

Transbaal United African Teachers Association

NEWSLETTER MARCH 1962

EDITORIAL COMMITTEE.

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Mr. K. G. Mokgatle

Mr. J. S. Khumalo (Sub-Editor)

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Mr. P. N. Mehlappe

SPECIAL TOUR EDITION.

Yet all experience is an arch wherethro'
Gleams that untravell'd world, whose margin fades
For ever and for ever when I move.
How dull it is to pause, to make an end,
To rust unburnish'd, not to shine in use!
As tho' to breathe were life. Life piled on life
were all too little, and of one to me
Little remains: but every hour is saved
From that eternal silence, something more
A bringer of new things; and vile it were
For some three suns to store and hoard my self,
And this grey spirit yearning in desire
To follow knowledge like a sinking star,
Beyond the utmost bound of human thought.

Lord Alfred Tennyson in "Ulysses"

This edition of our Newsletter is dedicated to a band of pioneering men and women who crossed the bounds of our Province and ventured into the O.F.S. and the Cape in quest of knowledge and met the UNKNOWN with a smile and made this first tour of TUATA a memorable success.

An educative, goodwill tour it certainly became and the size of the group (63 instead of the 200 as originally planned) was suitable in every respect (organisation, behaviour and spirit). We invite other TUATANS to share with us our happy experiences, and we hope more will rally round the clarion call of their leadership in the future when other projects are in operation.

It is gratifying to note that an important aspect of the historic "Action Committee Report" has been implemented in a manner that should satisfy its authors and hearten all the serious-minded Tuatans.

It is to be hoped that Branches and Districts will take a cue from this laudable example in organising educational excursions to local places of interest whose knowledge in taken for granted by many complacent educators.

The success of this tour is evidenced by the fact that all tourists who know what they would have missed if they had not gone on this tour, have already booked seats for the next tour irrespective of which place we visit-Natal, Basutoland, Swaziland, Victoria Falls, etc.....

A MATTER OF URGENCY.

The Minister of Bantu Education has just replied to our petition and in spite of our intention to make this issue an exclusive tour edition we shall give priority to the publication of this answer, as a matter of urgency.

Although the Association appreciates the "concessions" which the Minister has made, (the first concession ever made to African Teachers since the introduction of Bantu Education), and elucidation of policy on a high plane hitherto variedly interpreted and by many officials executing it, the TUATA feels this matter cannot be considered closed.

The question of dismissal of married women Teachers is fundamental to the proper education of our children and must be defended at all cost.

TRANSVAAL UNITED AFRICAN TEACHERS' ASSOCIATION PETITION

TO: THE HONOURABLE THE MINISTER OF BANTU EDUCATION

Sir,

This Petition is addressed to you by members of the Transvaal United African Teachers' Association which generally represents approximately six thousand (6,000) African Teachers in the Transvaal. It is well-known policy of your Department that only unmarried females are to be employed in teaching posts available to females in schools falling under the control or Administration of your Department.

As you are fully aware, Sir, married women are prevented and are to be prevented by your Department from being engaged on permanent basis in teaching posts. As you are further aware there are in the Southern region of the Transvaal alone over nine hundred (900) married women employed in teaching posts. The exact figure for the whole of the Transvaal or indeed the whole of the Republic is unknown but the former is far in excess of fifteen hundred.. (1,500).

We place on record the effects of the policy of your Department on African Education and on the way of life of Africans in the Republic and at the same time we respectfully draw your attention to the official policy of the Government that the African be allowed and further be encouraged to develop along his "own lines". We further respectfully draw your attention to the additional declared policy of the Government that the African should develop along the lines of his own tradition and custom. The effects mentioned above are now briefly set out.

1. Notice has been given to terminate the contracts of service of a number of married women employed in teaching posts with effect from the end of the current year.
2. It is anticipated that only approximately one hundred (100) single women will qualify as teachers by the end of this year and will leave college and be available to take up teaching posts.
3. Thus in the Southern region of the Transvaal alone if all married women employed as teachers, upon their contract being terminated decide not to take up teaching posts on a temporary basis there will immediately be a shortage of eight hundred (800) women teachers in that region.
4. Teachers employed on a temporary basis are subject to notice of twenty four (24) hours only. They are in addition in receipt of a much lower rate of pay than married women teachers who have to date been employed on a permanent basis.
5. It is well-known that in the present economic structure of the African people a great number of African families live below the 'breadline', thus making it imperative and indeed inevitable that the women of the family work in order to bring in some money to prevent starvation.
6. It is therefore clear that because of the insecurity of temporary posts and because of the low remuneration paid to temporary teachers in contrast with that payable to permanent teachers, that a great number of such women whose contracts of a permanent nature are now terminated will attempt to find work which not only provides them with stability but also a greater remuneration than that which they would obtain if employed on a temporary basis.
7. The married women employed as teachers at present have to a large extent had years of experience in teaching methods and if they are lost to the teaching profession as is likely for the reasons above, this will have the effect of making available to our profession only teachers who have recently qualified and are thus inexperienced.

8. This will in turn have the effect of reducing the standard of education in our schools.
9. These single women referred to above who will now be employed on a permanent basis are for the most part comparatively young and will in every probability desire to marry within a few years of their having qualified.
10. They will then be faced with a choice of two courses to conduct to adopt: The first will be for them to marry and thus lose stability of employment and income; And the second will be for them not to marry (and thus safeguard their income and stability of employment.)
11. If they do not marry, the probability exists that they will fall prey to malpractices out of wedlock thus causing a general decline in the morals of the African people.
12. Bearing in mind the policy of the Government regarding the development of the African along the lines of his own tradition and custom we must respectfully draw your attention to one of our basic customs and traditions namely that "the value of a woman lies in her hands." (i.e. in her ability to work for the subsistence of her family.)
13. If your Department deems fit to continue with the policy of employing married women as teachers only in a temporary capacity and thus reducing their income it is clear that the general policy of the Government, with respect, is being opposed.

It is our considered and respectful recommendation that the present policy of your Department be not proceeded with but that instead, married women teachers should remain on the permanent staff. We feel however, that where vacancies for female teachers arise **in the normal course of events** preference should be given by your Department in filling such posts to unmarried women teachers. The effect of this will be that gradually and without deleterious effect upon African Education as a whole the broad basis of your Department's policy will be implemented.

DATED at PRETORIA this 15th day of NOVEMBER, 1961.

C. M. M. M.

President

H. M. M.

Vice-President

J. E. Zwane

General Secretary

A. L. Moloi.

Ass. General Secretary

S. H. Mbamba

Treasurer

G. A. Makula

Chairman Music Comm.

M. S. Mzoba.

Editor

**The President,
Transvaal United African Teachers'
Association,
c/o P.O. Box 13,
VLAKFONTEIN,
P R E T O R I A .**

MARKS BUILDING,
CAPE TOWN.
(undated)

PETITION: EMPLOYMENT OF MARRIED FEMALE BANTU TEACHERS.

Mr. President,

I am directed by the Honourable the Minister of Bantu Education to acknowledge receipt of the petition submitted by your association on the question of the employment of married female Bantu Teachers and their conditions of service and to advise you that the points raised by you have had the careful consideration of both the Department and the Minister.

The Minister has further instructed me to state that he is aware that representations to authorities concerning the employment of married female teachers and their conditions of service are frequently made by interested associations. These representations may refer to any of the racial groups in the Republic.

The various Education Departments in the Republic follow a general policy with minor differences in procedure. Married women are appointed on a temporary basis for one year only. They may re-apply if they desire to continue teaching but the re-employment is subject to the availability of single female teachers.

Large numbers of married women seek employment as teachers in order to augment the family income. The same economic and sociological arguments relating to the desirability or otherwise of employing such teachers refer to all racial groups and are not peculiar to the Bantu.

The policy of Education Departments is to protect the interests of single women teachers, especially those who have recently qualified, and to insist that unmarried teachers be given priority when appointments are made. The fact that such teachers are inexperienced cannot be regarded as a disqualification; they can only learn by experience. Although married female teachers may have larger experience and better classroom technique they are unable to assist with extramural duties at schools on account of their family responsibilities.

The Department of Bantu Education, as other Education Departments, approves the appointment of widows on a permanent basis. Also married women who are able to submit proof that they are not supported by their husbands may be appointed permanently.

- In regard to the specific items of the petition I have to state as follows seriatim:—
- Item 1. Notice is given in accordance with Departmental policy. The married women must re-apply if they desire to continue teaching.
 - Item 2. The statistics furnished refer to the Southern Transvaal Region. The same position does not apply in other Regions.
 - Item 3. No comment but note reply to item 1.
 - Item 4. This statement may refer to privately paid teachers but definitely not to subsidised teachers who are entitled to one month's notice. Married women teachers receive the same remuneration as single teachers. They also receive the same increments.
 - Item 5. This statement refers to all racial groups in this and other countries.
 - Item 6. This statement is incorrect. The Department can do nothing to prevent teachers from seeking more highly-paid posts elsewhere.
 - Item 7. Married women are not necessarily more efficient than recently qualified teachers.

Item 8. This statement could be challenged also.

Item 9. Agreed.

Item 10. Agreed.

Item 11. Alleged probabilities cannot be controlled by Departmental regulations.

Item 12. This statement would be true for any community.

Item 13. As stated previously, the policy of the Department is certainly not to reduce the salary of married female teachers.

