar geduld sal beloon word as die student, aan die end van die jaar 'n liefde vir en belang in die Afrikaanse letterkunde toon.

### VOORGESTELDE BOEKE

Std. VI	<b>Gedigte</b>	Kleuterverseboek — Opperman Uit ons Prille Jeug — Visser
	<b>Prosa</b>	Die Trompie-reeks — Topsy Smith Die Manzi-reeks Vertalings van Enid Blyton se boeke
Std. VII	<b>Gedigte</b>	Afrikaanse Ballades — Nienaber Junior Verseboek — Opperman
	<b>Prosa</b>	Soos vir Std. VII en:— Sias en Mias-reeks — Mikro Die bende X-reeks Avontuur en Spanningsverhale vir die Jeug: Afrikaans, Kaapstad — Bloemfontein — Johannesburg
Std. VIII	<b>Drama</b>	As ons twee eers getroud is — Beukes
	<b>Gedigte</b>	Soos vir Std. VII
	<b>Prosa</b>	Soos vir Std. VII en:— Die Uile-reeks — le Roux (Meisies) Die Maasdorp-serie — Stella Blakemore Die Meintjie-reeks — Sita Die Saartjie Baumann-reeks Die Silwer Potlood — Mikro Die Jongste Ruiter — Mikro Vlekkie — A. C. Sparks
	<b>Drama</b>	Soos vir Std. VII en:— Uitgesoekte Eenbedrywe — Beukes

## FROM THE DIRECTOR OF EDUCATION

### ON PLATOON SCHOOL ALLOWANCE

"At a recent meeting with representatives of your Society, reference was made to the change in basis of payment of 'responsibility allowance' at schools with afternoon classes. It was pointed out that in a few cases a reduction in the allowance was involved, with possible recovery in over-payments. It was pleaded that the Principals concerned be allowed to retain existing allowances as personal.

"The position is that on the old basis the allowance was paid in accordance with the grading of the school. This resulted in the Principal of a highly graded school with a small platoon class being paid the allowance at the higher rate, and a Principal of a lower graded school but with a large platoon section being paid at the lower rate. As the allowance is designed to compensate Principals for actual work done, the position was anomalous. To rectify this the allowance as from 1st July, 1963, is based on the numbers in the platoon section.

"In the circumstances, I can find no justification to allow Principals who were receiving a high allowance for a small platoon section to retain such allowance as personal. Where recovery of over-payments is involved, the instalments will be kept low to avoid hardship."

# Teachers' Forum

## CONGRATULATIONS

Dear Sir,

I am glad indeed to inform you that the important and necessary adjustment in my salary for the period 1/1/63 to 31/1/64 has been effected by the Natal Education Department. In this connection I have received two cheques from the Provincial Accountant.

I very sincerely thank you and your worthy Society for its efforts, the greatest interest taken in this very important matter and the success it has attained. Congratulations to our Society.

DISPLACED PRINCIPAL.

\* \* \* \* \*

## GRATITUDE

Dear Sir,

It is with a deep sense of gratitude that I direct this letter to the Society through the Verulam Branch. I have been notified of my success in the N.T.D. (External) Examination.

It will be recalled that I had made several unsuccessful attempts to secure notification from the Department after the March, 1960, Examinations. I had written to the Department, contacted the Springfield Training College and finally wrote to the Society as a last resort. I am pleased to record that the Society made representations on my behalf. I was not only notified of my success but I have been fully re-imbursed too!

The prompt attention given to my problem and the success achieved is ample testimony of the service the Society is rendering its members. I am confident that you are meeting with similar successes in other fields too.

GRATEFUL MEMBER.

\* \* \* \* \*

## WISE MOVE

Dear Sir,

Congratulations to the Society on its wise and sound move in the matter of the transfer of Indian Education from the Provincial to Central Government. In any other country such a step would be unanimously supported and desirable. It is natural that the Society and the other members of the community who are opposed to such a transfer should be suspicious of the motives, knowing the ideological standpoint of the Government. The suspicions are further justified when one considers the changes that have taken place in Bantu Education. Because there is being created at the present time the machinery for self-determination, however limited this may be, we must not lose opportunity to safeguard the education of our children against undesirable changes; in fact we can use the machinery to improve and develop Indian education. Such an opportunity would be lost if we bull-headedly oppose and divorce ourselves from the transfer which would take place whether we like it or not.

There is a strong feeling that we will not be given the right to determine the nature and content of our education and that new syllabuses and new examinations and restrictive conditions of service will be imposed on us in accordance with Government policy. Even if this is to be we would rather be in a position to voice our objections than in the invidious one of not being able to do anything at all. And when, in spite of our opposition being submitted officially and within the machinery, detrimental changes are forced upon us, we would know that at least we had put our case to the authorities.

A PRACTICAL IDEALIST.

## ROAD SAFETY

Dear Sir,

Permit me to draw your attention to the unsatisfactory condition of most of the roads in Non-European areas. Generally the roads are narrow, poorly lit, in a poor state of repair and without pavements, thus endangering the lives of both pedestrians and motorists. Even in Asherville, which is a developed area, such a position obtains.

It may be argued that this matter does not fall within the jurisdiction of the Teachers' Society and its journal. I beg to differ. Our schools are in these areas and thousands of children are in constant danger of being killed because there are no proper and adequate pavements. One sees this in areas like Merebank, Chatsworth and Clairwood, where schools are all close together.

I shall be pleased if you will kindly bring this to the notice of the authorities concerned so that our roads could be made safer.

SAFETY FIRST.

## MICHAEL JOSEPH, B.A.

The Society bereaves the passing away of Mr. Michael Joseph, who had served as Vice-President, Executive Member and Editor of its Journal.

Michael Joseph was born on the 24th August, 1912, of humble parentage. One of his proudest possessions in life was a brave and courageous mother, who brought up her large family, unaided, on her earnings as a "basket-woman". Michael Joseph justified the pride and hope of this wonderful mother when he graduated with distinction in English.

His teaching career at Ladysmith, Greytown and Carlisle Street culminated in a brilliant period of service at Sastri College, where he was recognised as one of the few "great" English masters. Then followed his hand as V.P. at Depot Road and Principal at Avoca, but this phase, as expected, was short-lived when he surrendered his principalship in order to get back to the classroom "to travel anew" in the realms of English Literature with his beloved pupils. He is remembered also for his great love of drama, where his success includes the translation and presentation of "Kalidas" and the presentation of "Julius Caesar" at Sastri College.

Requiescat in pace!

*The Officials of the Natal Indian Teachers' Society take this opportunity of welcoming new teachers to the profession.*

*The Officers of the Society hope that new teachers will become members of the N.I.T.S. Membership cards are obtainable from Branch Secretaries, who will be only too willing to furnish intending members with details in regard to enrolment, membership fees, etc.*

## About Books

027.8222 PURTON, Roland W.: **Surrounded by books.** London, Education Supply Association, 1962. R1.63.

The author, a teacher-librarian in a primary school, is well qualified to offer advice and guidance regarding the establishment and organisation of primary school libraries. Discussing the aims of the Primary School Library Mr. Purton deals with each aspect in a simple, clear manner, from the physical organisation to the problems of book selection. Valuable hints on ways of making "books" an integral part of the child's life enhance this useful handbook. Can be recommended for any teacher responsible for, or interested in school libraries.

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

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

370.15 NOLL, Victor H., and NOLL, Rachel P.: **Readings in educational psychology.** New York, Macmillan, 1962. R3.65.

This book surveys the field of educational psychology, its trends and influence over the past 25 years. During this period great advances have been made in a field of psychology which is becoming a separate branch of the science. Valuable chapters on learning, measurement, evaluation and allied aspects of educational psychology provide up-to-date information. A bibliography for each chapter, and also a list of text books in Ed. Psychology add to the value of the book for the serious student. Of interest and uses to all teachers, and those whose special field is psychology.

371.7322 EDMUNDSON, Joseph: **P.E. teachers' handbook for primary schools.** London, Evans, 1960. R1.45.

This book has been designed to give clear guidance in the teaching of P.E. in the Primary School. Of value to the teacher who is new to P.E., as it has copious notes on the teaching of each table, with valuable chapters on planning the tables, use of apparatus, selection of exercises. Deals also with playground games, organised games indoors and P.E. in the classroom.

371.7322 SHARPE, Julie M.: **P.E. teachers' handbook for infant schools.** London, Evans, (1959). R1.45.

Similar in scope to the above volume, this is of great use to the Infant teacher. Affords specific help in all the teaching points, hygiene of the P.E. lesson, management and control of the class, and includes a comprehensive scheme of work. Both these books are approved by the Physical Training Lecturer at College.

371.927 EISENSEN, Jon, and OGLIVIE, Mardel: **Speech correction in the schools.** New York, Macmillan, 2nd ed., (1963). R4.95.

A new text covering the field of speech correction, giving insight into the needs and problems of school children with speech difficulties, including those which have a physical basis. Covers the basic factors of speech and classifies the various speech disorders. The first part of the book deals with speech standards, speech mechanism and the development of language in children, whilst the second deals with each specific speech disorder in detail. Written in a profound yet simple manner, this book is of great value to all teachers concerned with speech.

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

Clearly illustrated, this book deals with mathematical apparatus for the infant school in relation to the methods of Pestalozzi, Froebel and Dewey. Much attention is given to man evaluation of each piece of apparatus. In the words of the authoress, "let us ask ourselves exactly why each piece of apparatus is provided, what we expect the children to gain from using it, and why we are providing it at any particular moment".

- 507 INCORPORATED ASSOCIATION OF ASSISTANT MASTERS & THE SCIENCE MASTERS ASSOCIATION, **jt. com.:** **The teaching of science in secondary schools.** London, Murray, rev. ed., 1958. R2.30.

This book appears at a time when much thought and concern is being expressed upon the place of science in the school programme. It offers valuable advice upon such important aspects as the place of science in the school curriculum, laboratories, and the practical problems encountered in the teaching of science. The information offered in this book is the product of practical experience, and should be of much use to all teachers of science.

- 507.072 STONG, C. L.: **The amateur scientist.** London, Heinemann, 1962. R3.20.

Contains experiments and projects selected from the Scientific American. Most only require easily obtainable material to perform and lie within the scope of the average High School pupil. Projects have been drawn from the fields of botany, zoology, biology, chemistry, physics, to mention only a few, and all of them have been tested. A useful book for the teacher, and a valuable addition to the school library.

- 591.6 FENTON, Carroll Lane, and KITCHEN, Herminie B.: **Animals that help us; the story of domestic animals.** London, Dobson, 1962. R1.40.

Man has used domestic animals for thousands of years, and this simple book tells the story of some of the animals man uses or keeps as pets. Suitable for the primary school library. Clearly illustrated. Although primarily written for children, this little book is factual and contains much useful information.

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

---

#### JOURNAL BOARD

Messrs. N. G. Moodley (Editor/Chairman), P. Raidoo (Business Manager),  
R. S. Naidoo, K. L. Reddy and S. Ponnen (Secretary).

---

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

# VICTORIA FURNITURE MART



THE FURNITURE STORE THAT HAS EVERYTHING  
*Phone 65938*

*A Pleasure always  
to be at your  
Service . . .*

**REG WRIGHT  
DAN LE ROUX  
LES SALTON**

*Sports Dealers*

325 PINE STREET + DURBAN + PHONES 63350 - 68455

**STANDARD for . . .**

**PRINTING  
AND RUBBER STAMPS**

**STANDARD PRINTING PRESS**

GENERAL PRINTERS & RUBBER STAMP MAKERS

73 BEATRICE STREET, — DURBAN

Phones 61006.  
66481

(Established 1927)  
P.O. Box 2782

Tel. Address  
"QUICKPRINT"

**SYDENHAM FURNITURE REMOVERS (Pty.) LTD.**

Regular services to and from all parts of the Republic  
**STORAGE — PACKING — RAILAGE**



**PHONE 6-1032 and 31-2401**  
**After Hours 88-5812 18 Short St., Durban**

We Tender for Natal Education Dept. Personnel on Transfer  
Please Call at our Office — We will solve your Removal Problems

STANDARD PRINTING PRESS — 73 BEATRICE STREET, DURBAN — PHONE 61006





The

# Teachers' Journal

ORGAN OF THE NATAL  
INDIAN TEACHERS' SOCIETY

---

CONFERENCE ISSUE - JULY, 1964

---

## 38th ANNUAL CONFERENCE

OPENED BY

C. J. SAUNDERS M.A. (Oxon.)

Managing Director - Tongaat Sugar Co.

ON

TUESDAY, 30th JUNE, 1964

AT

SHAH JEHAN CINEMA

DURBAN

**ARTHUR BLAXALL SCHOOL  
FOR THE BLIND**

(W.O. 1045)

**Phone: 64844/25882**

**P.O. Box 2339,  
DURBAN.**

**29 Lorne Street,  
DURBAN.**



**STAFF VACANCY**

Applications are invited from suitably qualified teachers by the 7th July, 1964, for a post at the above school to teach blind children in English and Commercial Subjects in the Secondary classes. Qualifications in Afrikaans will be an advantage.

The post is a full-time one under the Department of Indian Affairs, and the person appointed will enjoy the same leave and Pension/Provident Fund privileges as applicable in Departmental Schools.

Salary scale and commencing notch will depend upon qualifications and experience.

Application form and further particulars are obtainable from the undersigned.

**H. JAGGANATH,**

*Teacher-in-Charge.*

or **THE ORGANISING SECRETARY,  
NATAL INDIAN BLIND SOCIETY,  
34 LORNE STREET,  
DURBAN.**

# MESSAGE TO THE CONFERENCE OF THE NATAL INDIAN TEACHERS' SOCIETY, JULY, 1964

by

Dr. E. G. MALHERBE

Principal and Vice-Chancellor, University of Natal



It is indeed kind of your Society to ask me to send a message to you on the occasion of your 1964 Conference. I appreciate the honour and wish you every success in your deliberations.

At the same time I am mindful of the challenge which you have set me, and indeed yourselves, in the choice of the theme of your Conference, viz. the *Dynamics of Education in Society*.

It is a powerful theme, particularly if one considers the literal meaning of the words in the theme. Education itself is dynamite. History has proved this. Education is dynamite in any society where there are not proper outlets for the skills and aspirations generated by that education. This is indeed the heart of the political problem with which we are faced in this sub-continent of Africa.

For obvious reasons I cannot pursue this aspect of your theme any further than merely mentioning it here. So let me rather turn to the more intimate situation of the teacher and his pupils in the classroom. *What* is he to teach, and *how* is he to teach in order to make his teaching really dynamic and vital? One of his functions is to interpret life to immature minds. Life has, however, to-day become a very fast-flowing stream. There is nothing static about it.

It follows, therefore, that if education is to be real education at all, it cannot be static—it must be dynamic, it must partake of life, it must be vital. The problem of the teacher is what to select from this vast complex experience to impart to young growing minds.

*What* is taught in schools too often consists merely of chunks cut out of life experience and enshrined in syllabuses by the Education Department. These chunks become crystallised and even fossilised in

textbooks and often cease to be part of the vital, living present, moving inexorably into the future.

The function of education is sometimes described as preparation for life. If this is so, it should not be the life of our children's grandfathers and grandmothers, but the life they will themselves lead ten to twenty years from now when they are grown up. The rôle of the teacher then becomes that of a prophet. That is why the real teachers of old were called prophets. They looked into the future; they had vision.

For his teaching to be dynamic, the teacher must be bigger than the syllabus. This applies not only to the "what", or the content, of his teaching, but also to the "how" of his teaching. Here, too, the dynamic approach emphasises the moving, on-going aspects of life, i.e. the strivings, emotions and adjustments of individuals. In short, the dynamic approach aims at the building up of individual personality.

In conclusion, may I quote the words used by General Smuts almost exactly to the day thirty years ago when he gave teachers his philosophy of education. "Education," he said, "is the encouragement of imagination, not of memory; the feeding of the young mind with interests, ideals and the joy of life, avoiding repressions; the cultivating of a love of truth, a broad outlook and objectiveness; a thorough grounding in fundamentals, leaving details to reference books; and the principles of holism—that in this universe we are all members of one another and that selfishness is the grand refusal and denial of life." 15th June, 1964.

Photo : by Courtesy — The Natal Mercury

---

### THE UNKNOWN TEACHER

*Henry van Dyke, as quoted by the "Schoolmaster":—*

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

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

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

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

*Knowledge may be gained from books, but the love of knowledge is transmitted only by personal contact. No one has deserved better of the Republic than the unknown teacher. No one is more worthy to be enrolled in a democratic aristocracy "King of himself and servant of mankind".*

## Presidential Address - 1964

---

Ladies and Gentlemen,

For reasons which do not have to be elaborated, I am impelled to preface my remarks with the observation that this is a duly constituted meeting of the Natal Indian Teachers' Society in complete accord with our Rules and also that I am primarily addressing a gathering of Indian teachers in Conference.

Since our last Conference many weighty matters have received the attention of the Society, not the least of which has been the right and prerogative of the President of your Society to speak in defence of the rights of teachers as well as to take a critical look at our situation generally.

It has come home to us that if I said that you were underpaid, that would be an offence which could be attended by serious consequences. If I said that you were over-paid, that would also give offence; in the latter event you would be the arbiters. In mitigation I could plead that I have never gone up to Pietermaritzburg to ask for a reduction in your salaries!

However, we have been straining every nerve to try and stake the claims of Indian teachers for improved salary conditions with no very remarkable result up to now. Teachers have been very bewildered by the fact that the whole salary question has had to go into cold storage until the salaries of Coloured teachers had been made known. What all this had to do with the Indian teaching service has been extremely difficult to explain to the rank and file, but this is where the matter rests at the moment.

There have been rumours and more rumours followed by much divination and prophecy. From usually well informed sources I gather that several people, having consulted the oracles and having procured certain potent talismans, are now preparing to lodge the vital *Umkoo* in certain strategic places. This certainly ought to prove a very intriguing performance. At the same time there has been a trickle of evidence that the Coloured teachers have had a new dispensation the precise nature of which appears for some reason to be shrouded in exasperating mystery.

The last salary revision for Indian teachers was effected in 1958 and we had a very strange deal on that occasion, but we kept up the pressure which resulted in an "interim notch" being granted last year. Today, in spite of both these changes the record shows that Indian school principals in the three highest brackets receive from 40-63% of their European counterparts and worse even is the fact that our women teachers receive from 36-49% of the European women's salaries. This afternoon you are probably going to hear many more statistics of this nature but for the moment plain manhood demands that I stand up for all the women in this country and plead that discrimination of this kind on the basis of sex is completely anachronistic in the context of 20th century living and equally completely indefensible.

Members of our Society are finding it less and less easy to discuss the salary question without generating considerable heat. Each time it is discussed the view has been expressed that the treatment of the matter has not been fair. Quite recently Indian teachers were agreeably impressed by the fact that the Hon. the Minister for Indian Affairs appeared to concur with us on some aspects of the question and fertile imaginations

have been reasoning inferentially from this point on. This reference now brings me to the subject uppermost in our thoughts at the moment.

For some time now there has been much speculation among us—and we have not been alone in these reflections—on the question of a “take-over” by the Central Government of the education of Indian children in Natal. When the idea was first ventilated, you instructed your Executive Council to come out in opposition on various grounds.

All sorts of fears gained currency to the effect that with change there might come a lowering of standards of education and a diminution of rights, privileges and conditions of service, to name only two. The fears were understandable even if they could not be rationally defended. In addition to all this was the very compelling question of our loyalty to Natal.

With the passage of time and as the reasons for this “take-over” began to be spelled out, I could not help feeling that the bases of some of our arguments against the proposals were wearing somewhat thin. However, it is still my personal conviction that the high degree of centralisation of control and administration that must of necessity ensue from the proposed changes, is not desirable and a good case for opposition can still be advanced on this score. For example, both Canada and the United States of America have a highly decentralised system of education from the primary school up through the Training Colleges and Universities, and as is well known, both countries are thriving and making out very well under that system. For one thing there is variety and diversity in the patterns of education and for another the system has encouraged the ordinary citizen into a greater involvement in the education of his children. In both countries the parent has become an important dynamic in the educational set-up and this aspect of it is to me as refreshing as it is educationally revealing.

Be this as it may, this Conference is faced with having to give an unequivocal directive on the subject of “transfer”; it has either to reaffirm the Society's stand or to point in another direction. In order to extricate myself from this dilemma, I should at this point in the best parliamentary tradition say that it would not be in the public interest for me to make any further comment, but the Indian community appears to be looking to us teachers for a lead.