As the present policy of the Department of giving priority to the appointment to all vacant posts of single female teachers who have been trained at the expense of their parents who are concerned about the lack of employment for their children who have recently qualified, is in the interests of the teaching service and of the Bantu in general, the Minister cannot find any reason to depart therefrom.

The Minister is notwithstanding the foregoing remarks prepared to agree to the following concessions:—

- (a) The Department will give favourable consideration to the appointment of married female teachers on an annual basis when a Bantu School Board, for some good reason, finds it impossible to recruit single women as assistant teachers in primary schools.
- (b) The Department realises and the Minister agrees that at the present time it may be necessary to appoint married female teachers to certain posts which demand special qualifications and for which single women are not easily available. Such cases are those of specialist teachers in secondary schools and of principals of certain primary schools.

Bantu School Boards will therefore be informed that after applications have been received and the Boards have no alternative but to nominate a married woman to a subsidised post, the nomination should be carefully motivated and forwarded through the circuit Inspector and the Regional Director to the Department.

Yours sincerely,
(Signed)

**PRIVATE SECRETARY TO THE
MINISTER OF BANTU EDUCATION.**

THE CAPE-TOUR: DETAILED - ITINERARY.

Dec. 18th: Left Johannesburg at 9-30 p.m.

19th: Arrived Bloemfontein at 5-30 a.m. Met at the station by Mr. Mochochoko (President, OFSATA-) Mr. Rametse (Secretary, OFSATA,) Mr. Senyatsi (Editor, Wamba.)

Visited the Hertzog Airport, the Appellate Division, the Old Raadsaal, the Zoo, Wamba Offices, Townships.

Reception at Mr. Mahatane's Hotel.

10 p.m. Departure for East London.

20th: 4 p.m. Arrived in East London. Met at the station by Mr. Ntloko (Secretary, CATU). Slept at the Methodist Primary School.

21st: Visited the beach and Milner Hotel (Lunch). Departure for Alice. Met at the station by Mr. Makhallima B.A. (Hons.) of Lovedale. Slept at Beda Hall, Fort Hare, through the kindness of the Warden, Professor Seboni. Our chief hostess was Mrs. Mzamane.

- 22nd : Visited Lovedale Press, Victoria Hospital and Healdtown. Lunch at Fort Hare. 6-10 p.m.: Departure for Port Elizabeth.
- 23rd : Arrived in Port Elizabeth at 8 a.m. Met at station by Mr. R. L. Peteni, our chief host throughout our stay in P.E. Accomodated at Cowen Secondary School for 4 days. Four dedicated women served us with excellent meals right through. We visited the Townships, The Docks, ("City of Ottawa"), Snake Park, Oceanarium, Alabama Hotel, Livingstone Hospital.
- 26th : Left Port Elizabeth at 6 p.m. Given a warm send-off by friends.
- 28th : Arrived Cape Town at 8-30 a.m. Met by Sub-Inspector Msengana. Visited "Cape Town Castle" at the docks. Accomodated at Langa Sec. School.
- 29th : Visited The Cape Town Castle, Houses of Parliament, Botanical Gardens and the Art Gallery.
- 30th : Marine Drive— A 90 mile Drive Round the Cape Peninsula:— Langa - Leyland Assembly Plant - Ndabeni - Abatoirs - Paarden - Atlantic Ocean - Mouille Point (Roben Is. can be seen from here) Light House - Sea Point - Camps Bay - Hout Bay - Chapman's Peak - Cape Point - Indian Ocean - Simonstown - Fish Hoek - Kalk Bay - Muizenburg - Constantia - Rondebosch - Mowbray - Langa.
- 31st : Muizenburg Beach which is 15 miles from the city. We enjoyed surf bathing.
- 1st : The Cape Carnival Feast; 2nd round of swimming; Reception by Langa Council of African Women.
- 2nd : Left Cape Town Station at 3 p.m.
- 3rd : Arrived in Kimberley at 7-30 a.m.
 Visited Galeshewe Village, De Beers Consolidated Mines, Kemo Hotel, Bantu Art Gallery, Helen Bishop After-care Orthopaedic Home.
 Left Kimberley at 6 p.m.
- 4th : Arrived in Johannesburg.

THE COST OF THE TOUR. From Pretoria return	R24-71
Food and Travelling	R10-00
Total	R34-71

TOUR COMMITTEES :

- Finance :** Mr. Tlakula;
- Recreation & Welfare :** Messrs Peteni & Moloi.
- Itinerary :** Messrs Motsepe & Zwane.
- Publicity :** Messrs Mogoba, Maja & Maboe.
- Food :** Messrs Mogoba, Masipa & Mashavha.

HISTORY — A PRACTICAL LESSON.

The tour opened the eyes of many Students of history whose approach to history had hitherto been theoretical and academic and as a result overtaxed the imagination of pupil and teacher alike.

In **Bloemfontein**, the historic town which gave birth to the Union of South Africa, we found ourselves in the Old Raadsaal, the 'Parliament House' of the Old O.F.S. Republic and now the Assembly Hall of the O.F.S. Provincial Council. Furnished in dignified teak wood this building still retains the old grandeur of the model Boer Republic. A striking feature of the O.F.S. Provincial Council is the fact that it has no parties. (There is only one party in the O.F.S.) Our guide showed us the seats of the chairman, administrator, Executive Council members and the whips.

We also saw the bronze heads of the six famous Presidents of the O.F.S. Republic.

J. P. Hoffman	:	1854	—	1855
J. N. Boshof	:	1855	—	1859
M. W. Pretorius	:	1860	—	1863
J. H. Brand	:	1864	—	1888
F. W. Reintz	:	1889	—	1895
M. T. Steyn	:	1896	—	1902

Across the street we visited the Appellate Division of the Supreme Court, the highest Court in the Republic. Inside we entered the Majestic Court which is permeated with awe - inspiring atmosphere - Five large seats for the 5 judges (South Africa Act 1909) with the seat of the Chief Justice being the largest and most dignified of the lot. The Court-room has a small public gallery and no witness box, because only the defence counsel of the accused appear before this court. There is room for advocates for the crown and for the defence and behind them rows of chairs for the attorneys. This court-room has not been changed to accomodate the 11 judges who comprise the Appellate Division. Remember these judges only sit together when they hear constitutional cases

We also had a rare privilege of being shown the imposing Judges' library - a monument of South African and foreign law, and the red carpeted judges' room with the king size chair of the chief justice. We left this building filled with inspiration and a Challenge.

The pertinent question posed itself: When shall we ever produce a judge, let alone a Chief Justice? Does our education provide for such growth? Latin?

ALICE :

The Lovedale Press : Rev. Bennie, one of 1820 Settlers founded this printing press in 1823. This was the first Machine to print an African language (Xhosa).

Today the Lovedale press has modern plants and is housed in new spacious premises. We were shown round the various departments and we traced the process of printing, a book from the initial stage - the monotype.

Initial Stage	—	The monotype key board
2nd Stage	—	The monotype machine
3rd Stage	—	the arena / Heidelberg machine (actual printing)
4th Stage	—	The Guillotine machine (cutting to size)
5th Stage	—	Assembling of book (pages)
6th Stage	—	The sewing machine
7th Stage	—	The binding stage
8th Stage	—	The grooving machine (shaping of bulky books)

It was exciting to see the Govan Primary School Readers in the making-process.

Healdtown Institution : Our visit to this large institution revived the memories of the mission schools. This Methodist Institution dwarfs the Kilnerton Institution in size; in its heyday it had a roll of over 700 and offered a variety of courses. To-day its roll is about 450.

This school is also of historical significance :

- (a) It was founded by Sir George Grey himself in 1855.
- (b) Its site was given as a reward to the Fingoes for their loyalty in the frontier wars.

FORT HARE is the 'Town' of Alice. Its imposing buildings overlook the small town of Alice. We were housed at Beda Hall and we went round the other hostels and the lecture rooms. We left this educational centre with a feeling of frustration wondering whether enough students will be got to make use of the existing facilities there and feeling **bitter** about the fact that Fort Hare was not allowed to grow as fast as it had been growing.

Victoria Hospital: The hospital was founded after Sir George Grey project to combat superstition.

Lovedale Institution, also one of the educational centres founded by Sir George Grey in his campaign against illiteracy. To-day Lovedale is a boys' school with very old buildings.

Sandile's Kop: On the top of the mountain overlooking Fort Hare there is a Sandile Monument which is a terse reminder that you are now in the heart of the Eastern Frontier - the scene of many bloody wars that were fought between the Xhosas and the White colonists.

PORT ELIZABETH:

We spent Xmas in New Brighton, one of the most politically alive townships in the Republic, and the scene of many riots. The township is very stony and is not surprising that it arms itself with stones when need arises. However we found New Brighton in a gay Xmas mood and therefore there was a political lull. We only saw small boys throwing stones at each other, apparently undergoing training.

We visited the other Port Elizabeth locations: Ulundi, White Locations, Red Location, Kwa Zakhele (S & S) and Veeplaats.

On our way to Veeplaats, **Betheldorp** was pointed to us. This is the mission Station of the famous Dr. Van der Kemp. It is now a coloured settlement.

CAPE TOWN:

The Cape Town Castle: The tourists visited the Castle, South Africa's oldest and most historic building. This Castle was built by Simon van der Stel for military purpose on the same site on which Jan van Riebeeck built the first fort in 1666. This magnificent stone structure 548 feet of granite wall is built in the shape of and bears the names.

It was a military fortress, governor's residence, a prison for political offenders. In the dungeons prisoners receive no light, no food, no air and in the words of our lecture-guide 'little manzi' if you were lucky. **Adam Tas** and **Huising** were held in custody in these cells. A certain soldier who disappeared from service for 24 hours was sentenced for 2½ years and when he was released he became blind at once. **Cetewayo** and his 16 wives were also kept in these cells to protect him from the alleged fury of the colonists

A Slave Trade Platform from which slaves were auctioned is a prominent part of the Castle. A sundial still keeps reliable time.

At 12 'o clock midday the bell tolls and it has been doing so since the castle was built.

The Houses of Parliament: Adderley Street, Cape Town's central thoroughfare leads to the **Houses of Parliament**. Here the tourists were received and taken round by one of the caretakers. We entered the **Assembly** and sat in the public gallery and below we saw Parliament - where 156 M.P.'s in the last session of Parliament represented 4 parties. We were shown the seats of the Prime Minister, leader of the opposition, whips, 3 Parliamentary clerks the Hansard clerks, the press gallery and last but not least the celebrated speaker. In the passage we saw pictures of all the past speakers (de Waal, Van Coller, Jansen, Conradie and Tom Naude).

Then we went to the Senate, that dignified, red carpeted upper house. We saw the seat of the President and where the State President and his wife sit before delivering the "speech from the Throne." Next to their seats are bays where distinguished visitors like Am-

bassadors and Royal members are accomodated.

Lastly we went into the dining room - the old Cape Parliament House. It is in this Hall that Mr. Macmillan delivered the historic "winds of change" speech. This hall is decorated with photos of dignitaries like the past premiers of the Union - Botha, Hertzog, Smuts, Malan and Strydom. Lord De Villiers can also be seen presiding over the 1909 Pre-Union Conference.

The Botanical Gardens occupying part of the site of Van Riebeeck's original vegetable garden, lie behind Parliamnt House and are decorated with flowers.

The National Art Gallery, a few minutes' walk from the Gardens, exhibits some of South Africa's master pieces in Art.

The Robben Islands can be seen from Sea Point. These islands are so isolated that it is not surprising that they are a popular penal station.

The Groot Constantia: This is one of the most beautiful of the old wine farms built in the Cape Dutch style of architecture in 1691. This establishment is still intact and exhibits Van der Stel's rooms and furniture, wine drums, slaves' Quarters etc. Our tourists were excited when they entered the slaves' rooms (thick stone wall, heavy door, no window etc.) and there was a lively debate about why one of them was locked. One very beautiful pillow case has ends which were knitted by a slave of Mrs. Cloete.

The Groote Schuur Estate situated in Rondebosch, is a cluster of historic buildings: Old Dutch Mill, Rhodes Memorial (on the slopes of Devil's Peak) University of Cape Town, Groote Schuur Residence. Rhodes bequethed this house to future prime ministers of the Union when he died - years before Union was born: a monument of his vision. We were allowed to enter the gate and walk about $\frac{1}{4}$ mile past the Govenor-General and Prime Minister's House (The Prime Minister had already arrived in Cape Town from the report we got and we were warned not to make noise).

KIMBERLEY.

The Old Kimberley Mine: We saw the old Hole covered with blue water - the place where many grand-fathers and fathers from all corners of the Republic worked to procure guns and even sacrificed their lives. One of the tourists recognised a photo which his father brought from this mine and which is still hanging in their sitting room in Duiwelskloof. The following historical facts about the mine were made known to us:

Discovery	:	16th July 1871 by Fleetwood Rawstone.
Area	:	38 Acres.
Perimeter	:	1 Mile.
Production	:	3 Tons of diamonds.
Depth	:	3601 Feet.
Farm	:	Vooruitzigt bought by Johannes Nicholas de Beer and his brother from the O.F.S. government for £50 but after the discovery of diamonds they sold it to D. K. Reitz for 6,000 guineas on the 19/10/1871.

Name: First called **Colesberg Kopje** (after the Colesberg Party, later called **New Rush** and finally named Kimberley in honour of Lord Kimberley, the British Secretary for the Colonies

Closure: The mine was closed in August 1914 because of the danger of rock fall.

The New Mines are at **Du Toit Span** and **Wesselton**.

The De Beers Consolidated Company was founded by Cecil Rhodes and Barney Barnat

and later fell into the hands of the Oppenheims. The life histories and photos of these figures are exhibited in the buildings adjoining the mine.

The Bantu Art Gallery : Here we saw magnificent exhibition of African Culture. For about half an hour we learnt a lot about our-selves !!

AT THE DOCKS.

One of the highlights of the tour was a visit to the Union Castle where, through the kindness of the Captain and as a result of arrangements made through our Regional Office and Inspector Omond of Port Elizabeth, a party was arranged for us in the tourist lounge of the ship - served by white waiters and entertained by an all-white ship band.

Our visit to the docks in P.E. and Cape Town was a real education for continental people like ourselves. We give in summary form the information we gathered :

KINDS OF SHIPS WE SAW :

Cargo Ship : The City of Ottawa.

War Ship : Jeane d' Arc (The French Warship).

Mail Ship : The Union Castle Royal Mail Motor Vessel.

SIZE : Example - The Union Castle.

27,002 tons. This passenger ship can accomodate 1,000 people : 250 First class and 800 Tourist class. It has six decks (stairs of floors).

AGE : Maiden Voyage 1939.

SPEED : 19 Knots (24 miles per hour).

LENGTH OF JOURNEY : 14 days to Europe.

DAYS : Arrives Cape Town Thursday; to Durban on Monday. Following Friday leaves for England. There are two mailships travelling in opposite directions.

FARE : About £150 to £300 according to class

PARTS OF A SHIP : From top to bottom.

Navigation Bridge : Here we find amongst other things a **radar** which gives one a view of the whole harbour, a **windscreen**, 3 types of **compasses**, **Communication system** with those below, **steering wheel**.

Chart Room : Here the sailors determine the **depth** the ship should go and the **direction** to be taken. They apply advanced mathematical devices to guide the ship.

Cabins : Sleeping rooms. Big enough to accomodate two passengers (a couple or 2 women or 2 men), and a dressing table.

A Kitchen : Big enough to cook for all.

2 Dining Rooms : (In fact halls) 1st class and tourist class.

2 Lounges :

Bursar : All office transactions.

Phone Booth : Radio telephone to any part of the world.

Shop and Hairdresser :

Swimming Bath :

Gymnasium :

Library :

Tourist Dance Deck :

Engine Room : The last deck of the ship is the engine room where all the power for light, cooking, water, driving the ship is produced. The Engine staff hardly see where the ship is going to. They receive messages from the Navigation Bridge, instructing them to regulate the power thus: Slow/Dead Slow/Fast/Medium. The two boilers produce 6,200 horse power. The Maximum temperature is 120 F. The steam produces power which drives the ship.

SPIRITUAL FOOD.

The tourists attended local Churches. The Lutheran group was the biggest. The result was that at one station a Lutheran Minister and family came to meet us.

Otherwise the tourists held morning assembly ably conducted by Mr. Tlakula and a few elderly tourists.

THE SOCIAL SWING.

On the whole teachers in other provinces made poor (or no) arrangements for receptions.

BLOEMFONTEIN: A succesful reception was held. Music by the visiting Ink Spots, speeches by OFSATA President, Mr. M. Mochochoko, local chairman, Mr. A. Botlhoko, who gave us what we can adopt as a slogan: "Teachers not in the fold are joining hands with the enemy." Our President gave a brilliant reply.

FORT HARE: Mr. Makhallima organised a reception for us, where he took part in a small singing (instrumental) group. We entertained ourselves to games led by Messrs Mogoba and Mathaku. It must be recorded that through the kindness of Mr. Makhallima we got our cheapest transport of the whole tour; We were seen off at the station by all our friends: Mr. & Mrs. Mbethe, Prof. & Mrs. Seboni, Mr. Makhallima and Mr. Mzamane.

PORT ELIZABETH: Because of some confusion a reception organised by Mr. Ntlabathi in the exclusive, modern hall in town was unsuccessful.

We were given a VIP treatment by the local non-segregated press which reported our visit to the city and kept us busy by sending reporters to cover us. Mr. R. L. Peteni sacrificed everything to keep us at home. We are proud to recall that he was once Vice President of TATA.

Mrs. Amabel Madinkane: The friendly New Brighton made us meet many friends (some of us were coerced to leave P.E.) Our Executive was entertained by Mrs. Madinkane about whom they were able to discover the following facts: She is a teacher by profession but because she is married she had to abandon teaching. Then she was employed by the City Council as an unqualified Social Worker. She so distinguished herself that she won a scholarship to study in America for 5 months at the Cleveland International Programme for Youth Leaders and Social Workers, Ohio.

She is due to fly from Jan Smuts Airport on the 23rd April, 1962. TUATA says "Bon Voyage" and we hope many Tuatans will see her off at the airport.

CAPE TOWN: Except for the initial warm welcome by Sub-Inspector, Mr. Msengana and a few local teachers, the Cape Town teachers cold-shouldered us. Instead, the initiative was taken by the National Council of African Women who invited the executive to dinner at Mrs. Nkomo's house and on New Year's Day invited the tourist group to tea at the creche. We feel indebted to these hospitable Langa women: Mesdames C. Nkomo, (president) R. Manjezi (Secretary) L. Malusi (treasurer).

In the words of Mrs. Nkomo Cape Town's Number Plates C.A. significantly mean "Come Again."