It does nevertheless appear strange that while the community is looking for this lead, no Indian organisation, in good official standing, has come forward to discuss the matter with us or to offer opinion and advice. To explain it I can hazard several guesses, but this would involve me in making a quasi political speech and this would be a very serious offence indeed!

Whatever the explanation, this inarticulation in the community is more than a little disconcerting because the onerous responsibility of having to make these pregnant decisions appears to be thrusting itself upon us.

As a logical consequence of all this we have brought the question of “transfer” to the negotiating table and full and frank discussions at an official level have taken place. In the process the Transvaal Indian Teacher Association became involved and while there has been some degree of concurrence between us, several wrinkles remain to be ironed out. Let me illustrate this:

Education for the Indian child in the Transvaal is completely free right up to Matriculation, that is, the State provides everything—which includes all books as well—on the same basis as for the European, whereas in Natal it is free only to the extent that the old system of making us

pay tuition fees has been abandoned. That there should therefore be apprehensions in the Transvaal when the circumstances are compared, is perfectly understandable. However, whether it comes today or tomorrow or the day after, I am convinced that the change will come. Therefore as far as it is possible, this Society must continue to play the role that it has played over the years in the best interests of the education of our children. If any consolation may at this stage be offered, all I can say is that from the evidence at my disposal—and this will in all likelihood become clearer to you later today—the Government means to play the game by us.

I must turn now to what is a necessary corollary to what I have been discussing. Now more than ever it seems necessary for research to be undertaken into various aspects of the life of the Indian people in order that its educational machine shall be geared to conditions inherent in change. The National Bureau for Educational and Social Research is trying to programme research into the Indian population but is running into difficulties because of the scarcity of source material. In its latest Journal, "*Research—Educational and Social*", the Bureau makes this observation: "Although there is a fairly adequate bibliography on the Coloureds, there is no such bibliography for the Indians in South Africa".

I should therefore like to conclude by appealing to the philanthropists in our community to make funds available to enable Indian researchers, qualified to do so, to take a closer and more scientific look at our many problems, which in turn will enable educationists to steer their vessels scientifically through yet uncharted waters. Right now it would be foolish not to make such an investment.

Our education is what it is largely because the Indian community has poured enormous sums of money into building its schools, rightly believing this to be a good investment for the future. In most other respects our approach to our problems has been largely empirical, and one of the definitions of an Empiric given in the Oxford Dictionary is "a quack". Quite seriously we should not ever be ready to allow our education to be guided by quackery. Rather should we be guided and advised by the trained social scientist as is done in most other civilised countries of the world. If a few of the many benefactors in our community will rise to this challenge with such financial assistance, the services of my organisation are always at the disposal of the community. It may be that with these means we shall be able to raise someone from our ranks now ingloriously muted by his 40% emolument, to some greater and more distinguished service to our country as a whole.

Dr. A. D. LAZARUS,  
*President.*

Shah Jehan Cinema,  
Durban.  
30th June, 1964.

---

*In inaugurating Education Week, held in Liberia recently, Speaker of the House Richard Henries said: "Let the table be set, let the youth elect their choice for the future, let everyone have an equal beginning in the race; some may complete it, others may not, but let there be no discrimination—this is democracy in education."*

# NATAL INDIAN TEACHERS' SOCIETY

## 38th ANNUAL CONFERENCE

opened by  
**Mr. CHRISTOPHER SAUNDERS, M.A. (Oxon)**  
 (Managing Director, Tongaat Sugar Company)  
 at the  
**Shah Jehan Cinema, Grey Street, Durban.**



### P R O G R A M M E

**1. Tuesday, 30th June, 1964:**

10.00 a.m.: Official Opening.

(a) Prayers: Rev. P. Scott.

(b) Message to Conference: Dr. E. G. Malherbe (Principal, University of Natal).

(c) Opening of Conference: Mr. C. J. Saunders, M.A. (Oxford).

(d) Presidential Address: Dr. A. D. Lazarus.

(e) Education Department: Inspector Mr. L. W. Dwyer.

(f) Joko Tea Bursary Awards.

**2. Conference Theme:**

"Dynamics of Education in Society".

**3. Tuesday, 30th June, 1964:**

2.00 p.m.: Paper on "The Development and Future Adaptation of Indian Education" by Mr. P. R. T. Nel (Chief Planner of Indian Education in the Republic).

3.30 p.m.: Farewell Reception to Messrs. R. G. Pillay, M. H. Keerath and R. Moodley (Supervisors of Indian Schools).

4.00 p.m.: Closed Session (Members only).

Conference Resolutions).

6.30 p.m.: Annual Dinner (Himalaya Hotel).

**4. Wednesday, 1st July, 1964:**

10.00 a.m.: Conference Resolutions (Continued).

11.30 a.m.: Paper on "Programmed Instruction in Education and Training" by Mr. F. Hayward (Department of Education, University of Natal).

2.00 p.m.: Brains Trust.

Subject: on this year's Conference Theme.

Question Master: Dr. W. G. McConkey (Former Director of Education, N.E.D.).

**5. Thursday, 2nd July, 1964:**

10.00 a.m.: Annual General Meeting.

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

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

3. To amend and modify rules (if any).

4. Elections.

5. To deal with correspondence.

6. Other Business.

Electoral Officers: Messrs. R. M. Naidoo and M. K. Naidoo.

**Persons contesting the Elections this year:**

(a) President: Dr. A. D. Lazarus and Mr. N. G. Moodley.

(b) Vice-President: Messrs. R. S. Naidoo and R. S. Nowbath.

(c) Hon. General Secretary: Messrs. P. Raidoo, K. T. Maistry and S. L. Pillay.

(d) Hon. Treasurer: Mr. C. A. Naidoo (unopposed).



# Secretarial Report

(July, 1963 — June, 1964)

Mr. President, Ladies and Gentlemen,

In 1957, I began my Secretarial Report as follows:—

"After a heated 4½ hours' debate, a Nationalist action calling for the transfer of Coloured education from the Provincial Administration to the Central Government was adopted in the Provincial Council tonight by 24 votes to 21.

This item of news appeared in the stop-press column of the 'Natal Mercury' on Thursday, 6th June, 1957. Is the writing on the wall for Indian education in this country?

In the months and years that lie ahead of us we have but "To strive, to seek, to find and not to yield".

It would be presumptuous on my part if I said that I was being prophetic when preparing that Report. But more of that later.

Now for a brief report of the Society's activities over the last year, the second half of which was "exciting" and full of speculation in more ways than one.

## 1. MEETINGS:

As it has now become customary, four meetings of the Executive Council were called during the year under review: The Table below illustrates the most important matters discussed at these meetings:

Date	Number of Branches Present	Branches Not Represented	MAIN BUSINESS
7-9-63	18	Nil	<ol style="list-style-type: none"> <li><b>Elections:</b> <ol style="list-style-type: none"> <li>Society's Representatives on other bodies.</li> <li>Members of Sub-Committees.</li> </ol> </li> <li>Matters referred to Council by Conference.</li> </ol>
23-11-63	17	Port Shepstone	<ol style="list-style-type: none"> <li>Report of Interview with the Director of Education (26-10-63): re—1963 Conference Resolutions.</li> <li>Mr. R. G. Pillay (Immediate Past President) and his Recent Appointment as Supervisor of Indian Schools.</li> <li>Naming of Government Schools in New Indian Settlements.</li> </ol>
7-3-64	18	Nil	<ol style="list-style-type: none"> <li>Provision for Honorary Members in the Society's Constitution: re—Roll of Honour.</li> <li>Transfer of Indian Education to the Central Government (re: Indian Affairs Department).</li> </ol>
6-6-64	17	Estcourt	<ol style="list-style-type: none"> <li>Interview with Officials of T.I.T.A. (1-4-64).</li> <li>Meeting of S.A.F.T.A. in Durban (2nd and 3rd April, 1964).</li> <li>Interview with Officials of T.I.T.A. at Newcastle (22-5-64).</li> <li>Interview with Mr. P. R. T. Nel at Newcastle on 23-5-64.</li> </ol>

In addition to the above meetings, for the first time (in terms of the Constitution) an Emergency Meeting of the Executive Council was called on the 1st April, 1964.

**Agenda:** Report back of Interview undertaken by the Officers of the Society in terms of the decision taken at the last meeting of the Executive Council (7/3/64).

The report read to the meeting, confirmed by Mr. P. R. T. Nel, appeared in the April, 1964, issue of "The Teachers' Journal".

This "special" meeting discussed Mr. Nel's recommendations on the proposed transfer of Indian Education as well as the proposed Group Endowment Fund offered to the members of the Society by the Colonial Mutual Life Assurance Society Ltd.

The outcome of this meeting has already been made known to our members through the Minutes circulated to schools.

## 2. SUB-COMMITTEE MEETINGS:

As is to be expected, your Emergency Committee was the "hardest worked" during the year under review. It meets at very short notice, takes decisions of a vital nature and submits a written report to every meeting of the Executive Council to have its actions ratified.

Unfortunately, the other committees (with the exception of "Conference") did not function as one would have expected. Their actual "accomplishments" are being dealt with later in my Report. However, it must be conceded that some of the committees had little or nothing to undertake during the past twelve months, e.g. Scholarship and Bursary.

In passing, let me **once again** refer to a failure of these committees: all the officers of the Society are ex-officio members of every sub-committee and, as such, they are entitled to be present at every meeting convened.

## 3. ANNUAL GENERAL MEETINGS OF BRANCHES ATTENDED BY YOUR OFFICERS:

As a result of requests made by our Branches and invitations extended to them, your Officers were in a position to attend these meetings:—

- (a) 15/5/64: Umgeni.
- (b) 16/5/64: Umzinto.
- (c) 19/5/64: Sydenham (followed by Dinner).
- (d) 22/5/64: Newcastle (followed by Dinner).
- (e) 23/5/64: Stanger (attended by Messrs. M. K. Naidoo [H.L.V.P.] and K. R. Nair).  
Your Officers were at Newcastle on that day: re—Interview with Mr. Nel and Executive Officers of T.I.T.A.
- (f) 27/5/64: Pinetown.
- (g) 28/5/64: Durban Central.
- (h) 28/5/64: Umkomaas. (Owing to prior commitments, only Mr. K. R. Nair, an elected member of the Executive Council, was able to attend.)
- (i) 29/5/64: Mayville.

## 4. OTHER FUNCTIONS/MEETINGS ATTENDED DURING THE YEAR:

- (a) On Sunday, 20/10/63, Dr. Lazarus, Messrs. N. G. Moodley and R. S. Naidoo were present at the official opening of extensions to the Illovo G/A Indian School.
- (b) Dr. Lazarus and Mr. P. Raidoo attended a social function arranged by the Clairwood Branch of the Society (30/11/63).
- (c) On 10/12/63: Durban Central Branch Social. Attended by Dr. Lazarus and Mr. P. Raidoo.

- (d) **14th to 17th January, 1964:** Council Meeting of the S.A. Institute of Race Relations held at Cape Town. Mr. N. G. Moodley represented the Society. Dr. Lazarus was present as the Vice-President of the Institute.
- (e) **Informal Meeting of the S.A.F.T.A. (15/1/64):** The Society was represented by Dr. Lazarus and Mr. N. G. Moodley.  
re: First Meeting of the Coloured Advisory Council with the Minister of Coloured Affairs.
- (f) **22/5/64: At Newcastle:** Your Emergency Committee, together with Mr. C. V. Ramiah (co-opted), interviewed the Executive Officers of T.I.T.A.  
re: Agenda submitted by Mr. Nel for discussion the following day: Transfer of Indian Education to the Central Government.
- (g) Meeting with Mr. P. R. T. Nel (23/5/64 at Newcastle) with Executive Officers of N.I.T.S. and T.I.T.A. The Agenda for this meeting is appended as Annexure "E" to this Report. The Minutes of this meeting have been submitted to Mr. Nel for his confirmation before having it released to the general public and/or members of the Society.
- (h) Dr. Lazarus, Messrs. N. G. Moodley, P. Raidoo and C. A. Naidoo attended the Annual Dinner of the Mayville Branch. (5/6/64).
- (i) The President and the Secretary (11/6/64) interviewed Mr. C. J. Saunders, Managing Director of the Tongaat Sugar Company:  
re: Opening of the Society's 38th Annual Conference on 30/6/64.
- (j) On the 17th of June, 1964, your Officers attended a meeting convened by the Pinetown Branch to inaugurate another Branch in their area, viz. "Chatsworth". This now becomes the 19th Branch of the Society.
- (k) Your Officers interviewed representatives from the Legal & General Assurance Society Ltd. (18/6/64) on the offer made by this Company to our members.  
re: Supplementary Pensions.

## 5. OTHER FUNCTIONS ARRANGED BY THE SOCIETY DURING THE YEAR:

- A. Sri K. M. Balasubramaniam (visiting scholar from India) addressed a gathering of teachers (arranged by the Society) at Sastri College, Durban, on 9/11/63 at 3 p.m. on "The Student World of Today".
- B. An American negro, Dr. Samuel M. Nabrit, eminent American Zoologist and President of Texas Southern University, spoke informally to our teachers on 16/6/64. Although the notice given was rather short, our teachers responded very well to the invitation extended to them. The meeting was a huge success.

### LIFE'S LIKE THAT

*When I began my teaching career this year, I made a firm statement of what kind of work I expected from my pupils.*

*I closed my little speech by saying it would take far more than a mere "apple for the teacher" to receive a passing mark.*

*Apparently I had made my point. On the following morning one of my pupils presented me with a water-melon.*

—Cecil Tisdell.

## 6. OUR BRANCHES:

The table below will give an indication of how active (or inactive) your Branch has been over the past twelve months:—

BRANCHES	MEETINGS	LECTURES	DEBATES, EXCURSIONS, Etc.	PICNICS AND SOCIALS	SPORTS FIXTURES	OTHER ACTIVITIES
Clairwood . . . . .	6	1	2	1	-	a. Conducts bursaries. b. Arts and Crafts Exhibition being arranged.
Durban Central . . . . .	6	-	1	3	-	a. Conducts common Std. VI Trial Examination. b. Weekly discussion groups. c. Holds dancing classes.
Estcourt . . . . .	5	1	1	-	-	
Mayville . . . . .	5	2	1	2	-	Bus Tour to Lourenco Marques being arranged.
Newcastle . . . . .	4	3	-	-	-	Conducts bursaries.
Pietermaritzburg	6	1	-	1	1	a. Held Music Festival. b. Conducts bursaries.
Stanger . . . . .	4	-	-	1	5	a. Common Std. VI Trial Exam. b. Awards Bursaries. c. Assists in organising for children Library service.
Sydenham . . . . .	6	-	-	2	2	Conducts loan bursaries and donation.
Tongaat . . . . .	6	-	-	2	4	Conducts Afrikaans Classes.
Umgeni . . . . .	6	-	1	-	-	Common Std. VI Trial Exam.
Umkomaas . . . . .	3	-	-	1	1	Conducts loan bursaries.
Umzinto . . . . .	6	1	-	-	2	Conducts Common Std. VI Trial Exam.
Verulam . . . . .	5	-	1	2	5	Eisteddfod and Arts and Crafts Exhibition being arranged.
Pinetown . . . . .	7	-	-	1	-	a. Conducts common Std. VI Trial Examination. b. Awards bursaries.

P.S.—The above information was extracted from Branch Annual Reports submitted to Headquarters. At the time of preparing my Report (15/6/64), no records were received from the following Branches:—

- a. Merebank,
- b. Dundee,
- c. Ladysmith.

Again, following past practice, I give certain significant extracts from our Branch Reports received to date:—

*Definition of character by New York psychologist Dr. Janet O'Farrel: "The courage to say no when it would be easier to say yes and the will to say yes when it would be selfish and comfortable to say no."*

### MEMBERSHIP

"The Branch can only be as active as we make it, and this depends entirely upon our much needed interest in its affairs"

(PORT SHEPSTONE)

"I earnestly appeal to all those who are not members to become members by signing the necessary stop-order forms. My appeal is directed to one particular School where not one member of the staff nor the Principal is a member."

(PORT SHEPSTONE)

"It is heartening to note that Branch Membership has considerably increased. This upward trend is perhaps indicative of the measure of confidence in the strength and influence of the Society in matters appertaining to education and its related fields."

(UMZINTO)

"By the 18th of May, 1964, our membership has increased to 399. Forty-five (45) teachers in the schools in our Branch are not members."

(SYDENHAM)

"I am very proud to state that our Branch has been working with almost a hundred percent membership ever since its inception."

(UMKOMAAS)

"An outstanding educationalist remarked recently at one of our functions that we should expect to find some people who wish to 'ride on the back of others', in a particular organisation."

(PIETERMARITZBURG)

"What has the Society done for me? This nauseating question is often an excuse for refusing to join the 'fold'. There are a number of sceptics within the Society who also ask this question—fortunately this number is insignificant. What about the 'static period'? It has been abolished you know. Therefore some of us received an unexpected increase in our cheques on 30/4/64. Don't you think we should be thankful to N.I.T.S. for its efforts in bringing about the abolition of this dreaded period in our teaching career?"

(PIETERMARITZBURG)

"The opening of new schools in the Chatsworth area necessitated the formation of a new Branch. A Special General Meeting was called for the purpose and it was decided that our Branch be divided into the Chatsworth and Pinetown Branches."

(PINETOWN and SUBURBAN)

### ATTENDANCE AT BRANCH MEETINGS

"You will notice that attendances at meetings were far from satisfactory. At the last general meeting, when the summary of the interview between Mr. P. R. Nel and N.I.T.S. was on the agenda, we had a large turn-out. You can see why. Members are urged to shake themselves out of their complacency and regularly attend meetings of the Branch where matters that vitally affect them are discussed."

(UMZINTO)

"In spite of the fact that the Branch now subsidises the transport of members from outlying schools, attendance at Branch Committee Meetings are not satisfactory, especially in these times when the very future of Indian Education is at stake."

(STANGER)

"It is pleasing to note that during the past year attendance at our meetings improved considerably. An encouraging feature was the holding of meetings at different Schools of the Branch. This has certainly whipped up enthusiasm."

(NEWCASTLE)

"It will be observed that the attendance at our meetings has been unsatisfactory. Members should realise that good attendance at meetings spurs the Officials on to greater efforts apart from the other benefits that may accompany it."