KIMBERLEY: Our hosts here ignored us but we entertained ourselves at Kemo Hotel and after a day-long programme we implemented our president's charge that our tour was amongst other things "a good will mission" A Silver Collection (R1-16) was made and we paid a short but touching visit to the Helen Bishop After Care Orthopaedic Home and handed in our humble donation.

THE COONS.

Unlike other places Cape Town marks a transition from the old year to the new year by Cape Carnival Feast, "Cape Town's gayest day of the year" (Cape Argus 30/12/61).

This is a Cape Town Coloured tradition (although a few whites join the coons and not all coloureds are Coons) which has become a Cape Town tradition.

The word 'coon' comes from 'raccoon', a little animal from the backwoods of America. It is comical in appearance and the Negroes of N. America adopted the coon as a carni-

val figure with black face and white painted lips.

The Coons prepare their colourful costumes for the whole year and paint their faces black and their lips and chins white and on New Year's Day they patrol the streets in troupes, traffic comes to a standstill and the traffic Department is overworked. They even conduct competitions in dress, singing, dancing etc. White horses and carts carry some of them with their drums, masks, gold lettered Seasonal Greetings, umbrellas, gowns, feathers along the streets.

And an eye-catching characteristic feature of each troupe was a gorgeously decorated flag or placard denoting a whimsical devilish caricature - their identifying Emblem.

Says the "Cape Argus" on the eve of the New Year (1962): "As the sun rises on New Year's Day, Cape Town's own fairy tale will come to life. In satin and brilliance, in raiment of shimmering, gorgeous colour, with laughter and music, they will be dancing the New Year in, to the strumming of guitar and banjo and the clash of tambourines, to the thumping of boema, on a wave of sound, in a blaze of colour."

AN AUDI - VISUAL STUDY OF GEOGRAPHY.

The teaching of Geography without illustration is a perfect waste of time. It reduces a practical study into an abstraction. The tour proved to many of us that we were taught, and we still teach Geography as a theoretical examination subject. The following are the impressions of the tour from the angle of a Geography teacher:

LANDSCAPE: The land beyond the Vaal is a flat plain. Further South the topography changes and becomes mountainous. The teeming flocks of sheep is a sign that sheep farming takes paramount place.

Queenstown to East London: This area descends to the coast in terraces. The coastal region has some tropical vegetation - grass and forests up to the sea-level.

Industry: East London is in the heart of the wool industry.

East London to Alice: This area is drier than some parts of the Orange Free State. Sheep are a common sight again.

Alice to Cape Town: This area includes possibly the most picturesque scenery in the Republic - the famous Garden Route. The train breaks through folded mountains of the escarpment with difficulty - an achievement of science. At one stage we counted no less than 13 tunnels, one after another, as the train meandered in a mazy motion through the Langeberg and the Outeniqua Mountains. The high mountains are snow-capped on very cold days and the loveliest sight is the area around George, particularly the view of the town from the mountain. The cushion of multi-coloured natural flowers is a pleasure to the eye.

From **George** we found ourselves in the coastal plains - green landscape and humid weather. The forests - pine, bluegum and wattle trees are a common sight. Wheat and barley greeted us at every turn.

From **Uitenhage to Oudshorn**, the area is fertile and agriculture is prosperous. To a Transvaaler the ostrich farms are a rare sight.

From **Mossel Bay to Cape Town:** Dry area but has green vine fields towards the peninsula.

Cape Town: Table Mountain with its table - cloth - a film of mist that rarely clears is as exciting to-day as it was to the 15th century explorers. The Capetonians tell us that the mist on Table Mountain is their weather forecast for the following day. They can tell accurately whether the following day will be windy, clear or warm.

The drive round the **Cape Peninsula**, the Southern - most tip of our Mother Continent, was from the point of view of a student of Geography, the climax of the tour. The rough wind blowing across the Atlantic and the warm gentle breeze of the Indian Ocean formed a contrast that we cannot easily forget.

One can have no difficulty of making children understand the difference between a regular and an irregular coast after driving along the Atlantic Coast pass Camps and Hout Bays to Cape Point. Terms like the escarpment, the plateau, the Karroo are not mere visual patterns but are very meaningful.

Cape Town — Kimberley: Here the Hex River Valley, the man-made beauty, made

an indelible impression on our minds. It lies low in the this mountainous area and its fertility has responded to development plans. From the train we saw a green carpet of vineyards with white scattered farm houses blending the beauty of the landscape.

After rising gradually we reached the plateau and there the Karroo, almost without warning, hails the tourist.

The Karroo is a wide grey mat of bare land with tiny shrubs in their variety of sizes which stretch for miles and dulls the vision with its monotonous lifelessness. The heat is stupefying. The only sign of life are the countless flocks of sheep that seem indifferent to the heat. Even the train used a special engine to pass through the Karroo.

Kimberley is the "Capital" of the Karroo. We trudged through the city of Kimberley in sweltering heat and we were all wet (and there was no rain) when we caught the train to complete the last lop of our 3,000 mile tour.

TO THE SCIENCE TEACHER.

Our Form 1 Science Syllabus expects us to teach about formation of salt from seawater. The tourists visited the Coega Salt Works near Port Elizabeth. The whole process of salt formation was simplified at once. I shall not attempt a description of the Salt Works because it will be as imperfect as descriptions in text books.

PHOTOGRAPHS.

Our Photographer O. Maboe, has many photographs covering the whole tour. Those who were not on tour and require snaps please communicate with him at Monotshe-Maduanie Secondary School, P.O. Hebron, Pretoria.

THE CAPE MARINE DRIVE.

When you take a special bus for a marine drive, you need something more than enthusiasm and an urge to learn of this wonderful extreme end of mother continent - you need a strong back to endure the more than ninety miles of sitting.

As a prelude the tourists visited the Cape Town Industrial area, which compares unfavourably with the Rand. Indeed one would travel through this site without being swallowed by any smoke, whether at the rising or setting of the sun.

On the way to Green Point you pass through the highest Building in Africa, and if you throw your eyes on the harbour you will see 'Jeanne'd Arc,' the French war-ship. Possibly you have once seen the Jo'Burg and the Pretoria General Post Offices. The capaciousness, the unusual writing tables and the majesty of its appearance cannot be compared.

In face of the angry, raging Atlantic, we viewed with placidity and admiration, the wonderful flats on the terraces just less than five yards from the sea.

A little stop on the Atlantic side saw the President wrapped in thrashing sand wind-blown, and a 'hat' flying in the direction of historic Robben Islands and to S. America. The tourists found themselves moving along the terraced road round the west side of the Continent. It was a move of beauty and horror. The wonders done by the land surveyors in the construction, the majestic precipice and hills overlooking the ocean in Hout Bay, the limitless stretch of the ocean added to the beauty so absorbing, yet awe inspiring.

You will possibly think of those left somewhere in the North at each curve the bus makes; it faces the steepest precipice within experience, indeed one imagines with shrinking muscles as to what would be the 'reward' if the bus ignored the curve and continued into the Atlantic. This is Hout Bay.

Before touching False Bay, you will 'insult' TUATA'S mission if you do not visit the 'untouched' part of nature of this sub-continent. This is the Cape Point Reserve - an area of approximately thirty square miles where the Flora and Fuana are left as before the advent of the unsparing bow and arrow, spear, gun and axe. It is here where the words of the late Field-Marshal Jan Christian Smuts just bubble up - of the Park and Wild life he said-

"It is here where the Flora and Fauna spirit, much older than the human spirit, subdues you; absorbs you; assimilates you and finally makes you one with itself." These are the words of a botanist of no mean repute.

One of the regulations prescribed is that the baboons should not be fed. In protest against this they will stop at nothing in defying this order. If you have a packet of biscuits to enjoy, make sure it is done within close doors. These lively members of nature including antelopes, hares shrubs are worth preserving.

The tourists reached the last but one farthest point of the Cape. Here the Secretary-General explained - "this point separates the Atlantic from the Indian Ocean; it is the most Southerly point of Africa after Cape Agulhas." Further he said "The waters of the Atlantic are Bluer on closer observation." Go and experience a thrill and a thrill that you never had before!

The untiring driver proceeded for the whole circumference of False Bay on the Indian Ocean. At Simon's Town the General-Secretary further noted - "this is the S.A. Naval base which used to be in the hands of Britain. As we passed Muizenburg Beach memories of our first surf bathing made us feel nostalgic.

The tourists proceeded to the Historic Groot Constantia, Simon van der Stel's farm. Here the oak avenues testified of what the Coloured Dutch Governor did through the skilled Malay slaves. Wonderful buildings, 'extraordinary' rooms for slaves and the strong Burmese Teak Pieces of furniture. The walls and furniture now more than two hundred years old compare very favourably, with the present designs (Man has not made much progress in this field for the last two centuries!!)

In the absence of professors and students but with their blessings in abstantia, we hope, we went round the University of Cape Town, one of those once unadulterated academic institutions of this country. Hence the tourists proceeded to the Groote Schuur, the building donated to the future Prime Ministers of United South Africa by C. J. Rhodes. This is the Republic's official Prime Ministers' residence.

With his characteristic humour the President remarked - "I foresee that day when we shall visit this spot not for knowledge, but for presenting the hitherto ignored pleas "from teachers." On the gates of the Prime Minister's Residence is written - "No admittance, Strictly Private." From our distant point, we viewed with admiration the majestic building of the most powerful citizen of this Republic.

When we finally found ourselves at the placid and hospitable Langa Location, we were most fit for sleep and rest.

SEEING IS BELIEVING — A. D. Mulaudzi.

I imagine that the memory of this educational tour to TUATA tourists is like a kind of cinema film, a series of living pictures in kind.

Believe it or not as educators we are keen learners. We believe fully only when the senses have shared in the experiences.

He who has eyes to see let him see. To the blind a shape is intelligible only by touch.

I regret that TUATA members who have not had the privilege of this tour have missed one of the pleasures of life although they may not be aware of it.

AN AFTERNOON SPENT IN WATER — MUIZENBURG. (S. Makgatho)

All the tourists arrived at the beach. Excitement, Shyness, What next?

When others were still struggling to remove their usual dress, Mr. A. L. Moloi had already plunged - Courage.

Slowly and anxiously all the tourists found their way into the sea, and there followed the general sea-exercise.

The waves in succession bade us welcome. In excitement I felt a wave hit me until I rolled. I puffed and swallowed a little salty water and I knew that I was not in the Transvaal. The struggle against the waves was a success but fear beset me.

Then arrived a lady, apparently a veteran swimmer. She dashed into the sea and started dancing gaily until she was nearly half a knot from the seashore. What! A woman? How can men take such a challenge lying down? With unbending determination the men followed the lady and from then our whole group enjoyed the surf bathing at Muizenburg.

But the lady did not get tired whilst we gradually withdrew to the sand thus acknowledging the victory of the fairer sex.

TELEGRAM FROM KIMBERLEY.

Meet station to-morrow bulky Can't walk lorry.

(S. MAKGATHO).



The Editor,

Sir, it is with greatest pleasure that I single out one aspect about 1961 TUATA Cape Tour. I am, perhaps one of those gentlemen who closely observed the movement or general character of this tour which was certainly manned by gentlemen of no mean virtues. One of the most highly impressive aspect was the manner in which the executive manned the machinery of this most successful tour.

These gentlemen, the members of the executive, deserve gratitude from all the members of the tourists and I am certain that these qualities will place them on a high social plane of administration. I, therefore, cannot fail to heap upon them showers of thousands of thanks. One should, without any vestige of doubt, expect that their good attitude towards their fellow tourists will be accomodated in human memory.

The executive managed to feed the scores of human stomachs without a sign of murmur from any quarter of the tourists, expressing discontent. They were almost as capable as the Son of Man who managed to feed the multitudes in the mountain with few loaves and little fish. It should be remembered that each tourist had to contribute only R10-00 to meet his or her food and local expenses. It was through their skillful administration that the sum contributed appeared to be thousands of rands.

One will not be wrong to say that the administration of these has set a precedent which should be a pride and deserves inheritance by posterity.

It should be well understood that appreciation of the service of these gentlemen has been the sole inspiration for this comment. It is my strongest belief that absence of Complacency and bigotry was perhaps the great cause of the smooth running of this successful and magnificent tour.

Carry on with showpiece of ability.

Well done gentlemen!

By Mr. P. B. Nonyukule (Tourist, 1961.)
Orlando Branch (Rand),
11591 Orlando Extension,
Johannesburg.

UNITY IS STRENGTH.

The tour has brought us into closer contact with each other, thus bringing us into stronger bonds of unity. I can safely say TUATA has now a meaning to me. Looking through the TUATA Magazine 1961 first page is a photo of the president and page 32 Mr. A. L. Moloi whose hand is being shaken, then these photos have suddenly taken a new face to me for I was in close contact with these men during the tour. Names in the Magazine are not just names but friends in the name of unity.

I hope in the next tour all will be prepared to join. If you are unable to go why not meet others at the departing centre; they will know you are with them. Unity is what we must strive for, and these tours can bring about that unity. We can never be respected as long as we are not a united body. As the light and leaders of our people we must strive hard for that unity so that they can have confidence in us. This unity will kill tribalism which is a draw-back to the African people.

I say fellow S. Africans Eendrag.....

Miss B. MATHEKGA (Ex-tourist).

The Editor,

The formulation of ideals and ideologies seems to me very easy, especially to those whose imagination is rich in fantasy. What counts in the long last is the ability to translate these ideals into reality.

When the Cape Tour was first voiced by the officials as an educational and good mission tour, critics called it a jolly ride ignominiously expensive, while others looked upon it as a sign of immaturity on the part of the pilots. I pay tribute to the officials for having seen and stepped beyond these criticisms.

The stability and integrity of the officials is beyond question. The tour was literally carried out exactly as it was planned. The diplomatic team knew exactly how to work behind the scenes and give the tourists an appearance of "every thing right" while they were alarmed at the possible misfire. This not only kept the tone and morale of the tour high, but also the God of fortune never failed their gamble. It is an honour to be led by such people, sacrificing their leisure to ascertain the success of the next move in a dvanche.

It is elevating to be led by a resourceful team such as we had. To our disappointment in some places we touched the local teachers showed plain apathy. Here the officials showed their resourcefulness by getting everything going as normal-indeed as if they were not a party to the tourists. It was the master plan which gave the tourists sleeping, meals, transport, sightseeing each at its proper time with the minimum of inconvenience.

If this sense of duty and responsibility, this devotion to service for the general good, and selfsacrifice is what TUATA teaches our leaders, then this association fits neatly in the scheme of things in Africa to-day.

Thank you very heartily and may your example be an inspiration to the aspiring youth of this association.

From Mr. P. N. MEHLAPE.

STOP-PRESS

TUATA MUSIC COMPETITIONS IN 1962.

As our 1962 Music Competition will be unusual in that, after our usual provincial competition in Pretoria, there will be a further contest in Bloemfontein, it is therefore our duty to keep all concerned informed through short statements such as this.

1. The Branch and District competition should take places as usual, that is, during late April and May as the Provincial Competition will also not shift its usual dates.
2. The National Eisteddfod, will be held at Bloemfontein soon after provincial conferences, that is early in July.
3. A formula for financing the competing choirs to the National Eisteddfod is being worked out.
4. Teachers' Choirs compete, in the first place, in the District level and then provincial. (The formula about train fare for this section has not been worked out.)
5. In view of the fact that one choir will represent the Province in both English and Vernacular pieces at the National Competitions the very best choir should be selected and the following pattern should be followed in the Senior A and Secondary A sections.
 - (a) That choirs which sing both English and Vernacular pieces and win one piece (Eng. or Ver.) should be allowed to sing both pieces at the District and Provincial Competitions.
 - (b) That in addition a choir which is the best in both pieces English and Vernacular put together be allowed to proceed to the District and Provincial Competitions.
6. The song for the girls' choir entitled 'SPRING' has been replaced by one entitled 'THE NIGHTINGALE'. Those who have bought the former should write and order for the latter which is sent gratis.

Chairman: Music Committee, TUATA.

Signed: E. A. FLAKULA.

M M M
 ? M M
 M M M
 M M M

T. U. A. T. A. 1961 — 1962 CAPE TOURISTS.

- | | |
|------------------------------|----------------------------|
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| 29. Mr. S. M. Makgatho | 61. Mr. A. D. Mulaudzi |
| 30. Mr. M. L. Mkhabele | 62. Mr. H. M. Mphaka |
| 31. Mr. A. Mothsoane | 63. Mr. B. S. Sebola |
| 32. Mr. C. L. Makwela | 64. Mrs. Cindi |

ANALYSIS OF STRENGTHS OF DISTRICTS.

Officials	7
Zoutpansberg	15
Letaba	14
Pietersburg	4
Pretoria	2
Rand	1
East Rand	3
Rustenburg	7
South East	7
North East	3
South West	Nil
North West	Nil
TOTAL	63

STOP PRESS.

VICE-PRESIDENT : Mr. P. Ngwana, Principal of Mokomene Training College has been elected Vice-President of TUATA in the place of Mr. H. Ntsaba who recently left the Republic.

Mr. Ngwana is a veteran of TATA, a one time Vice-President of TATU and is now Chairman of Pietersburg District.

We wish him a successful term of office.

T. U. A. T. A.



ARRIVAL BLOEMFONTEIN
TUATA tourists beaming with life

22 -
Organ of
The Transbaal United African Teachers'
Association.

JUNE

1962

A A T N A N T I C & C O N T I N E N T A L C A S S U R A N C E C O M P A N Y A o f S o u t h A f r i c a L i m i t e d

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EDITORIAL COMMENT. THE MUSIC SEASON.

The month of May is the climax and end of our music season. This year's music season is the climax of our achievement judging from the standard of our competitions. We wish to congratulate conductors, parents and children on this beautiful work.

A heartening feature of our growth is the National Competition, which we are looking forward to with all eagerness. The introduction of Adult Sections which teachers in some area fully supported is a clear sign of cultural maturity. These teachers, with singleness of purpose, sacrificed much for a worthwhile ideal. In areas where only a few teachers sang, the spirit was wonderful. Your nation looked on with admiration and adoration

Music is our national talent and its extensive and intensive development is both natural and sensible. That time, energy and money spent on music are phenomenal is known to all of us but we have no apologies to make. That our competition brings honour to the individual school, conductor and community is true on the surface only.

The deeper and more realistic purpose of our music is the positive building of our nation on the cultural plain. If the magnitude of this campaign has reached unprecedented heights it is only because music is the only talent we can develop to the international level without any restriction or inhibition. "King Kong" is a case in point. In fact singing, like thinking, thrives in any clime.

Now why should we procrastinate? Why not pool all our resources to develop this field to the highest so that when other opportunities

MOTHER - TONGUE INSTRUCTION.