(PIETERMARITZBURG)

### BURSARIES

"The Committee has ambitious plans whereby funds will be available to provide more than one bursary as is the position at present."  
(PORT SHEPSTONE)

"The Branch continued the award of Bursaries. The response to the appeal for funds for the K. S. Nair Memorial Bursary Fund was good."  
(PINETOWN and SUBURBAN)

"The Branch donated to the Springfield Training College R100 to float a loan bursary in the name of the Branch. It also decided to donate R50 to the David Landau Community Centre for the splendid work it was doing. The Branch further granted a loan bursary of R50 to R. Mohan, a first year Training College student."  
(SYDENHAM)

"For the current year, two new bursars were chosen from about ten applicants. The means test was applied after considering their achievements in the standard six examinations held in 1963."  
(UMKOMAAS)

"For the information of the meeting, this Committee has recovered R94-00 of the R405-00 previously given out. If this Committee can work at this tempo, the Branch will be in a far happier position to helping such deserving causes."  
(DURBAN CENTRAL)

"Books to the value of R74-00 were purchased and in all 27 students were provided with all their needs."  
(NEWCASTLE)

"Three new bursary loans were granted this year, in addition to two renewals of loans. Thanks to the untiring efforts of our able Chairman, the affairs of the Bursary Board have been straightened up."  
(PIETERMARITZBURG)

"Three bursars are supported by the Branch, 2 at Verulam High School and 1 at the Mt. Edgecombe Secondary School. The progress of all three is satisfactory."  
(VERULAM)

### EXCURSIONS, SOCIALS, LECTURES, ETC.

"The excursion to Hibberdene was enjoyed very much by the few that turned up. Some members seem to have no idea what they miss by not participating in such outings."  
(UMGENI)

"A party of 48 members left Durban on a tour of the Rhodesias. The tour was highly successful."  
(CLAIRWOOD)

"Not only has your Branch provided enjoyable social occasions; it has worked on previous patterns set in furthering the educational advancement of our pupils."  
(DURBAN CENTRAL)

"A camping trip to the Cathedral Peak in the Drakensberg was organised by our Branch. We had an enjoyable time."  
(ESTCOURT)

"There was an Inter-School quiz for Std. VI pupils. The response was very satisfactory. Seven schools participated."  
(MAYVILLE)

"A party of 60 school children from Felixton were treated to lunch."  
(MAYVILLE)

"During the course of the year we have been most fortunate in that addresses were given to the Branch members by prominent educationists, among whom were Dr. Joubert, Professor Sneddon and Professor J. W. Macquarrie."  
(NEWCASTLE)

"The Tongaat Branch of N.I.T.S. was entertained at the Woodlands Indian High School on 21/9/63. They were also invited to a dance that evening at the Lotus Hall. A pleasant evening—thoroughly enjoyed by both the visitors and the members of the Branch."  
(PIETERMARITZBURG)

"A very successful Festival of Music and Song was held at the Lotus Hall on 24th September, 1963."  
(PIETERMARITZBURG)

**AFRIKAANS CLASSES, REFRESHER COURSES, ETC.**

"For the first time a large number of our teachers took advantage of the Afrikaans classes organised by the Branch through the Tongaat Branch of the M. L. Sultan Technical College. At the end of last year a large number of our teachers and principals wrote the Standard VI and VII examination." (TONGAAT)

"The only school which attempted Afrikaans as an additional subject was Riverview. Some pupils were also entered for the 'Voorbereidende Eksamens' held in October 1963. In the Std. VI Examination 41 pupils passed. In the latter examination 4 pupils passed with marks averaging over 50%." (MAYVILLE)

"For the first time in the history of Indian Education a refresher course on the methods of teaching Afrikaans was held at the Marian Indian School during the Easter vacation. The course was opened by the Director of Education, who encouraged our teachers to qualify in Afrikaans." (PIETERMARITZBURG)

"We have already started negotiations with the N.E.D. to hold a refresher course on 'Infant Teaching'. But one which might be to your personal advantage in more ways than one are the two classes in connection with which the N.E.D. has already been contacted. They are: (a) A class in Afrikaans for beginners, and (b) An advanced Afrikaans class for those teachers who wish to improve their bilinguality." (PIETERMARITZBURG)

**TEACHERS' CENTRE**

"I am happy to bring to your notice that the Teachers' Centre is now in a 'controlled area' under the Group Areas Act. The commercial value of the property has increased. Many teachers have increased their share holdings." (NEWCASTLE)

"This undertaking deserves more support than has been given hitherto. The Hon. General Secretary (Mr. P. Raidoo) will be in the Capital soon to canvass for Shares and I sincerely hope that the response will be encouraging." (PIETERMARITZBURG)

**P.S.:** A perusal of Reports received from our Branches this year reveals that they have been more active or are becoming more active than for some time past.

**7. MEMORANDUM OF SALARIES OF INDIAN TEACHERS SUBMITTED TO HIS HONOUR THE ADMINISTRATOR OF NATAL AND MEMBERS OF THE EXECUTIVE COMMITTEE:**

During the year under review, one Memorandum was submitted to the authorities on the question of SALARIES OF INDIAN TEACHERS.

Among other matters, it dealt with:

- (a) Inadequate Salaries.
- (b) Principle of Equality.
- (c) System of Notching:
  - i. Recognition of Previous Service and Improved Qualifications.
  - ii. Fixed Notches for Persons holding Posts from P2 and Upwards.
  - iii. Higher Minima for Assistants' Scales.
- (d) Women Teachers.
- (e) Lecturers at the Training College.
- (f) Representation on Salaries Board.

Copies of the Memorandum have been forwarded to all schools for their information. (Also embodied in the December issue of "The Teachers' Journal").

## 8. INTERVIEWS:

Over and above their normal duties, the officers of the Society were engaged in many interviews, the most important of which are listed below:—

Date	Personnel	Persons Interviewed	Subject Matter
20-8-63	The President and the Secretary.	Mr. Bydell (Natal Coloured Teachers' Society)	Regulations concerning the Transfer of Coloured Education to the Central Government.
22-8-63	The President and the Secretary.	Mrs. Audrey Bernice Naicker.	Her termination from the service of the N.E.D. (1/9/63).
11-9-63	Dr. Lazarus.	Representatives from Indian Affairs Department.	Employment Opportunities for Indians.
17-9-63	Dr. A. D. Lazarus, Messrs. N. G. Moodley, K. R. Nair, P. Raidoo.	Departmental Officials.	Matters affecting the Society.
7-10-63	Emergency Committee.	Natal Coloured Teachers' Society.	Outcome of S.A.F.T.A. meeting at Kimberley (31/8/63).
7-10-63	Emergency Committee.	Representatives of N.P.A.P.A.	Membership of the Association and Difficulties experienced by the Society.
14-10-63	President, Secretary and Treasurer.	Provincial Accountant's Department.	Deductions in respect of N.P.A.P.A. membership.
19-10-63	Emergency Committee.	Inspector Mr. L. W. Dwyer and Mr. K. O. Magni (Deputy School Planner).	High School admissions in 1964 in the Durban area.
26-10-63	Dr. Lazarus, Messrs. R. G. Pillay, N. G. Moodley and P. Raidoo.	Director of Education, Messrs E. Hurd and K. O. Magni.	1963 Conference Resolutions.
10-12-63	Emergency Committee.	Mr. H. Lundie (Chief Inspector of Schools).	Matters affecting the Society and Questions set in the recent Std. VI Examination papers.
5-3-64	Emergency Committee.	Mr. Geraghty (Provincial Accountant).	a. N.P.A.P.A. deduction. b. Transfer of Indian Education to the Central Government and "services" now being enjoyed by Provincial Employees.
14-3-64	Dr. Lazarus, Messrs. P. Raidoo and K. R. Nair.	Mr. Marty White (Agent): Colonial Mutual Life Assurance Society Ltd.	Group Endowment Fund for Indian teachers.
23-3-64	Dr. Lazarus, Messrs. P. Raidoo and G. S. Naidoo (attorney).	Mr. M. J. May, Q.C.	Mr. M. L. Sunichur's case and his Grading
25-3-64	Secretary.	Mr. Oakley (Indian Affairs Department).	Confirmation of Minutes of Interview with Mr. P. R. T. Nel (18/3/64).
1-4-64	Emergency Committee.	Executive Officers of T.I.T.A.	Proposed Transfer of Indian Education to the Central Govt.

*"We can easily forgive a child who is afraid in the dark, the real tragedy is when men are afraid in the light."* (Plato)



Date	Personnel	Persons Interviewed	Subject Matter
1-4-64	Emergency Committee.	Messrs. H. T. Paynter (Natal Manager) and M. White (Agent) of Colonial Mutual Life Assurance Society Ltd.	Group Endowment Fund Scheme offered to members of this Society.
2-4-64	Emergency (together with other members of the Executive Council).	Executive Officers of T.I.T.A.	Outcome of Interview with Mr. Nel: re—Transfer.
20-4-64	Dr. Lazarus.	Mr. C. J. Saunders (Managing Director, Tongaat Sugar Company).	Opening of Society's 38th Annual Conference on 30/6/64.
24-4-64	Emergency Committee.	Officials of Clairwood Branch (together with Tour Organisers to L.M.).	Letter of Complaint from one Mr. Mabeer (member of Tour Party).
30-5-64	President, Secretary and Treasurer.	Chairman and Secretary (P.M. Burg Branch).	Application for 50% Subs. Refund by the Branch.

**P.S.**—It must be noted that subsequent to the last interview tabulated above, your officers undertook other interviews of a vital nature before this Conference, reference to which will be reflected in the next Emergency Committee Report to the Executive Council.

## 9. WORK OF SOCIETY'S SUB-COMMITTEES:

### (a) Arts and Crafts:

The syllabi drawn by this sub-committee to hold its next biennial Arts & Crafts Exhibition during the Michaelmas Holidays (Art, Needlework and Handicrafts sections) appear at the end of this year's Conference issue of the Journal. It is sincerely hoped that they are well received and that more schools would take part to ensure its continued success.

In passing, it must be reported that the intention of the Committee to widen the scope of the Exhibition to make it an **ARTS FESTIVAL** to include Music (both Eastern and Western), etc., etc., did not find favour at the last meeting of the Executive Council held on 6/6/64.

Hence, the Exhibition will again take place, more or less, on the "old and now familiar pattern".

### (b) Music:

The Committee is planning to hold its Annual Schools' Music Festival on Thursday, 24th September (matinee for school children) and Friday (evening for adults), 25th September, 1964.

Unfortunately, the Durban City Hall is not available for the occasion as in the past but attempts are being made for the use of the M. L. Sultan Technical College theatre for the purpose.

Since more and more schools are teaching music these days, it is confidently expected that this year's Festival would be conducted on a much bigger and grander scale.

### (c) Journal Board:

At long last, the Board appears to be functioning more satisfactorily than in the past and, as a result, four issues of the Journal appeared during the year, i.e. once a quarter.

Without any suggestion of criticism, may I venture to report that a more desirable procedure ought to be followed in the future before every release of the Journal: a closer liaison between the Board and the Officers of the Society to be acquainted with the actual contents of the Journal about to be published.

(d) **Scholarship and Bursary:**

As already stated in our previous reports, the Committee was not able to accomplish much since the moneys standing to its credit have been diverted to the N.I.T.S. Investments Ltd. as a loan.

In the meantime, through the kind generosity of Glenton & Mitchell Ltd., our students continue to enjoy Bursaries to the value of R400 per year for some time now.

This year's successful candidates read as follows (chosen by the N.E.D.):—

**Joko Tea Bursaries 1964**

1. On the results of Std. VI Examination to take Junior Certificate:

Name	School 1963	School 1964
Neermala Soobrayan (Female)	Springfield Model	Durban Indian Girls' High
Haroon Rashid Elias (Male)	Estcourt Indian Secondary	Estcourt Indian Secondary

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

Fauzia-Engar (Female)	Port Shepstone Indian High	Port Shepstone Indian High
Fazleh-Ahmed Khan (Male)	Windsor Indian High	Windsor Indian High

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

Joshua Musthan (Male)	Stanger Indian High	Springfield Training College
Mariam Bi Bi Jadwat (Female)	Durban Indian Girls' High	Springfield Training College

(e) **Conference:**

As mentioned previously, this Sub-Committee functioned quite satisfactorily during the year.

At this stage, it must be pointed out for the general information of our members, that it is one thing for members of sub-committees to take decisions and it is quite a different matter to have them implemented.

In the absence of a full-time Secretary and/or Administrative staff (as envisaged in the new Constitution) committee members ought to and should take more part in the actual functioning of the workings of the Society.

(f) **Full-Time Secretary:**

It is common knowledge that the appointment of this officer was accepted at the last Conference of the Society. A sub-committee was appointed to draw up his salary scale, the qualifications required for such a post and his conditions of service. All these have been circulated to our schools.

Subsequent to the decision then taken, the question of the Transfer of Indian Education to be under the control of the Minister of Indian Affairs "loomed on the horizon".

As a consequence, the meeting of the Executive Council held on 7/3/64 decided that because of the many ramifications the decision to fill this post be deferred "six months".

Hence, the matter is subject for review early in September of this year.

(g) **Salaries Board:**

A memorandum on the subject of salaries of Indian teachers, reference to which has already been made, was submitted through the Director of Education to the Provincial Executive Committee with a request for an interview.

The reply received appears in Annexure "F" of this Report.

Quite recently, it was stated in Parliament that the salaries of Coloured teachers (now under the Department of Coloured Affairs) have been revised and that they are a considerable improvement on the present scales, which are the same as ours. They are to be applied retrospectively as from 1st April, 1964.

Although we are not yet quite certain of the details of these newly announced scales, we feel quietly confident that, irrespective of transfer of Indian education to the Central Government, they would be made applicable to Indian teachers by the Province, to take effect as from that same date.

I do sincerely trust that my optimism in this regard has not been misplaced.

(h) **Professional:**

The committee dealt with various matters referred to it from time to time, the most important of which were:—

- i. **Mr. M. Sagadevan and His Grading:** The latest position is that the matter is to be pursued further with the Director of Education.
- ii. **Grading of Teachers who obtain a Provisional Pass in the N.T.D. (Internal):** Refer to Annexure "F".
- iii. **Streaming:** The committee was unsuccessful in getting the Director to address Indian teachers on this subject.
- iv. **Memorandum on N.T.D. (External):** The Committee is in the process of preparing a further memorandum on this subject for submission to the Director of Education.

10. **TRANSFER OF INDIAN EDUCATION TO THE CENTRAL GOVERNMENT (TO BE UNDER THE MINISTRY OF INDIAN AFFAIRS):**

As stated previously, this subject was the most important "talking point" of the Society (and teachers generally) for the past six months. It is not my purpose to comment on the matter: to speak in favour or against. I leave that to persons more qualified than myself to do so.

It is an accepted fact that from the decision taken at last Conference we are still opposed to transfer. Many have observed that our opposition to transfer was mainly on sentimental grounds but that our arguments were somewhat tenuous. But since that time, "much water

has flowed under the bridge". We have had several meetings with Mr. P. R. T. Nel, who has been asked by the Government to investigate the matter and to make his recommendations, and with the Executive Officers of the Transvaal Indian Teachers' Association, references to all of which I have already made in the course of my Report.

The idea behind all these "top-level" discussions was to get as much information as possible on the subject to put before Conference which would then have to decide either to stand by our previous decision or have it altered. In the process, we had to make many Press statements and put in disclaimers in order that we were not misunderstood by our teachers particularly and the public generally.

Although the subject is still in its exploratory stage, much is likely to be said at this Conference, either for or against transfer. It is only hoped that the debate is of a high order, objective and dispassionate.

#### 11. N.I.T.S. INVESTMENTS LTD.:

Although this Company which was founded by the Society was "tottering" some two years ago, it now appears to be sound financially.

A loan of R24,000 was taken from the S.A. Permanent Building Society, of which R16,000 was utilised to pay off the Proprietors in order to take transfer on the property. R8,000 has been earmarked to effect repairs and incidentally that is now under way.

Your Secretary took a quarter's leave (2nd term of this year) for the express purpose of selling further shares for the Company. In spite of using only half of his leave, he was able to dispose of 1,200 shares at the rate of R20 per share, which would ultimately bring in R24,000—the sum required to pay the Building Society at the rate of R600 per month.

In passing, it must be made known that in this process of selling shares, the Secretary was able to cover only a fraction of schools in the Durban area. There is still a very wide field to cover, especially in the Pietermaritzburg area, which has lagged behind all other Branches in the sale of shares.

The future prospects of the Company appear to be far "rosier" than at any time before.

#### 12. MATTERS IN BRIEF:

##### A. 1964 Diaries:

Despite reporting to the contrary in my last year's Annual Report, the "Natal Mercury" was able once again to print our Diaries this year.

In all, 725 were printed and easily disposed of. In fact, they were in such demand and so well received that at one stage they could have been sold by the Society at a premium.

##### B. Indian Education Committee:

Rumour has it that attempts are being made to have this body revived by some members of the public, especially Mr. P. R. Pather, its Chairman.

It is taken for granted that everybody is aware of how this body is constituted and how at the moment it is without a Secretary. We wish their efforts every success. Undoubtedly, this body could become a force in the community as "in the days of yore".

**C. Membership of N.P.A.P.A.:**

As you are aware, many teachers sought affiliation with this Association and had signed membership forms for the purpose. In the meantime, the question of transfer of Indian education "loomed on the horizon", as a result of which we were advised not to proceed with our negotiations with this Association.

**D. Meeting of S.A.F.T.A. held in Durban:**

A very successful meeting of the Association took place in Durban on the 1st and 2nd April, 1964.

Your Society was fully represented at the meeting and very important decisions were taken as to the future of this Association. A report of the proceedings appeared in the last issue of the Journal.

Only representatives from the Free State and South West Africa were not present at the meeting.

**13. THANKS:**

Once again, for the successful discharge of my duties, I must record my sincere thanks to the following:—

- a. The Officers of the Society for their continued interest in the work of the Society.
- b. The members of sub-committees for attending to matters referred to them from time to time.
- c. The School Correspondents and the ordinary members of the Society for carrying out the "day to day work" of the Society and its Branches.

My personal thanks are extended to my co-workers such as Messrs. G. Gounden, M. Allagan and K. A. Naidoo for all that they had done to assist me, especially during Conference.

**14. CONCLUSION:**

In bringing this year's Report to a conclusion, allow me to make my observation on a matter of some interest to our members. Whilst it has been most interesting and successful in every respect, I would like to comment on the many candidates offering themselves as officers of the Society. This must naturally be construed as a very healthy sign. At the same time, it can be taken without any question, that all of them are doing this with the best interests of the Society at heart, never forgetting to uphold its aims and objects.

So allow me to end by saying "*Spero Optima*—I hope for the best" so far as the Society is concerned.

Your faithfully,

P. RAIDOO  
(Hon. General Secretary).

3, Beatrice Street,  
DURBAN.  
PR./—  
21.6.64.

**THE FACTS OF LIFE**

*My young son bounced in from school one day and asked, "Mummy, what is sex?" I launched into a stammering, rather clinical dissertation on the facts of life. He looked more and more puzzled as I talked. Then he pulled out the identification card from his wallet and said, "But, Mum, I'll never get all that stuff in this little space under 'Sex'!"*

—Mrs. W.B.V.

## ANNEXURE "A"

---

**MEMBERS OF SOCIETY'S SUB-COMMITTEES**  
 (elected during the year)
 

---

- A. Emergency:**  
Dr. A. D. Lazarus, Messrs. N. G. Moodley, C. A. Naidoo, R. S. Naidoo and P. Raidoo.
- B. Arts and Crafts:**  
Mr. K. Moodley (Chairman), Mr. J. R. Devar (Secretary) and Mr. D. B. Singh (Treasurer).
- C. Music:**  
Liaison Officer between the Society and the Committee: Miss R. F. Peters.
- D. Journal Board:**  
Mr. N. G. Moodley (Editor/Chairman), Mr. P. Raidoo (Business Manager), and Messrs. R. S. Naidoo, K. L. Reddy and S. Ponnen (Secretary).
- E. Scholarship and Bursary:**  
Mr. R. S. Nowbath (Chairman/Convener).
- F. Salaries Board:**  
Messrs. S. Chotai (Chairman), N. G. Moodley and R. S. Naidoo (Secretary).
- G. Professional:**  
Messrs. R. S. Naidoo (Chairman) and S. Ponnen (Secretary).
- H. Full-time Secretary:**  
Mr. R. S. Nowbath (Chairman) and Mr. M. Bridgemohan (Secretary).
- I. Conference:**  
Mr. S. Jogi Naidu (Chairman), Mr. M. Bridgemohan (Secretary) and Miss R. F. Peters.

## ANNEXURE "B"

- A. SOCIETY'S REPRESENTATIVES ON OTHER BODIES:**
- S.A. Institute of Race Relations (Natal Coastal Region):**  
Messrs. N. G. Moodley and R. S. Naidoo.
  - Indian Education Committee:**  
Dr. A. D. Lazarus and Mr. P. Raidoo.
  - Arthur Blaxall School for the Blind:**  
Mr. S. Jogi Naidu.
  - David Landau Community Centre:**  
Mr. R. E. Gopaulsingh.
  - M. L. Sultan Technical College Council:**  
Dr. A. D. Lazarus (Alternate: Mr. P. Raidoo).
  - Meyrick Bennett Child Guidance Clinic:**  
Mr. N. G. Moodley.
  - Durban Indian Unemployment Committee:**  
Messrs. R. S. Naidoo and P. Raidoo.
- B. N.I.T.S. INVESTMENTS LTD. (Regd. 1960):**  
**Board of Directors:** Dr. A. D. Lazarus (Chairman), Mr. R. G. Pillay, Mr. P. Raidoo, Mr. R. S. Naidoo, Mr. N. Gopaul, Mr. A. G. Narayadu, Mr. G. R. Naidoo and Miss S. M. Lawrence, with Mr. R. M. Naidoo as Secretary.  
**Registered Office:** 71, Albert Street, Durban.
- C. TRUSTEES: NATAL INDIAN SCHOOLS BUILDING TRUST:**  
Dr. A. D. Lazarus (Chairman), Mr. R. P. Nair (Secretary/Treasurer), Mr. R. Dhookun, Mr. H. Wilter (representing the N.P.A.) and Mr. P. Raidoo.  
**Registered Office:** 3 Beatrice Street, DURBAN.
- 

**FORMS OF EXPRESSION**

*Parents registering their children for the autumn term at a kindergarten were asked pertinent questions about the children's background. In the space marked "Language spoken in the home", one mother proudly replied, "Nice".*

—Contributed by Marjorie Grace Buchanan.