People who advocate Mother-Tongue instruction conveniently lose sight of, and exclude from their argument, obvious facts which we have repeatedly explained and emphasized.

§ That mother-tongue instruction is a sound

are opened for us in future we may not waste more time developing fields we should have long developed?

Theory and practice are inseparable. Our teachers are well advised to study the theory of music and thereby become real musicians. There is no "to-morrow" about it. Luckily our primary and secondary school music syllabi are tolerably good and can thus be used to advantage.

It would be further appreciated if team work is introduced or improved in Schools, Branches and Districts. Self-aggrandisement or parochialism is a characteristic of immature nation-builders. If a choir represents a school or Branch or District or Province it should reflect a cross-section of talent and concerted effort of the unit-area it represents.

We hope our competitions will not only produce singers but musicians - composers of world standard. Masizas and Mohapeleas should multiply, particularly in Sotho, Tswana, Venda and Tsonga. Let music be "our contribution to the variegated whole of human life", if it can be nothing else at the moment.

There are people, among them our own teachers, who do not realize the force of our spiritual upsurge when it comes to music. Nothing can kill this national enthusiasm :

"There is one thing stronger than armies,
An idea whose time is to come."

Forward then to Bloemfontein, the venue of our National Eisteddfod where national records will be smashed.

Let the sky be our limit.

and proved educational principle we accept. Its applicability is not limited to the primary school but embraces all education — primary, secondary, higher education. § That this sound principle is unfortunately undesirable for our people is also a fact Ours is a unique case, riddled with hi-

hitherto untried situations. We have no precedence for it. It calls for originality. We are not a duplicate of any nation — the Germans, English, Afrikaaner etc. Any analogy based on a premise that our situation bears similarity to other Nations' struggles is unsound.

§ We submit, however, that situations **nearly** similar to ours exist elsewhere in Africa — Guinea, Nigeria, Ghana — or in awakening states of Asia — India. These states have accepted that Mother-tongue instruction is inopportune. French and English will be used as media in the vital stages of nation-welding and that when their spirit is freed — the spirit is usually freed long after self-rule is attained — and their languages develop and are adapted to modes of life that take cognizance of realities of our age, mother-tongue instruction will be proclaimed by the people themselves.

§ Will those who hold a different view please give us one example where an externally imposed medium of instruction succeeded. Why did Somerset's anglicisation fail? Why is Quebec still French in spite of British imperialism. The will of a people is sovereign. It cannot be hastened or stifled. External imposition is a stronger form of agitation than even Com-

munist agitation which we all deplore.

§ All expert view that has been accumulated from doctors, professors, inspectors and other officials is unfortunately dwarfed by the lay-man's experiences in the classroom. This is our only authority.

§ Realities of economic, social and political life of a people that is growing in a world family of nations, are on our side. Perhaps if we are strong enough to force all our employers to speak Zulu and Sotho and all civil and public offices were to be manned by us or people who know our languages, (without interpretation which in courts of law can bring miscarriage of justice) and if all the continent of Africa and other Universities of world fame like Oxford and Leipzig could be induced to accept Zulu and Sotho not by force of Zulu and Sotho intellectual indispensability but by an act of parliament, then we would be induced to accept the utilitarian value of this new educational philosophy.

§ We shall be loyal to our Department on this question because there is no alternative. But it must be clear that we understand its purpose as far as our progress is concerned, and will hold nationwide celebrations the day the Government changes the present mother-tongue policy.

THE MATRICULATION RESULTS.

The "Matric issue" has bounced on the educational scene once more with a sonorous thud that seems to spell doom, to our higher education. As usual all persons and bodies directly concerned have tried to explain the success of only 76 (in fact only 14.4%) out of 828 candidates. These surveys culminated in a historic High School Teachers' Conference, on the 24th March, 1962, under the auspices of TUATA, at which an English Professor and an Afrikaans Professor (both Matric Moderators), four Departmental officials including the Under-Secretary and a Regional Director and 120 Matric teachers - a reasonable cross section - attempted a solution of this national problem.

It is not possible to give details of all the efforts made by all parties but we shall epi-

tomize them with a view to assessment.

The (Bantu Education) Departmental explanation published in the February Journal is a typical **official** document and the less said about it the better.

The Teachers' session of the Matric Teachers' Conference attempted a telescopic view from their point of view and the following aspects of the problem were stressed:

§ That Matric Schools are badly staffed both from the point of view of pupils per teacher and paucity of sufficiently qualified teachers. This is attributable to the exodus of the cream of Matric teachers to neighbouring states which offer some security and attractive salaries and to higher posts of supervisors and sub-

inspectors and subsequent principals' posts. It is further submitted that many able teachers who should be teaching matric classes, are in ordinary secondary and primary schools. The University of South Africa with prohibitive fees is turning out fewer graduates every year. Post-graduate work is hardly attempted probably because of no extra-pay for persons other than junior graduates. Teachers combine the work of all classes from Form I to V and in nearly all cases the schools are bottom-heavy.

§ Statistics published elsewhere in this magazine for the past four years in particular show more casualties in Afrikaans, English, Maths and Science. In our view this partly underlines the importance of Afrikaans and English as media of instruction. These languages are not only Commercial Languages but they are vehicles of western civilization and they are stitched to it. They are therefore by themselves an incentive to learning because of their utilitarian worth. Pupils therefore should be given an opportunity of exercising their knowledge of these languages by using them right through the day in the classroom, in the cosmopolitan (not ethnic) school hostels and class-rooms. It is submitted that schools that took English and Afrikaans on a higher grade did fairly well because of their distinctive English or Afrikaans cultural outlook.

§ The move to recognise Bantu Languages on a higher grade as a substitute for English or Afrikaans is not popular and most inopportune. Whilst it is admitted that Bantu Languages are not inferior to any languages we are worried by the quality of material that this opportunity is likely to produce or prepare for university education. This Channel of by-passing required standards of university entrance should only be made use of by those who have no intention of pursuing university work.

§ Library Facilities are non-existent. When

it is remembered that even the Church Schools had inadequate library facilities and that our schools have nothing to equal them, it is not difficult to know why standards are simply bound to drop.

§ **Incentive** to hard work is necessary in any system of education. A bright future and looking forward to being admitted to a popular university of world fame, are some of the things that urge the pupils to work hard.

§ It is noted that the standard of papers appear to be the same as those of the past. There is of course a gap between the setting in J.C. and in Matric. J.C. questions in subjects like Social Studies and Agricultural Science are

mostly ballad and therefore deceptive in the final analysis. The marking in Matric is stiffer and some of the teachers who have been teaching for a long time (more than 15 years) confess that they do not understand the examiners yet.

These factors are by no means exhaustive but we assert that they are fundamental and all the others are secondary to them.

§ We are painfully aware that this problem is unique and therefore cannot be judged on any precedence. All who attempt a solution must do so with open minds. We further humbly submit that this problem is **new** although our education should have passed the experimental stage by now after so many decades of success. The future is bleak unless a solution is found.

§ And to the teachers "there is no substitute for hard work." If you worked hard before; work thrice as hard now. Remember that yours is a singular task - working for the survival of a race - YOUR PEOPLE. — Let us find comfort in the fact that this, like all other eras before it is but a passing phase, however inconvenient it may be.

PERPETUAL HUNGER.

The question of revising the African teachers' salaries has almost become a recurring plea either because too little sympathetic consideration is paid to the matter, or because of ignorance of the real difficulties facing the African teacher. We are not asking for prosperity but for decent living standards known to the civilized world.

A Statement on Salaries :

Replying to a question in Parliament, the Minister of Bantu Education said, "The salaries for Bantu teachers in Bantu Farm schools were increased as from 1st January, 1962. My Department had also framed new improved salaries scales for Bantu teachers in Government and State-Aided Bantu Schools, but, as it would cause a considerable increase in expenditure, and as the Bantu Education Account could not afford it at present, mainly as a result of the disappointing measure in which the Bantu population paid its taxes, consideration of the proposals would have to stand over until such time as the arrear taxes had been collected".

(Hansard: 23/3/62.)

The immediate reaction of our teachers is one of stunned surprise, disbelief and disappointment. It is clear from this statement that the Department of Bantu Education is not prepared to raise teachers' salaries. This is the more hurting when one realizes that the salary scales have not been changed since 1948, (when one pound was still worth more than two Rand) All Non-African Teachers in the Republic have had their salaries reviewed once or twice, since 1948, but ours remain exactly the same. Deputations from our Teachers' Associations have met Departmental Officials and even the Minister himself. After recent assurances by the highest officials of the Department, there was genuine hope that it was a matter of days before new scales were introduced. All this hope has now been dashed to pieces. In fact it appears we are further away from getting better salaries than we have been since 1948, — unless the principles enunciated by the Minister above, are departed from.

1. It is a well known fact that teachers are

not responsible for the collection of taxes - it is therefore unjust that they should be penalized for the failure of tax collectors.

Actually, the people who should be penalized by reduction in salaries are those in whose hands the duty of collecting taxes is vested.

2. The principle that schemes cannot be put into effect before taxes announced in the budget have actually been collected, is quite new. The Government will surely not delay its rearmament programme because tax on liquor has not yet been collected!! The Treasury normally advances money for any scheme that any Department decides to put into effect. The taxes as a rule follow, rather than precede the implementation of schemes.

If this principle applies in the normal course of administration of our land, it certainly should apply in the case of our salary scales.

In conclusion we appeal to the Honourable Minister to publish these "new, improved salary scales" so that we can at least know what we are missing through our people having such low incomes that they are unable to pay more taxes. They will further give us an idea of the windfall that is going to come our way once the tax collectors get their machinery running smoothly. All arrear taxes are going to be collected - and by June, all our salary arrears will be paid retrospectively from January, 1962. At least that is exactly how we understand the relationship between taxes and salaries and perhaps on that hope we can survive. The only unfortunate part is that when the tax collecting machinery goes back into low gear in 1965 our salaries are likely to be cut, and we shall be exactly where we are today. Remember salaries for Teachers in Farm Schools. Two years ago they were cut below the 1948 level and in 1962 they were restored to the 1948 level - Thus salaries for teachers in Farm Schools have been increased!

Some Discrepancies Obtaining Today :

The Department of Bantu Education has introduced Provisional posts' paying R12 per

month. The school boards or farm managers as the case may be, are supposed to supplement this ignominiously low salary. In most cases nothing is supplemented and the poor teacher is forced either to bank on the hope that a full paying post will arise (which his/her presence sometimes obstructs) or to quit.

The special scales for farm school teachers do not escape this difficulty. Based on the presumption that the farmers will supplement the low salaries, the teachers are bound to suffer if this does not happen. It would appear that an attempt is made at reducing the teacher to the level of farm labourers for, whatever additional academic qualifications he may acquire, this makes no impression on the Department or farm manager, as far as the revision of his salary is concerned.

Whatever the attitude of the Department towards this matter, two things are real - firstly the salaries are more often than not never

supplemented, and secondly the teacher is the only one hard-hit. The Department should stipulate the amount and should also see to it that it is paid. Standing aloof in this matter only shows unsympathetic attitude towards those who sincerely aim at uplifting their fellow people.

Post Scriptum on Salaries :—

"Unto those who have, it shall be given even more. From those who have not, shall be taken away even the little that they have." Many teachers do not seem aware of the fact that they are paid less annual increments than the salary scales indicate. Instead of R2 annual increment which is laid down for certain categories, teachers have been paid R1-95, which really is not equal to £1 by any language. We only wish our Department could increase our salaries as subtly as they reduce them ! !

SUGGESTIONS FOR IMPROVING THE STANDARD OF ENGLISH TEACHING WITHIN THE PRESENT FRAMEWORK OF AFRICAN EDUCATION.

The challenge to all English examiners and to yourselves is how to arrest declining standards of English. Is this decline mythical or is it real and dangerous? It is my conviction that the nadir has been reached, and that the cause is detectable in a shift of emphasis from English as a medium of instruction to English as a subject, which involves only an hour or so of tuition five days a week. No language can really be mastered unless it is (a) heard and spoken for a considerable part of each day, and (b) used as a medium of instruction for all other subjects taught. The deterioration of Matriculation results is due, in part, to the promotion of other media of instruction, and the corresponding neglect of facilities, such as books and properly trained teachers in English. The remedy is to teach at least half the subjects in the primary, as well as in the secondary schools, through the medium of English. And this, I gather, is not possible at

present, even although English is the language of instruction for teachers at the Bantu College of the North, Turfloop.

The question that troubles your mind, I suppose, is the particular Matriculation examination you should work for. You have the option of entering either the J. M. B. examination or the National Senior Certificate examination. My personal suggestion would be to prefer the latter, unless you are compelled to take the J. M. B. examination by private or church-school study, or any other good and sufficient reason. As school facilities are provided by, and educational control is vested in, the Bantu Education Department, I should prepare for the new Matriculation examination, especially as you at present teach to its J. C. This examination will be identical with that of the Union Education Department, It provides a searching enough test in English, and you have nothing to fear on the score of standards.

Whether or not you should prepare pupils for the higher or lower grade examination is entirely a practical issue. The most successful pupils in the J. C. should certainly try to qualify in English on the Higher Grade. This is the only English examination that ensures definite literacy at the University level. On the other hand, it is better to have English Lower to one's credit than no School-leaving certificate at all. If a University education is aimed at, English Higher is, however, the desirable qualification, because it will enable students to use English text-books with the assurance of grasping what is written. English has a vast literature and range of text-books in all fields, and the favouring of it is but practical, educational common sense.

The present shortage of good English teachers is a widespread difficulty; you, indeed, are not the only victims of it. My advice to you, therefore, is to foster self-help as much as possible, by building up your library facilities, through donations as well as purchase, by making use of visual aids and recorded literature, and by sponsoring extra-mural activities in English, such as talks, extra-lessons, study groups, and so on. I can see no other way at present. Anyone who has sufficient desire to learn for himself will never be kept back, provided he has reasonable access to facilities. The teacher of Matriculation classes should, of course, have a satisfactory grounding to build on, and for that purpose I can recommend for use in Standards VII and VIII a new book called **A Basic Course in English**, with **Teachers' Key** (Nisbet), from which I quote a few of the author's observations :

The design of this book springs from a number of personal convictions that I believe to be axioms in the teaching of English :

Most children learn the basic skills only by systematic study and disciplined practice; proficiency cannot be left to come of its own accord.

To understand the correction of errors, and to follow the teacher's advice on rules and usage, the pupil must have an adequate stock-in-trade of grammatical and technical terms; these terms must be made thoroughly familiar to him by frequent use in meaningful context, not thrust at him as abstract definitions.

Habits, both good and bad, become ingrained by repetition; most of the time used in teaching the groundwork of the language should be spent not on testing (which stresses ignorance without increasing knowledge) but on good example and copious practice.

Self-tuition and self-correction should be much encouraged and practised; the ability to use dictionaries and other reference books not only helps to ensure a high degree of accuracy in the pupil's answers but lays the foundation for independent enquiry and correction in adult life.

The main emphasis in the teaching of the subject as a whole should be on expression, creation and appreciation, this being so, drill and practice in the basic skills should be carried out with the greatest possible economy of time.

Teaching is best left to the teacher; the most useful function of text-books is to provide abundant material for illustration and exercise, so conceived and organized that whatever is needed is available instantly.

How do people become expert writers and speakers of English? In the first place they take their example from others. But sooner or later they must study the language in detail - the ways in which word and sentences are built, and the rules and customs by which English is governed. Imagine how difficult it would be to understand lessons in woodwork or domestic science if you did not know the meanings of words such as **chisel** and **omelette**. Who ever heard of a chemist who did not know the difference between glycerine and strychnine, or of a railway engine-driver who did not understand the signals? How could anyone discuss the working of a motor car unless he knew the names of the various parts and how they fit together?

As Moderator in English during the past year, I have seen thousands of examination scripts, and scrutinised over seventy English examination script papers. The indifferent results in English are clearly confined to those

elements of the community that lack opportunities for hearing English well and frequent spoken. The English of the Bantu pupils is nearly always detectable by its formality and occasional strangeness of vocabulary. It is not as faulty, grammatically, as I find elsewhere, but it is wanting in recognition of the niceties of idiom. I speak now of the successful candidates. The poorer candidates, who do not succeed, owe their failure entirely to bad spelling, lack of control over the English tense system, and disregard of the grammatical concord. The remedy for the weaker brethren is not, I think, the weary grind through exercises in grammar books, but frequent practice in paragraphbuilding, or even paragrasing, precis-work and quizzing passages of good writing.

Teachers should insist on more English reading outside the classroom, and on the discussion of language problems as they arise from day to day. Particularly, you must learn to grasp the effect of words under the stimulus of imagination, and, on the other hand to react critically to uses of language that attempt to persuade you to action against your better judgment. You must learn to direct your attention more closely to the effect of words upon behaviour, and less to the deadwood of figures of speech and mere factual content. An examiner in literature does not want to know the facts presented by the author, but how much a pupil has been moved by the vigour of the writing. The examiner assumes, naturally, that you **have read the book**, or you would not be writing the examination. The examination on the higher grade is designed to test the examinee's perception and Sensitivity to good writing.

In the study of literature memorized notes and printed study-aids should be taboo; what is more valuable in the class-room is the teacher's enthusiasm for individual authors and works, communicated by throwing selected reading at the class with appropriate comments and reactions, so that the meaning suggested by the words comes alive. The trouble with students is that they seem to think style is a very complicated way of writing (should be found to show them that.) about the simple things to be expressed. Examples of good writing is to and should be regarded as a

simple way of saying complicated things. It is the world that is complex; our task in writing is to offer some clear notions about our observations.

What I am trying to urge is the practical approach to the study of literature. Whatever the student reads with enjoyment, he should endeavour to turn to his own profit. Good writing is a matter of human dignity; what the tongue utters reflects the character. To be precise, natural, sincere and grammatical, to pause for the right word, to put forward ideas tentatively; these are the virtues of civility that express themselves in good writing, as well as good speaking. As the great Victorian scientist Huxley advised, you should stand cross-examination on every word. Good writing is a branch of well-ordered thinking and is never clogged with lazy or unnecessary adjectives. Fifty per cent of these adjectives are of the automatic variety; the sense of your writing would in no way be affected if you omitted them altogether.

So often one hears young people say "I have ideas, but I do not know how to express them." I do not think one can rightly claim to have ideas which cannot be put into words - the possession of facts or views presupposes the ability to give them shape in sentences. The primary object on writing is to say what one has in mind in terms that will be readily understood. The next step is to consider whether the expression could be made more agreeable and interesting, without detriment to the idea. To enrich one's store of words, there are two principles to follow: (a) Get to know the meaning of unfamiliar words whenever you come across them, and (b) try to make the already familiar words more exact in their application. In other words, read, read, and refer constantly to a good dictionary.