ANNEXURE "C"

**MEMBERS OF THE EXECUTIVE COUNCIL**  
(July, 1963 — June, 1964)

**A. OFFICERS:**

President: Dr. A. D. Lazarus.  
Vice-President: Mr. N. G. Moodley.

Hon. Secretary: Mr. P. Raidoo.  
Hon. Treasurer: Mr. C. A. Naidoo.

**B. HON. LIFE VICE-PRESIDENTS:**

- a. Mr. T. M. Naicker
- b. Mr. E. Thomas
- c. Mr. E. J. Choonoo
- d. Mr. M. K. Naidoo
- e. Mr. G. V. Naidoo

**C. FIVE ELECTED MEMBERS:**

- a. Mr. A. N. Lazarus
- b. Mr. R. S. Naidoo
- c. Mr. S. Fonnen
- d. Mr. R. S. Nowbath
- e. Mr. K. R. Nair

**D. BRANCH REPRESENTATIVES:**

- |                     |     |                                       |
|---------------------|-----|---------------------------------------|
| 1. Merebank         | --- | Messrs. R. Harrysunker and R. Hemraj. |
| 2. Pietermaritzburg | --- | " P. L. Lelloo and N. Ramsudh.        |
| 3. Pinetown         | --- | " M. Bridgemohan and D. G. Naidoo.    |
| 4. Sydenham         | --- | " R. R. Gopaulsingh and C. Munsamy.   |
| 5. Mayville         | --- | " R. L. Naidu and S. Jogi Naidu.      |
| 6. Estcourt         | --- | " H. Rambaran and C. Ramsamy.         |
| 7. Ladysmith        | --- | Mr. R. Dhookun and Dr. B. Pacha.      |
| 8. Dundee           | --- | Messrs. V. R. Naidoo and Y. Kikia.    |
| 9. Newcastle        | --- | " C. V. Ramiah and M. C. Mathir.      |
| 10. Clairwood       | --- | " K. Moodley and G. H. Gaffoor.       |
| 11. Umkomaas        | --- | " J. G. Peters and M. Munsamy.        |
| 12. Umzinto         | --- | " V. A. Rama and R. A. Kander.        |
| 13. Port Shepstone  | --- | " R. Powys and G. T. Pillay.          |
| 14. Umgeni          | --- | " V. G. Naidoo and G. Jagganath.      |
| 15. Verulam         | --- | " A. K. Singh and J. M. Fakir.        |
| 16. Tongaat         | --- | " V. C. Govender and M. Kasavala.     |
| 17. Stanger         | --- | " T. Vadivalu and R. K. Dayal.        |
| 18. Durban Central  | --- | Misses R. F. Peters and A. Gabriel.   |

ANNEXURE "D"

**AGENDA FOR JOINT N.I.T.S. AND T.I.T.A. MEETING**  
— NEWCASTLE, 23rd MAY, 1964 —  
Submitted by Mr. P. R. T. NEL

**1. List of Standing Committees:**

Salaries and Pensions  
Teacher Training (Rectors and Officials and 1 Teachers Representative).  
Educational Planning and Examinations.  
School Libraries.  
Audio-visual and other teaching aids.  
Syllabus Committees.

**2. Annual Joint Conferences:** Inspectorate and Representatives of Teachers' Associations.

**3. Promotions Board and Promotions:**

- (a) Composition (Deputy Director, Chief Inspector, 2 Inspectors [1 must be Indian], Senior Staff Official, 1 Teachers Representative [preferably a pensioned principal]).
- (b) Merit: of applicants assessed by Inspectorate at conference. Assessment to be motivated, but no names of Inspectors to be quoted.
- (c) Board to recommend a panel of three for each post (if possible) taking into account suitability and seniority.
- (d) Director nominates ONE and submits his nomination Board's panel of three full list of applicants to Secretary for Indian Affairs for formal approval. (Where Director's nominee is not from the Board's panel, he must fully motivate his choice.)

**4. Conditions of Service:** excluding salary structure. Use Natal's Education Ordinance and Regulations as basis.

**5. School Committees:** Elected by parents of each school. To have no jurisdiction over appointment of teachers and professional matters. To consolidate community interest in school and make representations regarding grounds, buildings and other requirements at the school. To assist in raising and controlling school funds.

(E.g., School fund committee to consist of: Principal, treasurer, staff representative, two representatives of School Committee).

**6. Differentiation and Variety in Education:**

Courses desired.  
Horizontal and vertical differentiation.  
Commercial and Technical high schools and colleges.  
Comprehensive high schools.

- 7. The functions and tasks of teachers societies.
- 8. Free Compulsory Education to Std. VI in Natal.
- 9. General.

ANNEXURE "E"

**SOME RECENT CORRESPONDENCE BETWEEN  
THE SOCIETY AND  
THE NATAL EDUCATION DEPARTMENT**

1. **Request for Interview with the Executive Committee (9th March, 1964):**  
 "With reference to your letter of 16th November, 1963, and your memorandum in connection with your request for an interview with the Executive Committee, I have to inform you that the Executive Committee feels that no good purpose would be served in agreeing to an interview at this stage.  
 "The matter is, however, being kept in view and as soon as the time is considered more opportune the matter of an interview will be reconsidered".
2. (a) **Letter from the Society (16/5/64): Salary and Grading of N.T.D. Candidates on First Appointment:**  
 Kindly furnish us with the following information.  
 1. Salary and Grading of men and women appointees who, in their N.T.D. Examination,
  - a. failed in English or Practical Teaching or the second (special) subject taken on the higher level;
  - b. failed only in Elementary Afrikaans, a course which was written for the first time at the end of 1963;
  - c. failed in any other subject other than those mentioned in (a) and (b).
 2. What constitutes a provisional pass? What is the salary and grading of men and women appointees who obtain a provisional pass.  
 I thank you.
- (b) **Reply from the N.E.D., dated 5th June, 1964:**  
 "With reference to your letter of the 16th May, 1964, I have to advise you that:—  
 1. (a) The candidates would be professionally unqualified, graded Matriculation plus one year (fixed).  
 (b) He/she would receive a provisional pass and would be equated to Matriculation plus one year.  
 (c) See my reply to (b).  
 2. Please refer to (b) and (c).  
 The Salary scale in such case is:—Men: R660 x 60—1800—1880; Women R560 x 40—1240, and the grading is AA (M + 1)".

ANNEXURE "F"

**1963 STATISTICS — NATAL**

Total No. of children in State and State-Aided Schools:—				
		<b>Primary School</b>	<b>Secondary School</b>	<b>Total</b>
European	.....	56,259	24,183	80,052
Indian	.....	108,937	10,733	120,132
Coloured	.....	12,759	1,658	14,465

Percentage-wise in round figures the above statistics show that:—

European:	69% in Primary School
	30% at High School
Indian:	90% in Primary School
	8% at High School
Coloured:	86% in Primary School
	7% at High School

Break-down of figures starting at beginning of 1960 to show how many entered for Matriculation at end of 1963:

1960	Class i	.....	17,357
	Class ii	.....	15,736
	Std. 1	.....	14,147
	.. 2	.....	13,480
	.. 3	.....	12,919
	.. 4	.....	10,521
	.. 5	.....	8,317
	.. 6	.....	6,152
<b>Secondary:</b>			
	Std. XX VII	.....	3,000 +
	.. VIII	.....	1,800
	.. IX	.....	828
	.. X	.....	542

+ Of this 3,000, 960 entered for Matric: at end of 1963.  
 590 Passed (with either Matric: Exemption or just Natal Senior Cert.)  
 370 Failed.



### TEACHERS

Total No. of men and women teachers in Indian Schools of Natal just upwards of 3,000.

At the beginning of 1964 there were in service: the following number of teachers who had a degree:

Male:	145 with Bachelor's Degree,
	16 with Hons. Degree,
	8 with Masters or higher.
Women:	29 with Bachelor's Degree,
	2 with Hons. Degree.
	<hr/>
	270 Total.

Note: In many High Schools are numbers of teachers working for a Degree, working for it part-time.

### COSTS FOR INDIAN PARENTS

On an average it costs an Indian parent on books alone for one child through Primary (8 years) School a total expenditure of from R60-00 to R70-00, ranging from R3-00 + in Class I, to approx. R11-00 + in Std. VI.

At High School, Books and Stationery for 4 years costs per pupil from R55-00 to R60-00 + (i.e. for both J.C. and Matric).

### ANNEXURE "G"

## EXTRACTS FROM THE REPORT OF THE DIRECTOR OF EDUCATION FOR THE YEAR 1962

#### 1. SCHOOL STAFFING: INDIAN AND COLOURED SCHOOLS:

As a result of the application to Indian schools of the basis of grading used in European schools, approximately 250 Indian and Coloured Schools were re-graded and consequently there was a large-scale movement of Principals.

Although the supply of fully trained teachers from the Springfield Training and the Universities is increasing, the proportion of professionally unqualified teachers remains somewhat high. In some schools, especially in the case of some country schools, the number of uncertificated teachers on the staff exceeds the number of those with professional qualifications. The paucity of female teachers in country areas is still keenly felt.

There is a shortage of teachers of Afrikaans and of Science in the high schools though teachers from Springfield Training College who have had a three year course of training are doing useful work in the lower secondary classes.

#### 2. STANDARD OF WORK: INDIAN EDUCATION:

##### (a) English:

In all schools, efforts are being made to raise the standard in English and the success attending these endeavours may be gauged by the diminishing incidence of failure in Main Language in the public examination.

A Pietermaritzburg school engaged the services of a specialist in speech training to give instruction in correct speech and the benefit of this step was seen in the results obtained by pupils of the school in a speech contest. In high schools, speech contests and debates on an inter-house and inter-school basis are having beneficial results.

The standard of spelling generally in schools is low and there is need for a spelling list to serve as a nucleus in teaching and testing in this subject.

##### (b) Afrikaans:

Schools are anxious to introduce Afrikaans into the curriculum and pupils show keenness in learning the language. They do not get sufficient practice, however, for few hear Afrikaans outside school hours.

Afrikaans is being taught as a subject in two high schools in Pietermaritzburg and three in Durban. There has been an appreciable increase in the number of candidates offering Afrikaans in the Std. VI Examination.

**3. BUILDINGS: GOVERNMENT-AIDED INDIAN SCHOOLS:**

Three new Government-Aided Schools were completed during the year. Additions were erected at 7 Government-Aided Schools, and both new buildings and additions were subsidised on the Rand for Rand basis.

The growth in the Indian school population continues unabated but apart from the Durban area it has been possible to meet the demand for accommodation in nearly all areas. In Durban, the movement of the Indian population to the newly proclaimed areas has increased the pressure on accommodation in such districts as Merebank, Chatsworth and Newlands and more primary schools will be required in these areas.

As a result of a determined effort it was possible to admit all pupils who applied for admission to secondary schools. In Durban, secondary school accommodation was increased by the establishment of two more high schools and this assisted materially in solving the problem here. It is likely, however, that next year insufficient secondary accommodation will be available to meet the demand.

**4. MEDICAL INSPECTION: INDIAN SCHOOLS:**

The variation in the state of hygiene and cleanliness of the Indian schools and pupils is very wide indeed. One school inspected had a 100% vaccination state, 100% freedom from nits and vermin, whereas others, fortunately the minority, had an infestation figure of up to 30%.

More Indian pupils are now wearing shoes. Many of these shoes are too small and too narrow for the children, thus bunching up the toes and causing corns, bunions and other foot defects. Much propaganda and education will be required to impress upon the parents the sad consequences of unsuitable shoes on a growing foot.

**5. EXAMINATIONS AND TEACHER TRAINING:**

(i) **Standard VI:**

The Standard VI Departmental Examination is written by Coloured and Indian pupils. The following are the number who took the Examination during the past five years:

1957	4,947
1958	5,839
1959	6,339
1960	6,945 (percentage passes: 67%)
1961	8,789 (percentage passes: 76%)

(ii) **Junior Certificate:**

	1959 Total	1960 Total	1961			Total
			European	Coloured	Indian	
No. of Candidates	4,778	5,500	4,215	200	2,131	6,546
No. of passes with Merit	592	626	733	12	106	851
Percentages	12	11	17	6	5	13
No. of passes	3,323	3,368	3,320	152	1,229	4,701
Percentages	68	61	79	76	58	72
No. and failures	1,455	1,506	895	48	902	1,845
Percentages	30	28	21	24	42	28

(iii) **Senior Certificate:**

The following table shows the number of candidates who took the Senior Certificate Examination held at the end of 1959, 1960 and 1961:

Year	European	Coloured	Indian	Total
1959	1,216	40	470	1,726
1960	1,451	50	530	2,031
1961	1,641	31	553	2,275

The results of the Examinations for 1959, 1960 and 1961 are summarised in the following table:

	1959 Total	1960 Total	1961			
			Euro- pean	Col- oured	Indian	Total
No. who took whole Exami- nation	1,726	2,036	1,641	81	553	2,275
No. of Merit passes	189	240	273	4	23	300
Percentages	11	12	16	5	4	13
No. of passes	1,202	1,509	1,341	64	412	1,817
Percentages	70	74	81	79	74	79
No. of failures	524	536	300	17	141	458
Percentages	30	26	19	21	26	21
No. who took subjects for Exemption from Matri- culation	1,582	1,859	1,413	57	550	2,020
No. who qualified for Exemp- tion from Matriculation	767	867	526	18	197	741

The number of passes with Merit is included in the number of passes.

## VICTORIA FURNITURE MART



THE FURNITURE STORE THAT HAS EVERYTHING  
Phone 65938

## Treasurer's Report

### (11th June, 1963, to 10th June, 1964)

---

Mr. President, Ladies and Gentlemen,

It gives me great pleasure to present the audited accounts and schedules of our Society.

#### **BRANCH ACCOUNTS:**

At the end of the financial year most of the Branches settled their obligations to Headquarters.

At the Executive Council Meeting held on 6th June, 1964, suggestions were made that all Branch Accounts be audited and that Branches should prepare their accounts according to a standardized system. The incoming Executive should give the matter its careful consideration. Then only will it be possible to prepare a Consolidated Balance Sheet reflecting the true financial standing of the Society as a whole.

#### **MEMBERSHIP AND SUBSCRIPTIONS:**

Our membership now stands at 2,932. We welcome the new members and I am happy to state that the younger teachers are readily becoming members of our Society. By the time this report is submitted our Membership should be over 3,000. Teachers can become members of the Society by making application to their Branches. In terms of the Constitution subscriptions are payable by Stop Order only.

The new system of Subscription Refund to Branches has been put into effect from 1st January, 1964, and it will be some time before we can judge whether this new system will work satisfactorily or not.

#### **N.I.T.S. JOURNALS:**

Four issues were published during the year including the 1963 Conference issue. The first three issues were paid for by the Branches and the fourth by Headquarters. All future issues will be issued to the Branches without charge.

#### **MUSIC SUB-COMMITTEE:**

The Music Sub-Committee organized the Schools Annual Music Festival at which a profit of R86 was realised. One bursary of R50 was awarded to a student at the Springfield Training College to specialise in music.

It is hoped that further awards will be made next year.

#### **SCHOLARSHIP FUND:**

The total of this fund now stands at R963-58, of which R901-48 has been loaned to N.I.T.S. Investments Limited and R62-10 is in Savings Account with Liberty Building Society.

#### **TEACHERS' BENEFIT FUND:**

During the year R10 was paid out to members and this Fund now stands at R350-07.

A Sub-Committee has been appointed to investigate proposals of Insurance Companies with regard to Group Insurance. Some members are of the opinion that we as a Society should operate our own Group Insurance. The incoming Executive should also give this some consideration.

#### **DIARIES:**

This year 725 Diaries were printed and we disposed of the lot. It is hoped that more teachers will avail themselves of this opportunity in future.

**GENERAL:**

With the rapid growth in membership over the year the time has come for us to give careful consideration to the following:—

- (i) Financial Relationship between Headquarters and Branches.
- (ii) Internal Audit.
- (iii) Standardisation in the preparation of Accounts.
- (iv) Group Insurance operated by the Society.

**THANKS:**

I should like to place on record my sincere thanks to the following:—

- (i) The Provincial Accountant and in particular Mr. G. A. Higgs of the Accountant's Office for his guidance and assistance.
- (ii) Mr. R. P. Nair, our Auditor, for his advice and guidance.
- (iii) Messrs. R. M. Naidoo and M. Ramsaroop for their ever willing assistance.
- (iv) Branch Officials and School Correspondents for their co-operation.

23rd June, 1964.

C. A. NAIDOO,  
Hon. Treasurer.

**TRAVELLING EXPENSES OF DELEGATES  
ATTENDING EXECUTIVE COUNCIL MEETINGS**

**EXECUTIVE COUNCIL MEETING, 7/9/63:**

	R	c	
Newcastle .....	14.80		
Dundee .....	13.50		
Ladysmith .....	12.00		
Estcourt .....	4.00		
Port Shepstone .....	5.00		
Umkomaas .....	2.00		
			51.30

**EXECUTIVE COUNCIL MEETING, 22/11/63:**

Ladysmith .....	6.00		
Newcastle .....	14.80		
Dundee .....	13.50		
Estcourt .....	8.00		
Ladysmith .....	6.00		
Umkomaas .....	2.00		
			50.30

**EXECUTIVE COUNCIL MEETING, 7/3/64:**

Newcastle .....	14.80		
Umkomaas .....	2.00		
Dundee .....	13.50		
Estcourt .....	4.00		
Ladysmith .....	6.00		
Port Shepstone .....	5.00		
			45.30

**EXECUTIVE COUNCIL MEETING, 1/4/64:**

Newcastle .....	14.80		
Ladysmith .....	6.00		
Umkomaas .....	2.00		
Estcourt .....	8.00		
Port Shepstone .....	5.00		
			35.80

**EXECUTIVE COUNCIL MEETING, 6/6/64:**

Newcastle .....	14.80		
Ladysmith .....	12.00		
Port Shepstone .....	5.00		
Dundee .....	13.50		
Umkomaas .....	2.00		
			47.30

**TOTAL: R 230.00**

NATAL INDIAN TEACHERS' SOCIETY

BALANCE SHEET AS AT 10th JUNE, 1964

June 1963	R	R c	R c
	<b>Accumulated Fund:</b>		
	Balance 11/6/63	7,931.08	
	Add: Net Income this year	2,511.72	
7,931			10,442.80
1,000	Natal Teachers' Union Bursary		1,000.00
961	Scholarship Fund (as per contra)		963.58
256	Teachers' Centre Fund (as per contra)		256.79
358	Teachers' Benefit Fund (as per contra)		350.07
503	Music Sub-Committee (as per contra)		612.48
332	President's Defence Fund (as per contra)		242.57
444	Union Guarantee Welfare Fund (as per contra)		443.93
16	Natal Indian School Building Fund		—
1,050	Subscriptions due to Branches		—
	Teachers' Centre Loan A/c	11,000.00	
	Add: Interest	3,135.15	
11,000			14,135.15

June 1963	R	R c	R c
	<b>Cash at Bank:</b>		
3,005	President's Defence Fund	242.57	
	Union Guarantee Welfare Fund	443.93	
	General	3,595.02	
	Natal Indian School Building Trust	—	
			4,281.52
60	<b>Expenses Prepaid:</b>		
	Post Master (Reply Paid Envelopes)		45.00
13,508	<b>Sundry Debtors:</b>		
	Loan Account	12,000.00	
	Add: Interest	3,135.15	
		15,135.15	
	Diaries, Journals	32.48	
	Dinner (1963)	18.00	
	Sundries	1,335.00	
			16,520.63
480	<b>Office Equipment:</b>		
	Balance 11/6/63	480.40	
	Add: Additions	135.00	
		615.40	
	Less: Depreciation	73.10	
			542.30
150	<b>Crockery:</b>		
	Balance 11/6/63	150.00	
	Add: Additions	3.15	
		153.15	
	Less: Depreciation	33.15	
			120.00

40	<b>Trophies:</b>				
	Balance 11/6/63	.....	.....	40.00	
	Less: Depreciation	.....	.....	10.00	30.00
				<u>          </u>	
3,800	<b>Investments</b>	.....	.....		3,800.00
961	<b>Scholarship Fund:</b>				
	Loan to T.C.F.	.....	.....	901.48	
	Savings A/c. L.B.S.	.....	.....	62.10	963.58
				<u>          </u>	
256	<b>Teachers' Centre Fund</b>			238.02	
	Savings A/c. L.B.S.	.....	.....	78.77	256.79
				<u>          </u>	
503	<b>Music Sub-Committee:</b>				
	Loan to T.C.F.	.....	.....	104.00	
	Savings A/c. N.B.S.	.....	.....	508.48	612.48
				<u>          </u>	
358	<b>Teachers' Benefit Fund:</b>				
	Loan to T.C.F.	.....	.....	281.50	
	Savings A/c. L.B.S.	.....	.....	68.57	350.07
				<u>          </u>	
730	<b>Subscriptions Accrued</b>	.....	.....		925.00
				<u>          </u>	
					<u>R28,447.37</u>

R 23,851R28,447.37R 23,851R28,447.37

To the best of my knowledge and belief and on information supplied to me, the above BALANCE SHEET reflects a true and correct view of the NATAL INDIAN TEACHERS' SOCIETY'S position as at 10th June, 1964.

R. P. NAIR,  
Hon. Auditor.  
(Member of N.I.T.S.)

3 Beatrice Street, Durban.  
19th June, 1964.

C. A. NAIDOO, Treasurer.

NATAL INDIAN TEACHERS' SOCIETY

INCOME AND EXPENDITURE ACCOUNT FOR THE YEAR ENDED 10th JUNE, 1964

June 1963				June 1963			
R		R	c	R		R	c
24	To Bank Charges	20.71		4,174	By Subscriptions	5,621.71	
28	" Breakages and Loss: Crockery	33.15		12	" Diaries	1.55	
492	" Conference Expenses	365.46					
238	" Executive Council Meetings	275.79					
	" Honoraria: R. M. Naidoo		R42.00				
			200.00				
262		242.00					
360	Secretary's Vote	360.00					
120	" President's Vote	120.00					
270	" Miscellaneous Expenses	183.58					
22	" Music Sub Committee	15.60					
94	" Printing and Stationery	216.67					
58	" Postage and Stamps	63.70					
168	" Rent	168.00					
105	" Telephone	111.80					
327	" Travelling	389.83					
	" Depreciation:						
	Office Equipment		73.10				
	Trophies		10.00				
			83.10				
74	" Wages (Caretaker: Office Premises)	86.40					
66	" Journals	162.10					
39	" S.A.F.T.A.	186.35					
	" Annual Dinner	27.30					
	" Arts and Crafts						
2,785	" Total Operating Expenses	3,111.54					
1,401	" Net Income (Excess of Income over Expenditure)	2,511.72					
R 4,186		R5,623.26		R 4,186		R5,623.26	

R. P. NAIR,  
Hon. Auditor.  
19th June, 1964



**TEACHERS' BENEFIT FUND**

Payments made to Branches, 11/6/63 to 10/6/64:

		R	c	
Durban Central Branch	---	---	10.00	
Total Payments: 16/6/60 to 10/6/64	---	---	1,325.00	R1,335.00

**BENEFIT FUND**

12/3/57 to 10/6/64

		R	c		R	c
To Loan to T.C.F.	---	---	1,616.50	By S. Debtors	---	1,335.00
„ Savings A/c	---	---	68.57	„ Balance	---	350.07
			<u>R1,685.07</u>			<u>R1,685.07</u>

**UNION GUARANTEE WELFARE FUND**

			R	c
Balance 15/ 6/60	---	---	28.48	
2/ 7/60	---	---	35.71	
14/ 9/60	---	---	52.78	
12/10/61	---	---	326.96	
			<u>R 443.93</u>	

**MUSIC SUB-COMMITTEE ACCOUNT**

			R	c
To Loan to T.C.F.	---	---	104.00	
Savings A/c. N.B.S.	---	---	508.48	
			<u>R 612.48</u>	

**MUSIC SUB-COMMITTEE EXPENSE ACCOUNT**

			R	c
5/ 7/63	Standard Printing Press	---	8.25	
17/ 8/63	School Supply Store	---	1.48	
8/10/63	Sundry Expenses	---	3.87	
	City Treasurer	---	2.00	
			<u>R 15.60</u>	

**N.I.T.S. DIARIES ACCOUNT**

		R	c		R	c
To Cost of Printing	---	---	253.75	By Cash	---	252.50
„ Income and Expenditure	---	---	1.55	„ S. Debtors	---	2.80
			<u>R 255.30</u>			<u>R 255.30</u>

**N.I.T.S. JOURNAL ACCOUNT**

	R	c		R	c
To Cost of Printing .....	1,203.90		By Cash .....	1,041.80	
			.. Income and Expenditure .....	162.10	
	R1,203.90			R1,203.90	

**SUBSCRIPTIONS BY STOP ORDER**

Year	No. Paid	Amount
		R c
1954 .....	1,097	2,324.60
1955 .....	1,254	2,751.00
1956 .....	1,376	3,797.00
1957 .....	1,598	4,348.80
1958 .....	1,725	4,824.40
1959 .....	1,807	5,090.00
1960 .....	1,993	6,161.40
1961 .....	2,417	7,198.10
1962 .....	2,532	7,680.00
1963 .....	2,847	8,048.92
1964 .....	2,932	9,602.25

**CONFERENCE — JULY, 1963**

Post Master (Reply Paid Envelopes) .....	R c
Postage .....	60.00
Standard Printing Press .....	6.00
Luxmi Vilas Press .....	37.50
Sundry Expenses .....	44.50
Kathree's Radio Service .....	5.94
Shah Jehan .....	12.60
Caretakers Wages .....	80.00
Albany Bakery .....	34.00
Pillay's Micro Service .....	32.21
School Supply Store .....	27.00
	25.71
	R 365.46

*On a form asking marital status, a man wrote, "Below wife".*

—Marcelene Cox.

*Which is the oldest profession in the world? The subject has been thoroughly debated by a surgeon, an architect and a diplomat. The surgeon said it was his profession, because God created woman out of Adam's rib. The architect claimed his profession because God built the world out of chaos.*

*"And who," asked the diplomat, "created chaos?"*

## OUR STRUGGLE FOR BETTER SALARIES

Published here for general information are six analytical schedules showing the great disparity that exists between White and Indian salaries in the Natal Teaching Service.

### THE EFFECTS OF THE RATE OF PROGRESSION—AN ANALYTICAL SCHEDULE FOR MALE PRINCIPALS

Yrs.	H 1.			H 2.			H 3. / P 1.			P 2.		
	Indian	Europn.	%	Indian	Europn.	%	Indian	Europn.	%	Indian	Europn.	%
1	1880	4650	40	1800	4500	40	1740	4350	40	1680	4200	40
2	1960	4650	42	1880	4500	42	1800	4350	41	1740	4200	41
3	2040	4650	44	1960	4500	44	1880	4350	43	1800	4200	43
4	2120	4650	46	2040	4500	45	1960	4350	45	1880	4200	45
5	2200	4650	47	2120	4500	47	2040	4350	47	1960	4200	47
6	2280	4650	49	2200	4500	49	2120	4350	49	2040	4200	49
7	2360	4650	51	2280	4500	51	2200	4350	51	2120	4200	50
8	2440	4650	52	2360	4500	52	2280	4350	52	2200	4200	52
9	2520	4650	54	2440	4500	54	2360	4350	54	2280	4200	54
10	2600	4650	56	2520	4500	56	2440	4350	56	2360	4200	56
11	2680	4650	58	2600	4500	58	2520	4350	58	2440	4200	58
12	2760	4650	59	2680	4500	60	2600	4350	60	2520	4200	60
13	2840	4650	61	2760	4500	61	2680	4350	62	2600	4200	62
14	2920	4650	63	2840	4500	63	2760	4350	63			

**Note:** All the above notches are given in Rands.

**Please Note:** On the 1st January, 1964, the highest paid Indian male Principal received an annual salary of R2,600-00 approximately but there is no likelihood of his reaching the maximum of his Grade during his career.

## THE EFFECTS OF THE RATE OF PROGRESSION. AN ANALYTICAL SCHEDULE FOR WOMEN PRINCIPALS.

Years	H 3. / P 1.			P 2.		
	Annual Notches			Annual Notches		
	Indian	European	%	Indian	European	%
1.	1440	3960	36	1400	3840	36
2.	1480	3960	37	1440	3840	38
3.	1520	3960	38	1480	3840	39
4.	1560	3960	39	1520	3840	40
5.	1620	3960	41	1560	3840	41
6.	1680	3960	42	1620	3840	42
7.	1740	3960	44	1680	3840	44
8.	1800	3960	45	1740	3840	45
9.	1880	3960	47	1800	3840	47
10.	1960	3960	49			

**Note:** The above notches are given in Rands.

**Please Note:** On the 1st Jan. 1964 there were only two women Principals of P 1 Schools drawing an annual salary of approx R1620.00, representing approx. 41% of the salary earned by a European woman Principal.

## RATE OF PROGRESSION. COMPARISON BETWEEN INDIAN AND EUROPEAN TEACHERS.

**Example: M + 2 Grade (Male)**

Years	Annual Notches		%
	Indian	European	
1.	780	1308	60
2.	840	1410	60
3.	900	1512	60
4.	960	1614	60
5.	1020	1716	59
6.	1080	1818	59
7.	1140	1920	60
8.	1200	2040	59
9.	1260	2160	58
10.	1320	2280	58
11.	1380	2400	57
12.	1440	2520	57
13.	1500	2640	57
14.	1560	2760	57
15.	1620	2880	56
16.	1680		58
17.	1740		60
18.	1800		63
19.	1880		65
20.	1960		68
21.	2040		71

**Note:** The above notches are given in Rands.

**Please Note:** Any European male with M+2 qualifications can earn, in his 15th year of service, more than is being paid to the most senior Indian Principal with about 35 years service.

## RATE OF PROGRESSION. COMPARISON BETWEEN INDIAN AND EUROPEAN TEACHERS.

Example: M + 4 Grade (Men)  
GRADUATES

Years	Annual Notches	Annual Notches	%
	Indian	European	
1.	1020	1920	53
2.	1080	2040	53
3.	1140	2160	53
4.	1200	2280	53
5.	1260	2400	53
6.	1320	2520	52
7.	1380	2640	52
8.	1440	2760	52
9.	1500	2880	52
10.	1560	3000	52
11.	1620	3120	52
12.	1680	3240	52
13.	1740	3360	52
14.	1800		
15.	1880		56
16.	1960		
17.	2040		
18.	2120		
19.	2200		65

**Note:** The above notches are given in Rands.

**Please Note:** After 16 years' service an Indian male Graduate earns as much as his European counterpart earned on appointment.

It is interesting to note that, on the 1st January, 1964, there were about 250 Indian male graduates in the teaching service in Natal of a total force of approx. 3900 (7%).

## RATE OF PROGRESSION. COMPARISON BETWEEN INDIAN AND EUROPEAN TEACHERS.

Example: M + 4 Grade (Women)  
GRADUATES

Years	Annual Notches	Annual Notches	%
	Indian	European	
1.	760	1692	45
2.	800	1776	45
3.	840	1860	45
4.	880	1944	45
5.	920	2028	45
6.	960	2112	45
7.	1000	2196	46
8.	1040	2280	46
9.	1080	2400	45
10.	1120	2520	44
11.	1160	2640	44
12.	1200	2760	44
13.	1240	2880	43
14.	1280		
15.	1320		
16.	1360		
17.	1400		49

**Note:** The above notches are given in Rands.

**Please Note:** After 17 years' service the Indian woman graduate earns an annual salary which is R292 less than the salary received by the European woman graduate on appointment.

It is not surprising that, on the 1st January, 1964, there were only 31 Indian women graduates in the service.

**RATE OF PROGRESSION.  
COMPARISON BETWEEN INDIAN AND EUROPEAN  
SENIOR LECTURERS.**

**Example: M + 6 Grade (Men)**

Years	Annual Notches		%
	Indian	European	
1.	1140	3840	30
2.	1200	3960	30
3.	1260	4080	31
4.	1320	4200	31
5.	1380	4350	31
6.	1440		
7.	1500		
8.	1560		
9.	1620		
10.	1680		38
11.	1740		
12.	1800		
13.	1880		
14.	1960		
15.	2040		47
16.	2120		
17.	2200		
18.	2280		
19.	2360		
20.	2440		56
21.	2520	Max. for M + 4	58
22.	2600	Max. for M + 5	60
23.	2680	Max. for M + 6	62

**Note:** The above notches are given in Rands.

**Please Note:** At present an Indian Senior Lecturer takes 23 years to earn an annual salary which is R1160 less than the salary earned by a European Senior Lecturer on appointment to his post.

STANDARD PRINTING PRESS

GENERAL PRINTERS & RUBBER STAMP MAKERS

73 BEATRICE STREET — DURBAN

Phones 61006, 66481.

P.O. Box 2782

## NATAL INDIAN TEACHERS' SOCIETY (UMKOMAAS BRANCH)

### CHAIRMAN'S ADDRESS

DELIVERED BY Mr. J. G. PETERS AT THE TENTH ANNUAL GENERAL MEETING HELD AT UMKOMAAS ON 28th MAY, 1964.

Ladies and Gentlemen,

At the present time there are many radical changes taking place in the world around us. These changes are being wrought so rapidly that one is almost bewildered to comprehend the significance of them all.

Nevertheless, all these changes are effected by humanity for the sake of progress.

South Africa is also keeping pace with these changes. Modern buildings are replacing old edifices, phenomenal developments are taking place in our mines and in other fields; in short, "the old order changeth and giveth place to the new." Nearer home, new townships are springing up with many new schools.

The teacher, on his part, must be ever aware of this changing scene and accept the new situation with confidence. He, too, must forever experiment with new teaching techniques, accept readily new courses and even learn new subjects. To such an evolving teacher any impending changes in an old educational system will be welcome.

To illustrate this, just four changes will be cited here, changes that must engage the attention of the teacher in the immediate future.

Firstly we have to know all about Programmed Learning, which is the result of recent researches into learning. Briefly, Programmed Learning emphasises that:—

- (a) The learner must be responding actively.
- (b) His correct responses must be reinforced and his reinforcement must be immediate.
- (c) Reinforcement can consist of knowledge of success, and
- (d) Wrong responses must be eliminated.

In order to show the teacher's standpoint and his attitude to Programmed Learning, it is proposed to quote at length from an excellent article circularised to schools by the Education Department on the subject, "All the crafts of man—medicine, engineering, architecture, agriculture—have drawn upon relevant sciences and technology to help them. There seems no reason why teaching the craft on which they all rest—should not also be modified in the light of new knowledge and inventions."

Perhaps some teachers will exclaim, "O tempora! O Mores! soon we shall be replaced by robots." The article answers that by stating that, "a teacher who can be replaced by machine deserves to be," and "that, there is no profession which considers it undignified to make use of scientific principles and machinery."

Secondly—How did teachers in Primary and Secondary Schools react to a suggestion that a new course known as Home Mechanics be introduced to fill the gap which has always existed in the education of boys? This course is a parallel one to that of Cookery for girls.

In our view this is one of the best changes we have heard for a very long time in our School Curriculum.

The teachers must approach this practical science teaching enthusiastically. Boys will soon lay bare the innards of the internal combustion engine and learn the whys and the wherefores of the various parts from a knowledgeable teacher.

Leela knew long before how to bake a cake but now, when the oven fuses, Ram will be competent to change the blown fuse.

Thirdly, teachers are advised to learn Afrikaans not only for the purpose of teaching it in our schools but also for the sake of speaking it. Experience has shown how difficult situations are circumvented when one converses with another in his or her home language. To the Indian teacher the learning of a foreign language is not difficult. He has done pretty well in learning to read, write and speak English. In the learning of Afrikaans there are enough responses to be reinforced and the learning will be much quicker.

There is unquestionably a great dearth of Afrikaans teachers in our Schools. A few have striven to learn it and they are doing useful work.

A method was evolved in India to eliminate illiteracy and the essence of that method was contained in the motto: "Let each one, teach one." Some such method could be adopted to learn this language.

One could learn much by listening-in to Afrikaans Radio Broadcast Programmes, Tape Recorders and Lingophone Records are useful aids of learning. The time is indeed short, but the writing has been on the wall for over a decade already.

Lastly, a change is about to take place in our system of Education. Are we approaching this change with uncertainty and alarm or are we prepared for experimentation?

In the beginning it was stated that radical changes are taking place in the world for the sake of progress, therefore it follows that in spite of being sons of a conservative race, sometimes hide bound to tradition and convention, it behoves us in this "brave new world", to be prepared to accept this change and other such changes with courage and fortitude.

Then alone will we be teachers of a new era in South Africa, moulding the future generation, to take its rightful place in a changing world.

J. G. PETERS,  
Chairman.

28th May, 1964.

## NATAL INDIAN TEACHERS' SOCIETY

---

### 1964 BIENNIAL EXHIBITION OF ART, CRAFT AND NEEDLEWORK

---

#### GENERAL RULES AND CONDITIONS

1. There will be no set Syllabus for Art, Handicraft and Needlework, and no restrictions regarding topics and media. The aim is to afford scope and achieve an outstanding exhibition.
2. Schools are invited to submit their best examples of Original Art and Handicraft and Needlework specimens, produced by pupils during their normal course of work in class.
3. The Open Section is open to Ex-Students, University Students, Technical College Students and members of the Indian Community. Here candidates may choose their own topics and media.
4. The judges will select the best specimens submitted for each section. These selected examples only will be exhibited and each one displayed will gain a point for the school.
5. A Certificate of Merit will be awarded to each entrant whose work is on display.
6. Inter-School Trophies will be awarded to the Schools gaining the highest number of points in the following sections:
  1. Infant School.
  2. Primary School.
  3. Secondary School.
  4. Teachers' Section.
  5. Open Section (Composite Trophy to candidate gaining highest number of points).
7. Labels or Tags will be furnished later.
8. All specimens submitted must be absolutely **ORIGINAL**. No details may be copied or traced. Teachers must not put finishing touches to the children's work.
9. The Syllabi in the different Sections have been approved of, by the respective Organisers of the N.E.D.
 

viz. Art: Miss M. Wyatt Stayt.  
Needlework: Miss Cleaton Jones.  
Handicraft: Mr. Bradley.
10. ENQUIRIES: Direct all enquiries to—

J. R. DEVAR,  
Hon. Sect., Arts and Crafts Sub-Committee,  
Clairwood High School,  
Shale Road, Clairwood, Durban. Phone 818097.

#### ART SYLLABUS

1. SECTIONS:
  1. Infant School (Classes I and II).
  2. Junior School (Stds. I—VI).
  3. Senior School (Stds. VII—X).
  4. Teachers and Teacher-trainees.
  5. Open Section; for ex-Students, University Students, Technical College Students and members of the Indian Community.
2. TOPIC:
 

PICTURES: To illustrate any theme.  
DESIGN: For any suitable purpose.  
Suggestions may be found in the handbook—  
"Art Education for Children".  
Art Specimens may include several group work—Friezes and Panels. These may be of any reasonable size and should not be unduly cumbersome.  
No group-work for the Open Section.
3. MEDIA: Any suitable media or technique.
4. SIZE: Minimum Size 15" x 11". Maximum Size 30" x 22".
5. MOUNTING: Specimens should be neatly mounted on stiff paper or thin cardboard giving a border of approximately 2" all round.



6. LABELLING: Particulars to be written on the back of each specimen:  
Name, School, Age, Class or Std., Topic.  
Open Section: Name, Address, Topic.
7. NO. OF ENTRIES: Maximum number of Entries from each School: 30.  
At least 3 specimens from each class in the School.  
Open Section: 3 entries per person.
8. ENTRY FEES AND CLOSING DATE FOR ENTRIES: These particulars will follow in due course.
9. ORIGINALITY: All work submitted to this Exhibition must be strictly and absolutely Original, and must be the completely unaided work of the Candidate.

## NEEDLEWORK SYLLABUS

1. SECTIONS: 1. Infant School (Classes I and II).  
2. Junior School (Stds. I—VI).  
3. Senior School (Stds. VII—X).  
4. Teachers and Teacher-trainees.  
5. Open Section: for ex-Students, University Students, Technical College Students and members of the Indian Community.
2. TOPIC: No restrictions: The N.E.D. Syllabus for the different Schools—i.e., Infant, Primary, Secondary and Training Colleges may be used as a guide.
3. MEDIA: Any suitable media or technique.
4. SIZE: Any suitable size.
5. MOUNTING: Optional.
6. LABELLING: On tags—Particulars: Name, School, Age, Description of Article, Class or Standard.  
Open Section: Name, Address and Description of Article.
7. NO. OF ENTRIES: Maximum number of Entries from each School: 24.  
At least three from each class in the School.  
Open Section: 3 per person.
8. ENTRY FEES AND CLOSING DATE FOR ENTRIES: These particulars will follow in due course.
9. ORIGINALITY: All work submitted to this Exhibition must be completely the unaided work of the Candidate.

## HANDICRAFT SYLLABUS

1. SECTIONS: 1. Infant School (Classes I and II).  
2. Junior School (Stds. I—VI).  
3. Senior School (Stds. VII—X).  
4. Teachers and Teacher-trainees.  
5. Open Section: for ex-Students, University Students, Technical College Students and members of the Indian Community.
2. TOPIC: No restrictions: The N.E.D. Syllabus for the different Schools—i.e., Infant, Primary, Secondary and Training Colleges may be used as a guide.
3. MEDIA: Any suitable media or technique.
4. SIZE: Any suitable size.
5. MOUNTING: Optional.
6. LABELLING: On tags—Particulars: Name, School, Age, Description of Article, Class or Standard.  
Open Section: Name, Address and Description of Article.
7. NO. OF ENTRIES: Maximum number of Entries from each School: 24.  
At least three from each class in the School.  
Open Section: 3 per person.
8. ENTRY FEES AND CLOSING DATE FOR ENTRIES: These particulars will follow in due course.
9. ORIGINALITY: All work submitted to this Exhibition must be the completely unaided work of the Candidate.

## PRAYERS TO REMEMBER

---

**T**HIS is the day which the  
Lord hath made; let  
us rejoice and be  
glad in it.

*Psalms 118 : 24*

**O** GOD, help us to be  
masters of ourselves  
that we may be  
servants of others.

*Sir Alec Paterson*

**O** LORD, let us not  
live to be  
useless.

*John Wesley*

**L**ET not that happen  
which I wish,  
but that which is right.

*Menander*

**L**ORD, we pray not for  
tranquillity;  
we pray that Thou  
grant us strength and grace  
to overcome adversity.

*Savonarola*

**G**REAT SPIRIT, help me  
never to judge  
another until I have  
walked in his moccasins  
for two weeks.

*Sioux Indian Prayer*

**O** LORD, reform Thy  
world—  
beginning with me.

*A Chinese Christian's Prayer*

**O** GOD, help us not to  
despise or oppose  
what we do not understand.

*William Penn*

**L**ET us have faith that  
right makes  
might.

*Abraham Lincoln*

**O** LORD, never suffer us  
to think that we  
can stand by ourselves,  
and not need Thee.

*John Donne*

## DIVISION OF PHYSICAL EDUCATION

---

### COURSES OFFERED

(a) **FOR TEACHERS RESPONSIBLE FOR COACHING:**

**Part-time Vacation Course in Physical Education.** Short intensive courses during school vacations covering both the theory and practice of Physical Education are offered to teachers wishing to further their knowledge on this subject.

**Part-time Courses—Athletics, Major Games and Swimming.**

These intensive courses, covering approximately one week are offered to teachers engaged in organising athletics, major games and swimming in their schools. The syllabus covers both the study of rules and regulations, organisation of meetings, sports programmes within the schools and teaching techniques.

(b) **RECREATIONAL CLASSES ALREADY FUNCTIONING:**

Judo/Karate; Trampoline; Ladies' Keep-fit Classes; Boxing; Body-Building and Weight Training; Tennis Classes; Gymnastic Classes for Boys and Girls.

---

*Enquiries to:*

The Principal, M. L. Sultan Technical College,  
P.O. Box 1334, Durban.  
Telephone: 68991.

## SYDENHAM FURNITURE REMOVERS (Pty.) LTD.

Regular services to and from all parts of the Republic  
**STORAGE — PACKING — RAILAGE**



**PHONE 6-1032 and 31-2401**  
**After Hours 88-5812 18 Short St., Durban**  
We Tender for Natal Education Dept. Personnel on Transfer  
Please Call at our Office — We will solve your Removal Problems

## R. M. NAIDOO

COMPANY SECRETARY AND ESTATE AGENT

*Specialised services offered by the Management includes:—*

- + The Purchase, Sale, Letting and General Administration of Property
- + Negotiation of Loans
- + The administration of deceased estates
- + Secretaryship and Administration of Companies
- + Preparation of Financial Statements and Income Tax Returns
- + Application in respect of Trading Licences
- + Insurance of all description

**PHONE 22856**

**71 ALBERT STREET — DURBAN**

cat.

The

# Teachers' Journal



ORGAN OF THE NATAL  
INDIAN TEACHERS' SOCIETY

Vol. X111

DECEMBER, 1964

No. 3

## CONTENTS:

- EDITORIAL
- OPENING OF 38th ANNUAL CONFERENCE  
—Mr. C. Saunders
- OBSERVATIONS ON COLOURED SALARY SCALES  
—Natal Indian Teachers' Society
- TRANSFER OF INDIAN EDUCATION  
—Address by Mr. P. R. T. Nel  
—Minister's Replies  
—Quotations from Hansard  
—Statement by T.I.T.A.  
—Government's Decision
- COLOURED EDUCATION AFTER TRANSFER
- RIGHTS OF TEACHERS
- 1964 ART & CRAFTS EXHIBITION
- BRANCH NOTES — AFRIKAANS



# VICTORIA FURNITURE MART



THE FURNITURE STORE THAT HAS EVERYTHING  
*Phone 65938*

## SYDENHAM FURNITURE REMOVERS (Pty.) LTD.

Regular services to and from all parts of the Republic  
**STORAGE - PACKING - RAILAGE**



**PHONE 6-1032 and 31-2401**  
**After Hours 88-5812 18 Short St., Durban**

We Tender for Natal Education Dept. Personnel on Transfer  
Please Call at our Office - We will solve your Removal Problems

EDITORIAL**OUR FUTURE**

*In previous issues of this Journal we have stated our opposition to the transfer of the control of Indian Education from the Natal Provincial Administration to the Department of Indian Affairs and we have given the reasons for our opposition. We have also stated that while our attitude is one of opposition we are duty bound realistically to safeguard the future of Indian Education and our own interests. We have accordingly sought and obtained explanations and assurances about such things as curricula, educational standards, and teachers' rights and privileges, at the highest possible levels—from the Government Planner of Indian Education and from the Minister of Indian Affairs. The replies to the points raised by us are placed on record in this Journal.*

*A statement by the Minister of Indian Affairs, Mr. W. A. Maree, on 16th October, 1964, removes from the realm of conjecture and speculation the question of transfer. The take-over IS to be effected, probably on January 1st, 1966. While we do not hail the statement with enthusiasm, we acknowledge that it clears the air and gives definiteness.*

*The Minister's announcement places a further duty upon us. The period between the present time and the date of transfer, and the years which will follow immediately after this date, could be a time of slow motion, confusion and deterioration. For understandable reasons, the Provincial Administration could restrict its activities to the barest required to keep things going until the date of transfer, and when the Department of Indian Affairs takes over there could be confusion and delay. The Minister's statement indicates that he is eager that the transition should be an efficient one, but things which have happened, as well as things which have not happened, in Bantu and Coloured Education give us much cause to be disturbed.*

*With changes which are not of our asking imminent, the need for vigilance is greater than ever. We must take steps to ensure that the Provincial Administration does not curtail its services in any way, that the transition is efficiently executed, and that the assurances which have been given about accommodation, compulsory education, curricula and syllabuses, quality of education, etc., are translated into reality. The future is at stake.*

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

# THIRTY-EIGHTH ANNUAL CONFERENCE

OPENING BY Mr. CHRISTOPHER SAUNDERS, M.A. (Oxon)

**I**T is indeed a pleasure and a great honour to be asked to open your Congress. I am certain I have never spoken to a gathering of more highly qualified people. I must confess to be rather nervous for I make no pretences to knowing anything about Education.

I think basically I am a traditionalist which, in the broader sense, I take to mean discipline, forthrightness and more discipline. I have always resented discipline and authority, but have never suffered by either—except for an occasional sore tail! Like every schoolboy, I dreamed of the opportunity of telling teacher exactly where and how he “gets off” but only, of course, if there could be no retaliation or some form of disciplinary action to be taken. At last my dream has come true and as you sit before me today, I am not going to miss the opportunity.

First of all I am going to tell you what I consider the meaning of education to be. I have oft repeated this paraphrase of Ruskin's before, for it is my contention that . . . *Manhood not scholarship should be the aim of education*, and it therefore follows that Education does not mean teaching people what they do not know. It means teaching them to behave as they do not behave. It is not teaching the youth the shapes of letters and the tricks of numbers, and then leaving them to turn their arithmetic to roguery and their literature to lust. On the contrary, education means training people into the perfect exercise and kingly continence of their bodies and souls. It is a painful, continual and difficult work to be done by kindness, by watching, by warning, by precept and by praise, but above all — by example.

There are in Natal approximately 1,000 Indian students to be entered for Matriculation in 1964, and it is of some concern to me that each one of these pupils will have cost his parents since his early beginnings in Primary School, on books and stationery alone, a minimum of R120. The average labourer's family of five to be educated to Standard VI will require from his income R300, assuming all five of his children reached Standard VI or, in other words, one whole year's salary on school books and stationery alone. There are two other matters concerning Indian education in Natal which need earnest, if not immediate attention, and they are—first, that education is not compulsory.

**In this day and age when supersonic jet propulsion is taken for granted and inter-planetary travel is not merely a figure of imagination, and with the technical and mechanical revolution which is going on around us, there is no excuse for non provision by the State not only of compulsory education but of free education for all.**

I appreciate that one of the serious topics for discussion at your Congress this year will be the move from Provincial to Government control of education — I am neither competent nor able to discuss this problem, but it does appear to me that the question of education of the growing population of our country is closely connected with one of economics and cost. From the figures I have been able to study, one finds there are in Natal 120,000 Indian children attending State or State-aided schools in comparison with 80,000 European and 14,500 Coloured children. In our country, which is increasingly demanding more and more technical personnel, and a world whose demands are geared to increasing levels of educational standards, it seems wrong that only 8% of the Indian and



Coloured children should find their way to High School. It is appreciated that much of the responsibility for this figure falls directly on to the wage structure as geared by Commerce, Industry and Agriculture, but as wage levels rise so does the demand for more highly educated personal increase. **Here in Natal — the future industrial centre of our country — is an untapped source of industrious and intelligent manpower, and everything possible must be done to see that this reservoir of potentially skilled personnel is not wasted.**

The second matter which I believe deserves mention is the salary scales of those who perform the duties of High School teachers. I appreciate that there have been adjustments made from time to time, but I see no reason why there should be a discrepancy between people of equal educational qualification. There are in Natal approximately 3,000 men and women teachers at Indian schools. Of these teachers, 270 hold a Bachelor's, Honours or Master's degree. These men and women are the crust of the educational elite and I sincerely believe recognition in monetary form must be given to their achievements. I appreciate that teaching has often been described as a profession of leisure and term time dedication but I am certain a larger slice of bread to the crust would not only be morally right but provide the necessary incentive to others. It is you teachers who provide the youth of tomorrow—it is a grave responsibility.

Talking of tomorrow, I would like to say I believe that you as a body should do everything to encourage young men and women into the mathematical and scientific fields, particularly if they show aptitude in this direction. I am aware that at the present time facilities do not exist for the training of engineers and that a student who obtains a science degree has but a teaching job to enter and therefore the motivation for entering the scientific field may be unsound, but times are changing and, no matter how expensive, it is vital for the Indian University to encourage this type of study. Equally, I believe as one swings away from the top student level to those who today I like to call the "white-collar" brigade there should be emphasis placed on learning and acquiring a trade. Again, I appreciate that industry must look more and more to formulating plans for proper apprenticeship and that the Technical College must widen its horizons further than building, motor mechanics and catering courses. The Indian population of today has to be taught to take care of the Indian population of tomorrow. It is no earthly use teaching a labourer's son to read and write and to be able to do his numbers if he is then to be left without a field of employment. I am of the opinion that more and more avenues of employment will open as the Indian population develop, and, therefore, I consider it essential for you as the intellectual elite of the Indian community to continue to press for the wider technical training and apprenticeship of the Indian youth, and at the same time to encourage those in your charge to acquire a trade if it is financially possible. The Indian population of Natal, as a fast-growing, industrious and intelligent community, provide a definite key to the needs and economic prosperity of our country.

If I might offer some advice to those who have to try and sort out the difficulties which lie ahead, it is to appreciate the value of compromise—for this alone can supply a bridge across a difficult period, and later having employed that bridge it is often possible to bring into effect the full-scale measures of reform which, originally, would have been rejected out of hand.

I must now do what I was asked here for, namely, to open the Natal Indian Teachers' Society's 38th Annual Conference. I wish to formally declare the Conference open and thank you for asking me to address you.

# Observations on Revised Scales for Coloured Teachers

by the NATAL INDIAN TEACHERS' SOCIETY

## 1. INTRODUCTION:

This memorandum has been prepared in response to a request from Mr. P. R. T. Nel, Chief Educational Planner, Department of Indian Affairs. We have endeavoured here to offer our criticisms and suggestions on the assumption that the revised scales for Coloured teachers in the Republic will be applied to Indian teachers. It is not the intention of the N.I.T.S. to construct a salary scale but rather to study and to report on what would happen if this new scale were to be applied to Indian Teachers.

While the N.I.T.S. stand is always for the principle of equal pay for equal work it concedes that this structure is generally an improvement on the existing one and does bring us nearer our objective. There are, however, other problems which are bound to arise if these scales are implemented without consideration being given to previous service, the method of implementation in respect of the existing and former revised scales and the consequent disabilities which have affected teachers generally since 1946.

## 2. RECOGNITION OF PREVIOUS SERVICE TO GIVE IMMEDIATE BENEFITS TO ASSISTANT TEACHERS:

In 1945 when the Beardmore Commission reported on Indian Salaries in Natal it recommended a complete notch for notch recognition for previous service. Since then, whenever salary scales were revised, this method was not applied to us. In 1957 only European Teachers were granted notch for notch recognition up to a maximum of fifteen years. When Cost of Living Allowances were consolidated for teachers in October, 1958, the average European teacher with the more favourable system of notching, was able to absorb the whole of this amount into his Salary. In respect of Indian teachers in Natal, the highest amount absorbed was only R180, and this applied to just a few teachers. The great majority are still paying off the Non-Pensionable Allowance which came into being then, by foregoing R20 or R40 from their annual increment.

There are other unfavourable aspects of this System of notching also. The older teacher, particularly in the High and Secondary schools, did not think it worth his while applying for vacant principalships up to the P.3 grade, because of the very low minima attached to these posts. With the Vice-Principalships of High and Secondary schools no minimum was prescribed, but the maximum made it equivalent to a P.3 principalship. Because of present ratings, M—5 and M—6 Lecturers, and M—4, M—5 and M—6 Senior Lecturers are ineligible in terms of Natal regulations for the post of a Secondary Vice-Principal. At present the posts they hold are either equal or senior to the post of Secondary Vice-Principal. At present there are 29 High or Secondary Vice-Principalships in the Natal service. All the holders of the grades mentioned above, other lecturers and Special Grade Assistants in High and Secondary Schools have also been officially precluded from applying for principalships up to the P.4 grade and Primary Vice-Principalships. Consequently many younger ones took advantage of this situation and have been appointed to a number of posts when it was not possible for their seniors to apply. For instance the present minimum of H.1 principalships is only R1,880 and there are many high school teachers and lecturers who are on or above this notch. There was no incentive for promotion and these teachers remained as assistants in post-primary institutions, while some of their juniors, including erstwhile students, were promoted to principalships and Secondary Vice-Principalships.

If these scales, as published, are applied to Indian teachers in Natal, many of the older teachers, highly qualified and with outstanding records of service, are going to find themselves superseded by their juniors, with future chances of promotion seriously jeopardised.

The problem, then, has three aspects:—

- (a) Recognition of previous service.
  - (b) The maintenance of existing seniority rankings.
  - (c) The absorption of the whole of the Non-Pensionable Allowance.
- (a) **RECOGNITION OF PREVIOUS SERVICE:** It is suggested that all teachers who are in permanent employment be given notch for notch recognition on the same basis as applied to European teachers in Natal in 1957.

This method would ensure the absorption of the whole of the Non-Pensionable Allowance and for the first time since 1958 most Indian teachers would enjoy the full benefit of their annual increment.

- (b) **EXISTING SENIORITY RANKINGS:** This affects chiefly the Special Grade Assistant in High and Secondary Schools and the Training Colleges and Lecturers and Senior Lecturers.
  - (i) In the case of Special Grade Assistants it is suggested that the maximum be the same for all graduates (M—4, M—5, M—6) and that they be treated on the same basis as P.4 principals in respect of any immediate benefits, since they were officially precluded from applying for this post.
  - (ii) In the case of Lecturers, it is suggested that all graduates proceed to a common maximum and that present seniority rankings be maintained in relation to the High School Vice-Principalship and other posts.
  - (iii) With Senior Lecturers it is suggested that they be treated on the same basis as their European counterparts, that is, place them on a four notch scale with their maximum one notch below the Vice-Principalship of a Training College.

### 3. SEPARATE SCALES FOR HIGH SCHOOL AND PRIMARY ASSISTANTS:

A comparison reveals that the High School Assistant's Scales presented for Coloured teachers in the Republic are not, in every instance, even 80% of the Assistant's Scales in force in all European Schools in Natal. The ratio is lower in all grades, except M—3.

It is suggested that the High School Scales prescribed for Coloured teachers be revised and applied to all Indian assistant teachers. In addition the following improvements are sought:—

- (a) Higher minima for the women's scales to attract as many new teachers as possible.
  - (b) Higher minima for the men so that they reach their maxima in 14 years or under.
  - (c) Only 6 grades for assistant teachers, with the M—1 grade as the lowest grade.
4. **THE INSPECTORATE:** At present the only senior post available to Indian teachers is that of Supervisor, on the same grade as the H.1 principal. It is suggested that, if there is any differentiation to the detriment of principals, all those eligible be afforded an opportunity of applying for the higher posts.
5. **SALARY SCALES FOR THE UNCERTIFICATED TEACHER:**

While the N.I.T.S. accepts that anyone employed in the capacity of a teacher has to be paid a decent salary, it is suggested that such scales should not in any way undermine the position of the training institutions or give the general impression that training is no longer necessary for teachers. Over the long term, if such conditions are not watched carefully, the Status of the profession, as a whole, is bound to suffer.

### 6. GRADES OF SCHOOLS:

It is suggested that the present Natal System of 3 High/Secondary grades and 6 primary grades be retained.

# TRANSFER OF INDIAN EDUCATION

ADDRESS BY Mr. P. R. T. NEL

*From the beginning of this year the future of the education of Indian children has been a subject of very great concern not only among the Indian community but also among other sections of the population of South Africa.*

*Important statements have been made by persons connected with this question in one way or another. Some of these are reproduced below for easy reference by our readers.*

## CHIEF PLANNER'S VIEWS

*In January this year, Mr. P. R. T. Nel was appointed Chief Planner of Indian Education in South Africa. His first task was to carry out an investigation into Indian education and to report to the Government on the possibility and advisability of transferring its control from the Provinces to the Government.*

*At the 38th Annual Conference of the Natal Indian Teachers' Society in June, Mr. Nel read a paper on "The Development and Future Adaptation of Indian Education with Special Reference to Natal". After tracing the growth of Indian education historically, he gave his views on its future. He concerned himself mainly with primary and secondary education.*

## PRIMARY EDUCATION

The following factors should be dealt with adequately if primary school education is to be placed on an even keel by 1970:

(I shall refer to the Minister's replies to questions raised by the N.I.T.S. in dealing with these.)

- (a) The building programme should keep abreast of development and also provide the 800 classrooms required to eliminate "platoon" classes.
- (b) Free books should be made available to Indian pupils up to Std. VI.
- (c) The gradual introduction of compulsory education should eliminate the unhealthy wastage of pupils who leave school in the higher primary standards.
- (d) The full primary school curriculum should be offered. (Afrikaans should be introduced in stages.)
- (e) The introduction of psychological services would prove beneficial in choosing secondary school courses and also lead to special and/or remedial classes for retarded pupils.
- (f) The size of classes should gradually be reduced to the accepted quota per teacher.
- (g) Medical inspections should be extended.
- (h) Secretarial assistance should be provided for principals in all P1 and P2 schools.

## SURVEY OF THE DEVELOPMENT OF SECONDARY EDUCATION FOR INDIAN PUPILS

The Indian Education Institute was formed in 1911 and offered some post-primary education to 108 pupils before it closed down in 1914. The Carlisle Street Indian school followed with post-primary classes in 1918 and by 1927 there were 67 pupils doing post-primary work. Of this number 48 were in the Carlisle Street school. The 67 pupils in 1927 (50 boys and 17 girls) represented 0.6% of the total school population.

The opening of Sastri College in 1930 represented an important step forward. Sastri College was joined in 1932 by the Mitchell Crescent Government Indian Girls' School. In 1933 post-primary work followed at two government-aided schools, namely St. Xavier's Oakford at Verulam and the Sydenham Girls' School. In all, 296 pupils were receiving secondary education. Of these 276 were boys and 20 girls.

Gradual growth and extension followed. Besides additional secondary schools in the urban areas, junior secondary or secondary schools were provided in some of the rural areas such as Ladysmith, Dundee, Newcastle, Umzinto and Greytown. In 1952, there were 902 students who wrote the Junior Certificate examination. Of these, 457 were successful. In the Matriculation examination of 1952, 107 of the 300 candidates were successful.

Slow but sustained expansion of secondary education followed and by 1958 there were approximately 4,000 Indian pupils in secondary classes—4.4% of the total school population of 90,000. The comparative figure for European pupils was 24% in 1958. In 1961 the number of Indian pupils in secondary classes in Natal rose to 6,708 and in 1963 there were 10,733. This increase of some 2,000 pupils per annum was maintained this year and there are now nearly 13,000 pupils in secondary classes. But even the 13,000 represents only 11% of the total school population.

There is, however, another aspect of the secondary education that calls for close scrutiny. The damaging *wastage* that was formerly encountered in the primary school, is now having a telling effect on the development of secondary education. Writing in your Education Journal last year, Mr. A. N. Lazarus, principal of the Woodlands Indian High School, underlined the wastage in Indian secondary classes and went on to state that, of every 100 pupils that passed Std. VI in his school, 33 passed Junior Certificate and only 13 obtained the Senior Certificate. This wastage is even more alarming elsewhere. And it must be remembered that this wastage is occurring when accommodation in secondary schools is at a premium and when those low down on the merit list sometimes find it difficult to gain admission to a high school.

A further barrier is provided by the "one-track" secondary course followed by most Indian pupils. Let me substantiate.

Of the 2,680 Indian pupils who wrote the Natal Junior Certificate examination last year, 2,332 or 87% took; English A, Latin, Arithmetic, Biology, Mathematics and Geography. The seventh subject was mainly History or Bookkeeping. Only 203 candidates offered Afrikaans B and of the 2,508 that offered Latin, 36% or 901 failed. In the whole examination, 925 failed but 315 of these were given Ordinary Grade passes, leaving 610 outright failures.

In 1963 there were 959 candidates for the Senior Certificate examination. Of these some 700 or about 74% took precisely the same course, namely: English A, Latin, Biology, Mathematics, Geography, History. Of the 959 candidates, 369 or 38% failed and 590 passed in one of the four categories. Now it must be stressed that the 38% failure is not unduly high, but it should be remembered that the candidates for the Senior Certificate have had to pass rather challenging tests in Stds. 7, 8 and 9. Only 109 offered Physical Science, 83 Afrikaans B and 93 Housecraft.

Mr. A. N. Lazarus pleaded in the previously mentioned discourse, for the introduction into Indian High Schools of curricula and syllabi which take into account aptitude and ability as well as the needs of society. Referring to the reasons for the wastage in the secondary schools, he said: "A major one is that the secondary course is the same for all pupils, regardless of their aptitudes and abilities. It is an academic, grammar school type and it is not liberal enough, in actual practice, in the subjects offered".

Speaking at Kearsney College last year, Mr. Stanley Osler, headmaster, said that to "write-off" pupils who had not the potential to matriculate was criminally wasteful and also intellectual snobbery of the worst kind.

He said: "The problem is of such magnitude that in the whole country some 40 — 50% of European pupils who commence school in Std. VI leave the normal general high school by the end of Std. IX . . . ."

He continued: "Something will have to be done about this on a national level and the present *divided control* of education between the Department of Education, Arts and Science and the Provinces will have to be improved in order to solve it. . . . If Kearsney were to be a *comprehensive school*, it would have to be big enough economically to include various streams of interests and abilities, such as academic, vocational and technical. . . ."

It is clear that secondary education for Indian pupils has arrived at the crossroads — unless it is to be regarded as the prerogative of the few.

#### MODERN APPROACH TO SECONDARY EDUCATION

In many parts of the world a re-orientation of education, particularly of that provided in secondary schools, took place soon after the close of the last war. Greater opportunities had to be created for each pupil to develop according to his own aptitude and ability. This implied the acceptance of differences among pupils. These differences have always been obvious but it is strange how little provision had been made in the education systems of most countries to meet the different needs of the different pupils in the schools — and in that way many pupils were forced out of the school.

The Education Act of 1944 (United Kingdom) aimed at the provision of secondary education for all in accordance with their ability and aptitude. It might be thought that, just as a sufficient number of well-equipped primary schools was required to meet the different needs of all the local children who go there, so each secondary school should have a wide range of courses, staff and equipment to serve the developing needs of the *same* children in due course.

But Dr. Cyril Burt and a number of officials in the British Ministry of Education did not think in this direction. Burt and his followers assured the authorities that it was possible, by means of intelligence tests, to make a fairly accurate assessment of a child's mental capacity by the age of twelve. The result of these I.Q. tests plus the school record, based on English and Mathematics plus a personal assessment in borderline cases, guaranteed admission to a Grammar School or Technical High School or the Secondary Modern, which absorbed some 60% of all pupils at the time. This scheme of separate schools for separate ability groups did not find favour everywhere and was highly impracticable in the rural areas. The result was that a type of *comprehensive high school*, offering a variety of courses under one roof, was evolved in the rural areas; spreading later to the urban areas, so that there are now 239 such comprehensive high schools in England and Wales. Prominent educationists, such as Dr. Robin Pedley, now oppose the 11+ separation of pupils and claim that the comprehensive high school is the school of the future for the United Kingdom.

In South Africa, the large majority of rural and urban high schools have become as comprehensive in character as the Higher Education Act of 1923 and the Vocational Education Act permit them to be. These acts determine that a maximum of two subjects of a vocational nature may be included in any particular provincial high school course. But it has to be stressed that a truly comprehensive school cannot, as yet, be developed by any of the provincial education departments, because none of them deals with vocational and technical education. With the introduction of Housecraft and Bookkeeping at certain Indian high schools, these schools have already started to move in the comprehensive direction, but as yet this development is small and *entirely* in the favour of the girls. The boys have no optional subject comparable to Housecraft (with a 3% failure rating last year).

But the comprehensive pattern should *not* be understood to cater for additional, so-called "soft" options only! It also aims at the provision of academic courses that include two sciences or three languages for those whose *aptitude* and *ability* and *aspirations* make such groupings necessary.

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

The first year at the secondary school (Std. VI) is intended to be a period of exploration during which pupils' attitudes and interests can be more easily determined with a view to ensuring that they are placed in the correct group. However, the system that commends itself for classifying pupils into their appropriate courses and/or streams is based on a number of factors. These are:

- (i) The pupil's scholastic achievements
- (ii) Mental ability as determined by intelligence quotient.
- (iii) Aptitude and interests.
- (iv) Standardised scholastic tests, where available.
- (v) The parent's choice — the final decision rests with the parent.

Teaching methods differ vitally for the different streams or groups. The slow, practical learners need a maximum of direct teaching, much advice and assistance and will require almost every step of the work to be controlled. At the other end of the scale, the teaching method will be directed towards training the pupils in independent study—linking up with university methods. The field of study for these pupils will widen and the gifted pupil will no longer have to modify his pace and scope of learning because he happens to be in the same class as the less gifted.

To differentiate and guide effectively, service must be available as well as a well-planned psychological section. The hypothetical planning for a possible take-over makes provision for these services. I also hold that these particular posts should preferably be filled by suitable Indian educationists.

I know that the initial introduction of comprehensive high schools will cost much more than a one-track system, particularly so as more laboratories and special subject rooms will have to be provided. But I also know that the *ultimate* cost of neglect will be much higher, and therefore my planning must be directed by what is essential.

#### TECHNICAL AND COMMERCIAL EDUCATION

The M. L. Sultan College and its branches came into being as the result of the late Mr. M. L. Sultan's generous donation. The erection of the Durban building was long delayed owing to the exasperating struggle to obtain the required land.

Originally the College Council functioned under the jurisdiction of the Department of Education, Arts and Science. As from the 1st April, 1963, this jurisdiction passed over to the Department of Indian Affairs.

If it were to come about that Indian education, at present controlled by the provinces, were to be administered by the Department of Indian Affairs, then the entire field of education would be available for vertical and horizontal differentiation, thus fitting the education to the child.

It may be advisable to build separate technical and commercial high schools in certain urban areas — but as far as possible the comprehensive ideal should be pursued. If, however, the provinces retain their control of Indian education, then such schools will have to be built.

Eventually, I foresee, the M.L. Sultan Technical College and other, similar institutions of the future, should devote most of their time to post-Matriculation or Senior Certificate courses.

It is generally known that the provinces are now endeavouring to end *divided control* of education for the European child. In this connection, the possible take-over would achieve the same objective for the Indian child.

#### ESSENTIALS FOR THE FUTURE DEVELOPMENT OF SECONDARY SCHOOLS

- (a) Differentiated courses and comprehensive high schools — our own type!  
The examinations of the Natal Education Department and the Department of Education, Arts and Science would be retained, and thereby their syllabuses also.
- (b) Psychological services and vocational guidance.
- (c) Assistance to indigent pupils.
- (d) Higher grading of secondary teaching posts in order to retain graduates in the high schools.
- (e) Secretarial assistance in high schools.
- (f) The eventual transfer of Std. VI classes to the high school.

#### TEACHER TRAINING

Time does not permit elaboration on this aspect of education. In the main I endorse the Minister's views on the subject.

But one must record the sterling services rendered by the Teacher Training sections at St. Aidans and Sastri College in the early days. At present we are fortunate in having the Springfield Training College and the University College to cater for the needs of Indian education in regard to teacher training. But if the take-over and the new diversity comes, we shall have to expand our horizons.

Many *more* teachers will have to be trained for it is anticipated that Natal will require 4,630 Indian teachers by 1966 and 5,650 (many of whom for secondary work) by 1970. There are now 4,100 teachers. On 1st January, 1964, there were 3,928 teachers — 2,833 males and 1,095 females (a marked improvement). But of these 538 males and 217 females (total 755) were *unqualified*. A further 660 males and also 660 females (total 1,320) hold qualifications *lower than M + 2*. At least 243 teachers were graduates — *not* including primary Vice Principals and Principals.

I would like to see tuition-free training for teachers augmented by loans and bursaries for books and residence; as well as residential accommodation to enable gifted students from other areas to enrol for teacher training. The new secondary "bulge" will demand secondary teachers.

#### ADULT EDUCATION

It is envisaged that adult education would also be provided for by the Department of Indian Affairs in the event of a take-over. It would then be possible to regard each principal as the local secretary for adult education. Where desired and possible, part-time classes and lectures could be offered at the schools.

#### SCHOOL COMMITTEES

Briefly only this — I believe the parent should participate somewhere in the educational pattern; but parents should *not* be given powers over the professional side of education. Properly elected school committees could be given tasks in relation to that part of the school's activities that more directly emanate from the home and the parents.

#### SUPERVISORS AND INSPECTORS

For some years now humble and hard working Indian educationists — SUPERVISORS — have been assisting the Inspectorate in an admirable way. From my personal knowledge of them I am satisfied that they and other Indian educationists are capable of holding full inspectors' posts in a department of their own. I therefore envisage that, of an initial complement of some 18 Inspectors that would be required if Indian education were taken over, an appreciable number could be Indians (probably 8 out of the 18 at the start).

#### CLERICAL POSTS

Clerical posts in a comprehensive organisation for Indian education under the Department of Indian Affairs would probably provide employment for some 150 suitably qualified Indian men and women at the start — including the school secretaries.

I am also investigating the possibility and desirability of providing handymen/overseers (Factotum) at all schools graded P3 and over. Such a factotum should live on the premises with his family. This scheme would provide a fairly secure livelihood for approximately 114 families, on present figures.

#### CONCLUSION

I know that the patterns that I have held before you for the future adaption of Indian education will cost a great deal more. But I regard most of the enumerated adjustments as vital and essential. It is not for me to decide who should do it — but I am convinced that it should be done.

Let us endeavour to anticipate the future objectively, positively, with mutual regard and trust. And then let us move towards that future together to build a greater South Africa. Education has not been given a proper chance in the world of today — but I believe that educationists could and would succeed if they view their world at close range and also in distant perspective, as Plato put it.

With approximately 2,000 additional pupils arriving at the gates of the high schools every year, it is vitally necessary that there should be bold and full-scale planning backed up by the necessary physical and financial action regarding the provision of suitable new high schools.

**TRANSFER****THE MINISTER REPLIES**

**REPLIES BY THE MINISTER OF INDIAN AFFAIRS IN RESPONSE TO QUESTIONS RAISED BY THE NATAL INDIAN TEACHERS' SOCIETY AND THE TRANSVAAL INDIAN TEACHERS' ASSOC.**

**1. MAINTENANCE OF STANDARDS OF EDUCATION.**

The maintenance or improvement of standards depends to a large extent on the quality of the teaching in the schools and on effective organisation, control, supervision and planning. A large majority of the teaching posts in Indian schools are already occupied by Indian teachers and it will be my policy, in the event of a transfer of governmental control to the Department of Indian Affairs, to appoint suitable and suitably qualified Indian teachers to as many education posts as possible. In this way, maintenance of standards will, to a large measure, be in the hands of Indian educationists themselves.

Institutions offering vocational education to Indian pupils are already under the control of the Department of Indian Affairs and they continue to offer the National Examinations conducted by the Department of Education, Arts and Science. Similarly, it should be the policy to retain the services of other examination bodies which provide suitable certification for courses offered in secondary schools for Indians.

**2. SYLLABUSES.**

In the secondary schools, the syllabuses will have to conform to the requirements of the examining body.

Primary school syllabuses should be based, as far as possible, on existing syllabuses used in the provincial systems for Indian education as well as on sound educational concepts.

The drafting and revision of syllabuses should be entrusted to committees of subject experts and it would be my policy to grant recognised teachers' societies representation on such syllabus committees.

**3. TEACHER TRAINING.**

I support the broad principle that all teachers for the secondary school—both in graduate and non-graduate diploma courses—should be trained at the University.

Training colleges should concentrate on the training of teachers for the primary school and also provide for the training of certain specialist teachers.

The Senior Certificate should be regarded as the desired minimum qualifications for admission to teacher training courses.

**4. CONDITIONS OF SERVICE FOR TEACHERS.**

Regulations regarding the conditions of service aim at setting a professional standard and pattern that is compatible with the aspirations of the balanced conscientious and industrious teacher and also with the conduct that a community expects of its teachers.

I am satisfied with the general trend regarding the conditions of service and the conduct of teachers as embodied in the Natal Education Ordinance and supplementary regulations, and I do not contemplate a diminution of rights already enjoyed. It would be my policy to allow teachers to serve their community in non-political organisations, where such services do not unduly infringe upon their time and conflict with their task as teachers.



5. **SALARIES.** (Quotation from Hansard No. 19 Page 7005 of 2nd June, 1964.)

**The Minister of Indian Affairs:**

Another aspect is that the salaries of Indian teachers are less favourable than those of Coloured teachers. That is not fair either.

**Mr. Lewis:**

You must be fair and admit that the salaries of Coloured teachers have recently been increased.

**The Minister of Indian Affairs:**

Natal has in the meantime had the opportunity of adapting the salaries of Indian teachers also, but it has not done so yet and I do not blame them for it either. I am actually arguing that Natal cannot afford to be responsible for Indian education unless the Government pays it a larger subsidy. It already receives an additional subsidy, and if one subsidizes one must keep control.

6. **PROMOTIONS AND APPOINTMENTS.**

In the event of a "take-over", it would be my policy to follow the present main trends of the Department of Education, Arts and Science and the Natal Education Department with regard to appointments and promotions.

7. **DEPARTMENTAL PROCEDURE REGARDING THE ADMINISTRATION OF INDIAN EDUCATION IN THE EVENT OF A "TAKE-OVER" AND THE SEAT OF OFFICE.**

In the main the organisation and control would be entrusted to professional educationists with the seat of office in the Durban area and Pretoria, supported by inspectorial offices in particular regions.

8. **RELIGIOUS SCHOOLS.**

Schools with a particular religious bias owe their existence mainly to the initiative and monetary contributions of religious organisations supported by grants obtained from Government sources. The provision of that type of government-aided school should be conceived in terms of the state-aided school concept.

9. **"PLATOON" SCHOOLS.**

Double or "platoon" classes were probably introduced as emergency measures during a period of rapid growth and development.

A well-planned building programme should lead to the gradual elimination of "platoon" classes.

10. **COMPULSORY EDUCATION.**

Act 47 of 1963, Section 23(1) (Coloured Persons Education Act), indicates what has been done in regard to compulsory education for Coloureds.

Section 23(1) reads:

"If the Minister is satisfied that sufficient and suitable school accommodation is available he may by notice in the Gazette declare that regular attendance at such kind of State school or State-aided school as may be specified in such notice, shall be compulsory for every Coloured person belonging to an age group and resident in an area so specified."

(Sgd.) W. A. MAREE,  
Minister of Indian Affairs.

27th June, 1964.

## TRANSFER

# QUOTATIONS FROM HANSARD

INDIAN EDUCATION : POINTS FROM CHIEF PLANNER'S POLICY STATEMENTS COVERED BY THE MINISTER OF INDIAN AFFAIRS IN HIS SPEECH IN PARLIAMENT ON 2 JUNE, 1964

*(Verbatim quotation from Hansard No. 19, Third Session Second Parliament, Republic of South Africa.)*

1. **FREE EDUCATION TO STD. 6.** The Minister of Indian Affairs:  
 "In Natal White and Coloured children receive books gratis up to St. 6, while the Indian child receives no books gratis." (Obviously refers to Government-aided Indian Schools and all but the indigent pupils in government schools). "Is it fair to discriminate against the Indian child in that way? I do not think it is fair. I say that the Indian and the Coloured child should at least be treated on the same basis. Therefore the matter has to be investigated to see what the implications are."
2. **REPRESENTATION AND ACTIVE PARTICIPATION.**  
 The Minister of Indian Affairs:  
 "But there is still another matter. I do not think that the Indians themselves are being fairly treated in regard to the control of Indian education. There are eminent educationists among the Indians in Natal, but hon. members cannot point out a single technical committee to me in which the Indians have any say: They have no say in regard to the curricula followed in their own schools, and I think it is desirable that they should have a say in it."
3. **MAINTENANCE OF STANDARDS.**  
 The Minister of Indian Affairs:  
 "That is the very reason why I had this investigation made, because I wanted to be sure that if we took it over there would be no lowering of standards. Therefore we have to investigate whether there is the possibility of getting an existing examining and certifying institution to do the examining and certification; because I know that if we were to decide to take over Indian education, and we also decided to examine and to certify, the cry will immediately go up that it is inferior education which is being given to the Indian, and I want to avoid that. Therefore I am investigating whether it is possible that an existing body, perhaps the Natal Provincial Administration, can continue to do the examining and certifying as our agent."
4. **EXPENDITURE ON INDIAN EDUCATION.**  
 The Minister of Indian Affairs:  
 "I am actually arguing that Natal cannot afford to be responsible for Indian education unless the Government pays it a larger subsidy. It already receives an additional subsidy and it will have to receive an even greater subsidy; and if one subsidizes one must keep control."
5. **THE REAL ISSUE AT STAKE.**  
 The Minister of Indian Affairs:  
 "I do not think the prestige of either Natal or of the Government is at stake here, but what is at stake is what is the correct thing to do in the interests of the Indians themselves. That is why I am having these matters carefully investigated, and I am also having consultations with the Indian community."  
 The Minister concluded: "But I want to ask hon. members that in regard to Indian education we should not think of the interests of the Provincial Council of Natal or those of the Government, or the interests of any political party: we do not want to make any political capital out of it, and I am sure hon. members opposite do not want to do so either. We must deal with the matter, after it has been properly investigated, in the light of what is in the interests of the development of the Indian community."

**TRANSFER****STATEMENT BY T.I.T.A.****August, 1964**

"The attention of the Executive Committee of the Transvaal Indian Teachers' Association has been drawn to certain press reports which implied that the Association had made representations which led to the Department of Indian Affairs investigate the possibility of transferring Indian education from Provincial control to the Department of Indian Affairs.

"The Executive Committee wishes to state:

- a. That at no time has the Association made any representations whatsoever seeking the transfer of Indian education to the Department of Indian Affairs.
- b. That the Association, as the official Indian Teachers' body, is opposed to the contemplated move.
- c. The Association is bound by a resolution carried unanimously by the Executive Committee at a meeting held on 4th August, 1962. A General meeting of Indian teachers held in Johannesburg, on 9th May, 1964, endorsed the stand taken by the Executive Committee. The text of the resolution reads:

"That the Transvaal Indian Teachers' Association views with concern the possible transfer of Indian education from Provincial control to the Department of Indian Affairs.

"The Association is of the opinion that the present Provincial control of education of Indians and Coloureds should be retained.

"The Executive Committee is empowered to gather more information from various sources in connection with the contemplated move and, as soon as this has been achieved, to call further meetings of the Association to keep members informed of further developments.

"Agreed further, that the SAFTA be informed of the views of the Association."

- d. That within the framework of the above resolution, the Executive Committee has been in touch with the Chief Planner of Indian Education, appointed by the Minister of Indian Affairs. The Planner is at present engaged in investigating the possibility of transferring Indian education to the Department of Indian Affairs. The purpose of the TITA meetings with the Planner was to ascertain what was being planned in respect of 'take-over' and also to establish to what extent, if any, the 'take-over' would be prejudicial to existing educational facilities and privileges enjoyed by Indians in the Province."

**GOVERNMENT DECISION ON TRANSFER:**

On 16th October, 1964, the Minister of Indian Affairs, Mr. W. A. Maree, made the announcement that the Cabinet had, in principle, approved the transfer of educational services for Indians from the Provinces to the Department of Indian Affairs. The transfer would be effected probably on January 1st, 1966. In the transition stages the Provincial authorities would be responsible for Indian primary and secondary education.

## COLOURED EDUCATION—THREE MONTHS AFTER TRANSFER

*On 1st April, 1964, Coloured education came under the control of the Department of Coloured Affairs. Has the transfer brought benefits? The President of the Natal Coloured Teachers' Society, Mr. R. E. Lewis, addressed himself to this question at the opening of his Society's Conference in July last. We publish below this excerpt from his address.*

Under the Coloured Affairs Department and Central Government Control, as from April 1 of this year, what do we find at the end of three months?

Despite promises to teachers in Natal that there would be no changes with the Transfer, and no diminution of the privileges previously enjoyed, the following have taken place between April and June of this year:

(a) Maintenance services have come to a standstill. Urgent repairs to school property are just not being carried out, since there is no organisation created to carry out such essential services.

(b) Medical and dental services to Coloured schools were suddenly halted with the transfer of control. These have, however, been resumed recently, using Natal provincial organisation for such.

(c) Unwarranted changes have been made in routine matters. New school registers; a host of new forms; new methods of appointment of teachers and the filling of vacancies on school staffs have been introduced. These changes could have been introduced in 1965, and time and energy spent on more urgent matters. But there has been an unhealthy anxiety on the part of C.A.D. to remove every vestige of Natal provincial control, with its admirable organisation, built up over a long period of years. The unfortunate substitution has been one of haphazard, "learn-as-we-go-along" procedure.

(d) Art, Needlework, Handicrafts and Music, Infant Teaching have suffered since April 1. Under the old regime separate organising instructors gave specialised advice on the teaching of these important skills. Since April 1, these services have ended. A Woodwork specialist has been appointed by the C.A.D. recently. But his headquarters are in Johannesburg, from where he will control this subject in the three provinces of Natal, Transvaal and the Orange Free State. My argument is that such specialised personnel should have been secured before April 1, so that existing facilities would not have been affected in any way. The Act of Transfer was passed in July, 1963. By April, 1964, all such preliminary control measures should have been built up by the Department of Coloured Affairs.

(e) Regulations, in the framing of which Natal teachers had little say, and culled largely from the Cape provincial system, have been foisted upon the Coloured teaching profession of the Republic. Of particular obnoxiousness to us in Natal are (i) those which give no permanence of appointment to married women teachers; (ii) those which apply to the setting up of a Regional School Board for Natal on which will be representatives of other walks of life other than that of teaching; (Imagine a legal or medical board with no lawyers or doctors serving on it!); and those regulations which allow for the admission of pupils to school in their sixth year, provided they turn six before June 30th. — Previously, any pupil turning six in that year went to school in January of that year. Perhaps the most ominous regulation is that laying down that no permanent appointment of a teacher will be made in the future unless the appointee holds a recognised bilingual certificate.

(f) But what we in Natal deplore most since April 1 is the loss of direct contact with the head authorities that transfer has brought. There is now a complicated system of divided control, with all its concomitant evils. Head Office is in Cape Town. The Regional Office is in Durban, with professional control and administrative control. It is subject to Cape Town. Part of the professional side of control is centred in Johannesburg, where the Chief-Inspector and the Subject-Inspector (Handwork) reside. Salaries are paid from Cape Town. Teachers' salary cheques are made out by the Cape Provincial Administration; but school caretakers' and hostel staff cheques by the C.A.D. in Cape Town. By June 26th, reports of unpaid staff, wrongly addressed cheques, wrongly dated cheques, late arrivals of moneys, reached me. Is it any wonder with such a system, or lack of system, in vogue?

Letters and minutes from heads of schools to the Regional Office in Durban remain unanswered or unacknowledged. (Of 20 minutes I have written, 2 have been answered in writing). The Regional Office cannot be blamed. The one administrative officer in charge of education cannot cope with all the aspects of educational control of 40 / plus schools. Telephone calls to the Regional Office when this official was ill recently brought the reply that "The education man was ill, and the matter would have to wait his return." The Regional Office seems to have little power of discretion, and has to refer any and every matter to Cape Town for decision.

Accounts for supplies of goods to schools and hostels are long overdue. Suppliers tell me that the Regional Office in Durban blamed school principals for their delay. They "did not understand how to use the new forms correctly" — hence the delay. I take exception to that flaccid excuse, as I am sure all other principals will likewise, but we can sympathise with the overworked and hard-pressed Regional official for making that excuse.

Let me stop my Jeremaid — with the aside that Jeremiah was guilty of uttering the truth. But it is alarming that within the short period of three months so many weaknesses are evident. This criticism is to prevent further deterioration in the position, for if simple organisational matters like paying accounts, etc., are now being handled efficaciously, what will happen when larger issues are to be dealt with? The need for more classrooms, and schools, the subject of examinations controlled by the C.A.D., are only two of the more onerous problems to be solved. There will be confusion and a levelling-down of standards unless efficient organisation is not established forthwith.

As I see it, the glaring weaknesses in the present control are easy to indicate, and just as easy to remedy. (Here I point out that the Natal Coloured Teachers' Society is not a mere fault-finding organisation, but a group of intelligent persons, concerned about the educational standards in this Province.)

#### **WEAKNESSES AND THEIR CAUSES:**

I deal first with the weaknesses and their causes:—

- (a) No use was made of officials of the Natal Provincial Administration. Three or four experienced officers of the Natal Education Department should have been drafted (or borrowed), to help build up an efficient administrative machine before the take-over on April 1. An education department must be organised by those experienced in such matters, not by tyros.
- (b) Between the passing of the Coloured Persons Education Act in 1963, and the actual take-over in April, 1964, little or nothing was done by the Regional Office in Durban to build up that organisation to ensure a smooth take-over. (On February 29, the Regional Representative said to me—"Now we shall have to work" —one month before the transfer.)
- (c) The Regional Office in Durban has not been vested with enough discretionary powers to act on and interpret regulations to suit local requirements in Natal.

- (d) The attitude taken up by responsible persons in the C.A.D. has been incorrect from the outset. Anything was good enough for Natal, it was felt. C.A.D. forgot, or did not know, that it was dealing with a group of sophisticated persons in the teaching body in Natal, a group used to treatment on a par with that given to European teachers; a group far on the path of self-control, with a large measure of authority and discretionary powers granted to principals of schools. We do not constitute a primitive group, that needs to be led along by the hand, when already, under Natal Provincial guidance and leadership, we had evolved into a responsible teaching machine. We still do not wish to be brought over paths we have already trodden. We want to move further and as rapidly as our state of evolution justifies.
- (e) The Regional Office of the C.A.D. deals with all matters pertaining to Coloured affairs. A separate section dealing only with education alone should have been established. Within this section (Education Section) there must be division of labour, with specialised staff dealing with sub-divisions of educational control — such as staffing, school supplies accounts and salaries, examinations, etc.
- (f) The premises housing the C.A.D. are inadequate. Two or three rather dingy offices are not worthy of the name of an educational section, let alone that of a Regional Office of a Department of a government plagued with surpluses.

#### **INDIANS CONSULTED:**

Before dealing with the remedial treatment, which I previously stated was easy to institute, I want to digress to make some remarks on Indian education, due for possible transfer to Central Government control.

A Natal Inspector of Schools has been placed in charge of investigating the implications of take-over. He is holding regular consultations with Indian teacher-bodies in Natal and the Transvaal. This consultation and planning are being done long before hand, unlike the treatment meted out to Coloured teachers in Natal. Yet the Indian teachers, like us, have been opposed to transfer from the province.

In planning for an organisation, should Indian education be taken over, Mr. Nel envisages an inspectorate of 22 (of which at least 8 will be Indians), plus an administrative personnel of 150. We are about one-tenth of the Indian numbers. But I doubt whether there are 15 administrative officials dealing with **education alone** in our Regional Office in Durban. Such a staff would ensure efficiency.

I conclude simply from all that I have stated that the C.A.D. was not ready with its organisation and planning to have taken over Natal Coloured Education in April, 1964. The matter should have been left until the end of this year, during which period an efficient administration could have been established.

#### **RECOMMENDATIONS:**

I end with the constructive section of my criticism and present this with a view to injecting organisational life into a fast-collapsing body. Briefly, these recommendations are:—

- (a) The Durban Regional Office must secure more discretionary power to act promptly on local matters. Reference to Cape Town is unnecessary except on issues affecting the whole Republic.
- (b) A separate Education Section within the C.A.D. must be created, with an administrative staff of at least 15. It must deal only with education—and it must sub-divide itself accordingly. At its head must be a professional officer, preferably a person from Natal, familiar with teaching conditions in Natal.

- (c) A Chief Inspector of Schools for Natal should be appointed with headquarters in Durban.
- (d) Subject-Inspectors for specialist subjects must be secured at once. Natal-born personnel should be attracted for this purpose, men and women *au fait* with conditions in Coloured schools in Natal.
- (e) The complex that the Coloured teachers in Natal are a group of primitive persons, needing to be led by the hand like a kindergarten class, must be got rid of.
- (f) Make use of the Natal Coloured Teachers' Society. We have an active Headmasters' Body in Durban, with senior principals on its membership. These could be used as a committee: (They must be paid for this extraneous work. — But they could meet regularly, with C.A.D. officials, and iron out organisational and administrative problems, and would form a fine link between Department and teachers.)

## Statistics—Teachers (Indian) 1/1/64

	Males	Females		Breakdown
Unqualified	538	217	total	755
ZA	97	255		
A	563	405		
AA	241	33		
B	630	124	Assistants qualified, male	1861
C	161	14	Assistants qualified, fem.	862
D	145*	29*		
E	16*	2*		
F	8*	—		
V.P. Primary	176	10		
V.P. Sec.	27*	—		
Principals:			(a)	
H1	5*		V.P's male total	203
H2	4*		V.P's fem. total	10
H3	7*			
P1	20	2	Total	213
P2	20	1		
P3	52	1	(b)	
P4	97	2	Principals male	231
P5	16	—	Principals fem.	6
P6	10	—		
			Total (a) and (b)	450
Total	2833	1095		
Grand total		3928	Grand total	3928

\* Male Graduates ..... 212

\* Female Graduates ..... 31

Total ..... 243

## TEACHERS' RIGHTS

The President wishes to make it known to the general membership:

1. That neither the Society nor its Branches nor the staff of any individual school is a secret society.
2. That any Report by whomsoever made upon any teacher is a document that the particular teacher has the right to see and cannot under any circumstances be denied this right.
3. That all teachers should study carefully the Leave Form to find out, before signing it, under what terms and conditions the Department of Education grants leave to teachers.
4. That when the duplicate of the Leave Form returns from the Department, the teacher is entitled as of right to see the said form and cannot under any circumstances be denied this right.
5. That the individual teacher is entitled to access to his/her personal file at any time to acquaint himself/herself with his/her own history of service and cannot be denied this right.
6. That the individual teacher has no right to see any other file at the school.
7. That individual teachers cannot write to the Director of Education except through the school principal, and the principal, having seen the letter forwards same to the Department. He cannot refuse to forward this.
8. The individual teacher has the right to address the Director on any matter concerning himself.
9. That the individual teacher has the right to put his letter in a sealed envelope and request the Principal to forward it to the Director. The Principal then has to go through certain motions but he cannot refuse to forward that sealed envelope. If this request is by chance refused then the teacher may send it himself and explain to the Director why he/she is doing so. Such a letter must bear a postage stamp.
10. That the humblest teacher has the right to report any of his superior officers to the Director of Education. It goes without saying that he/she must then be prepared to face all the consequences of such action.

---

### THIS IS A THINK PLEASE !

*A volunteer English teacher in a foreign country was confronted with the following situation while attempting a pattern drill.*

*Teacher: This is a chair.*

*Class: This is a chair.*

*Teacher: Table.*

*Class: This is a table.*

*Teacher: That.*

*Class: This is a that.*

*Teacher: No, think please.*

*Student: This is a think p'ease.*

*Teacher: No . . . . .*

*Another Student: That is a table.*

*Teacher: Correct. Eye.*

*Third Student: I is a table.*

*Fourth Student: I AM a table.*

*Exit Teacher.*

*With acknowledgments to "English Teaching Forum".*



## Art and Crafts Exhibition, 1964

The 1964 Art and Crafts Exhibition was held from 3rd to 5th October at the Indian Girls' High School. The Exhibition was officially opened by Mrs. P. Morel, Principal of the Dartnell Crescent Indian Girls' School, on Saturday, 3rd October, 1964, at 2.30 p.m.

Mrs. Morel, who has spent all her teaching career in Indian Schools, is about to retire. The honour of opening this year's exhibition was given to her in recognition of her services to, and long association with the Indian Community. There were over 500 people present at the opening.

A total number of one hundred and twelve schools took part in the exhibition, thus setting up a new record. The total number of exhibits in each section was as follows:

Art — 2,859      Needlework — 587      Handicrafts — 466

The following were the judges in the various sections:

*Art* — Miss Wyatt Stayt; *Needlework* — Miss Cleaton Jones; *Handicrafts* — Mr. Settersfield (Head of the Dept. of Technology, M. L. Sultan Technical College).

Mr. C. P. Singh, Acting Supervisor of Indian School Art, with the help of a few art teachers, was responsible for the display of art exhibits. Messrs. K. A. Naidoo and P. Misra were in the main responsible for building the art display boards. Special mention is made of Mr. Gobindar (Jhugroo School) for having spent three successive days in doing all the printing for the exhibition. There were many other teachers who gave the Committee valuable assistance in preparation for the exhibition. The committee places on record its thanks to them and to Miss McArthur, Principal of Durban Indian Girls' High School for making available for the exhibition the beautiful hall of the school.

### RESULTS

The following were the results in the respective sections:

#### ART:

Infant Section	Primary Section	Secondary	Teachers
1. Dartnell Crescent	Depot Road	Clairwood High	I. M. Thomas (Isipingo) V. Naicker (Stella Hill)
2. Kathiawad Girls	Greyville	Gandhi-Desai	
3. Valley G. Aided	Dartnell Crescent	Greyville	

#### HANDICRAFTS:

1. St. Mira Bai	Port Shepstone	Centenary High	H. Rughoonunan (Springbok Flats)
2. H. S. Done	Depot Road		
3. Clairwood Girls	Jai Hind Hindu Tamil Fairbreeze		

#### NEEDLEWORK:

1. Springfield Flats	Fairbreeze	Durban Indian Girls' High	Miss H. N. Desai (Model)
2. Jai Hind St. Mira Bhai	Dartnell Crescent		
3. Surat Hindu	Candella Samalan		

**ART AND CRAFTS COMMITTEE:**

*Chairman:* Mr. K. Moodley

*Secretary:* Mr. J. R. Devar

*Treasurer:* Mr. D. B. Singh

**MEMBERS OF THE COMMITTEE:**

Mesdames B. Charles, A. S. Chetty, S. Pillay, E. Munsamy, K. Moodley, H. Desai, N. Hurribunce, G. Moodley, G. Naidoo, K. Moodley and S. Naidoo.

Messrs. K. A. Naidoo, P. Misra, J. Pather, M. R. Singh, I. Hurribunce, L. V. Reddy, M. Narainsamy, G. H. Gaffoor, V. S. Nagamuthoo, L. Nagamuthoo, M. S. Naidoo, I. M. Thomas, S. Ramharak, S. A. Pandaram, Gobindar, V. Naicker, D. P. Singh, N. G. Naidoo and D. Bandullala.

---

## **Branch Notes — Afrikaans**

---

### **Teachers' Classes at Pietermaritzburg**

The Pietermaritzburg Branch has organised Afrikaans classes for teachers.

These classes, which have a total enrolment of 131, owe their beginnings to encouragement given by the Director of Education, Mr. L. J. T. Biebuyck, to teachers who attended a vacation course recently on the teaching of Afrikaans. The teachers attending come from all parts of Pietermaritzburg and District, some from such distant places as New Hanover, Howick and Cliffdale.

Good progress is being made. In the new year candidates will be entered for the Voorbereidende, Laer, Hoër and Tweekaligheid Eksamens.

The lecturers are Messrs. A. C. David, N. Ramsudh and S. Sing.

### **Developments in the Mayville Branch**

The Riverview and M.E.S. Schools enter pupils for Afrikaans in the Natal Standard VI Certificate Examination.

The Editor extends to all readers of this Journal  
**BEST WISHES FOR A VERY HAPPY CHRISTMAS**  
**AND LOTS OF HAPPINESS IN THE NEW YEAR**

*Ach. 15/12/64*

*With Compliments  
from*

*The Natal Indian Teachers' Society*

3. BEATRICE STREET.  
DURBAN.

PHONE : 64750.

**STANDARD for . . .**

**PRINTING  
AND RUBBER STAMPS**

**STANDARD PRINTING PRESS**

**GENERAL PRINTERS & RUBBER STAMP MAKERS**

**73 BEATRICE STREET, — DURBAN**

Phones 61006.  
66481.

(Established 1927)  
P.O. Box 2782.

Tel. Address  
"QUICKPRINT"

**Tea Breaks — Joko Makes  
A GOOD CUP OF TEA**

*At home or at work  
— at all times  
insist on . . .*

**Joko**  
*the rich flavoured  
top quality*  
**Tea**

**PHONE 351964**

# R. M. NAIDOO

*Secretary of Companies*

(ESTABLISHED OVER 35 YEARS)

•  
REAL ESTATE  
INSURANCE and FINANCIAL AGENTS  
LICENCED VALUATOR  
and  
PROPERTY ADMINISTRATOR

•  
Secretary / Manager :  
LIBERTY BUILDING SOCIETY

•  
**71 ALBERT STREET — DURBAN**

**Phones : 22856, 20173 and 25392**

INVEST IN YOUR INSTITUTION

**Liberty**

**BUILDING SOCIETY**

(REGISTERED AS A PERMANENT SOCIETY UNDER THE BUILDING SOCIETIES ACT)

— **CONTROLLED BY INDIAN DIRECTORATE** —

THE SOCIETY OFFERS FULL RANGE  
OF  
BUILDING SOCIETY FACILITIES  
COMBINED WITH EFFICIENT AND  
COURTEOUS SERVICE

**LOANS ON PROPERTIES**

For further information on Savings and Investments, apply to

**MANAGER/SECRETARY,  
R. M. NAIDOO, 71 ALBERT STREET, DURBAN  
Phones 22856 and 20173**

**Collection Number: AD2533**

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

***PUBLISHER:***

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

*Location:* Johannesburg

©2017

***LEGAL NOTICES:***

**Copyright Notice:** All materials on the Historical Papers website are protected by South African copyright law and may not be reproduced, distributed, transmitted, displayed, or otherwise published in any format, without the prior written permission of the copyright owner.

**Disclaimer and Terms of Use:** Provided that you maintain all copyright and other notices contained therein, you may download material (one machine readable copy and one print copy per page) for your personal and/or educational non-commercial use only.

This collection forms part of the archive of the South African Institute of Race Relations (SAIRR), held at the Historical Papers Research Archive, University of the Witwatersrand, Johannesburg, South Africa.