If you wish teachers of English to become masters of their subject (and no less than this should be the aim), you must see that they are provided with reliable and indispensable reference books. There are, for instance, Wyld's **Universal English Dictionary** and Jones's **English Pronouncing Dictionary**; Fowler's **Modern English Usage**; Jespersen's **Essentials of English Grammar** and Gratton and Gurrey's **Grammar at Work**; King and Ketley's **Control**

of Language; E. Gower's **Complete Plain Words** and Strunk and White's **Elements of Style**. Constant reference to these will solve a number of practical problems and build up Confidence.

The trouble with our system of education is that it tends to the accumulation of theoretical and abstract knowledge, instead of to experimental activity. This must be corrected, at all events in the writing class. No one can be original who has not been taught to use his powers of observation and to think about things observed for himself. The teacher should resist the rigid application for his acquired system to provide opportunities in the class for the light to shine through. A child's imagination needs only a stimulus to awaken it; it is a good deal more fertile than that of most adults. The child can satisfy his own longing for an ideal world, one in which the deadly routine of an economic existence plays a small or no part. But the young child is generally the centre of his own world, and his motives have to be objectified. You should afford him opportunities of seeing and representing the world at first hand, through creative play, through meeting interesting persons, and so on.

As the child exhausts the useful vocabulary of his family, he will learn most of his new words from books. But what he writes about should always be his first hand experience. Most uninteresting is due to judging things by pre-conceived notions and standards. The interesting mind is always that which is feeling its way, suggesting ideas and testing them out, not the one that is constantly making pronouncements.

D. H. Lawrence once said, in his inimitable way :

They say it is very difficult
to distil sea-water into sweet.
Perhaps that's why it is so difficult
to get a refreshing drink out of old wisdom,
old truth, old teaching of any sort.

This does not mean that we can safely discard our valued traditions. What is **does** mean is that we must not hope to become educated, as long as we allow our minds to run along the old grooves.

Whenever pupils approach the subject of

an essay, you should ask them to consider the following questions :

- (a) What does the subject mean?
- (b) What do you think about it, and why?
- (c) Where does the subject lead? What related topics does it raise?
- (d) Why is the subject interesting, at any rate for you?
- (e) Does the subject fall naturally into various aspects?
- (f) Will the reader be interested in it or understand it as you do?

Anyone who asks himself and answers these questions when in a quandary, will find that he has set the ball rolling for the business of expression. His essay will have intelligent movement, even if it lacks the finer graces of style. Movement and clarity are two of the indispensables of good writing. Here is an example from one of your own people P. 67.

There are various methods of learning arrangement and development of ideas. One is to translate the masterpieces of another literary language into one's own. This improves understanding of the shades of meaning of words. Another exercise is to re-write sentences in a variety of different ways without altering the sense. This develops flexibility and exactitude, and is much practised in French schools. The *précis*, or summary, is equally useful as mental training, because it is a valuable accomplishment to be able to give the gist of a statement, scene or discussion in a few words, chosen and organised by one's self. In writing, the pupil should seek every aid possible from friends and critics on whose judgment he can rely. Revision is **always** necessary before parting with what is written for others to read. Addison is said to have re-written some of his **Spectator** essays eight times, though the contents were merely polite journalism. Writing and speaking well are not idle accomplishments of no practical value; a command of words gives one a great sense of power; but, above all, it ensures ease and confidence in whatever society one enters.

My impression, as Moderator in English, is that the language papers in all school-leaving examinations leave much to be desired. My first criticism is that the grammatical language

paper is vague fragmentary and repetitive; what is positive does not effectively ensure the true criterion of success in the examination, the assurance of literacy. The public and the universities expect, in the school-leaving or matriculation certificate, some guarantee that the pupil is literate enough to cope with business or university work.

Two of the most valuable of the old disciplines - paraphrasing and précis-writing - are no longer included in language papers, being replaced by the comprehension test, the analytical direction of which is largely literary. I realize that the disciplines of language and literature are not properly to be separated; but the testing of the same skills in different papers reduces the range and efficiency of the tests on which the determination of literacy depends.

English language papers should test several skills, and the following appear to me to be the most desirable elements for the teacher to stress :

- Paper 1.** (a) The Essay (where the factors are vocabulary, ideas, tenacity to point, command of idiom, style).
(b) The Letter (where the examiner looks for correct formality or unbuttoned ease in the writing).
(c) An exercise in detecting (i) loose thinking, and (ii) emotive writing or spurious argument.
(d) A series of questions requiring explanations of the use of different punctuation marks.

Paper 2. (a) Analysis :

A passage of 12 - 20 lines of good prose, on which to base a number of grammatical enquiries.

- (i) Principles of subordination.
(ii) Clausal and phrasal function in context.
(iii) Functions of moods and tenses.

(b) Comprehension :

- (i) A different passage, preferably imaginative or figurative verse or prose, with questions on words underlined, what they mean, suggest or imply.
(ii) The vitality and relevance of selected phrases, idioms or figures of speech and style.
(iii) Paraphrase : the passage to be re-expressed, to bring out the meaning, in the pupil's own language.

(c) Language Improvement :

A formless or incoherent paragraph of prose for improvement.

The merit of the above kind of language examination is that it would work in a single direction, command of the language, and avoid a mass of isolated enquiries which have little synthetic value. When these two papers have been read by the examiners, a clear picture of the state of literacy will emerge. The element of chance and the desire to spot questions will disappear.

I intend laying these proposals before the Joint Matriculation Board, as I do not think that the present language papers always achieve their purpose. But I believe immense improvements have been effected in the last ten years in the literary papers.

There is no knowing whether what I have offered you is really what you need. But if I have fallen down, please allow me to remedy my omissions by answering, to the best of my ability, questions put by yourselves.

24/362.

PROF. A. C. PARTRIDGE.

Delivered at Conference of High School Teachers at Vlakfontein, Pretoria, held under the auspices of the Transvaal United African Teachers' Association.

This address received the enthusiastic approval of Conference.—Ed.

FROM THE GENERAL SECRETARY'S DESK.
OUR DUTY TO THE ASSOCIATION :

It is not uncommon to hear the time-worn questions "What is TUATA doing for me?" Or "why waste my time with TUATA?" These phrases more often than not emanate from the lips of seasoned and respectable-looking teachers who should be a standing example to every tenderfoot. The cause of this somewhat misguided utterances stems, to my mind, from the lack of information on the part of the teacher. Whilst we expect the District and Branch offices to disseminate information as fast as they should, some where along the line the machinery jams. Once this state of affairs is allowed then our members are kept in the dark. The question now is what is the remedy, if any?

First and foremost are we, as members, inspanning the right people? If we do, then we can never be let down. It is the greatest known weakness of the African that the new man we see for the first time in any meeting, let alone a TUATA meeting, who is very loquacious, verbose and bombastic wins not only our admiration but also a TUATA position. How irresponsible we can be. When this man gets back home he goes back to his slumber. Our information is not sent out. Teachers blame the Association where their own first duty was neglected very grossly by them. Our greatest duty to this Association of ours is to act in the most responsible manner possible at ALL TIMES, lest we should regret.

After receiving information what do we do? Cases can be quoted where teachers receive the TUATA MAGAZINE and never know the contents of the cover. This is more than irresponsible surely. If our own MOUTH-PIECE receives such treatment at our hands we do not even show the slightest appreciation for the efforts of the men who sacrifice their leisure time to compile this wonderful magazine. A start should be made to read our magazine immediately. After doing so pass it on to a friend who is on the fence to (convert him). If you have no such teacher in the neighbourhood why not open the eyes of any member of the public, be he a school committee member, school board, school Board Secretary etc. If the magazine can be treated with such con-

tempt, what chance do circulars have? Circulars from time to time are either not read at all or are read in a hurry faster than that of a rocket of an astronaut going round the globe. This, inevitably, leads to mis-understanding of the information and immediately the machinery goes off the TUATA rails. Let us pledge ourselves and dedicate ourselves to the Association of our noble profession.

The most distressing aspect of the unpredictable manner in which we some times act is found in the habit of destructive criticism which some of us are past-masters. Instead of us all pooling our ideas for the common good the member finds fault with the official and never attempts to criticise constructively and progressively. The future of this Association is dependent upon our faith, our vision, our optimism, our ~~courage~~ and our dedication to what we face the future and a since-then - a n- official difference good of the

INSTRUCTION

Immediate
the Association
ALL instructions
in circulars

of the machinery to jam do stem from the different attitude adopted by members towards a particular instruction that has to be carried out. The best dictum to follow is:— carry out the instruction and thereafter start asking questions and debating. It is also very foolish to ALL concerned to ask the people to explain where doubts obtain. What handicaps TUATA is silence and non-compliance. Take some of the requirements that look innocent and so important. A Membership register, Statistics, Banking Accounts, Correspondence from the member to the Branch, then the District and finally the Province, Abiding by the decisions of the Adjudicators at Music Competitions etc. An Association that can NOT stick to the rules runs the risk of pleasing every body and, of course, at the end nobody will be pleased. Our Association may find itself on the scrap-

heap (pardon me for stating this unbecoming truth).

OUR ATTITUDE TOWARDS THE ASSOCIATION :

If we all revealed our greatest faith in our Association, we would never have instances where people use the TUATA ladder to climb to the top rung and thereafter kick the ladder that brought them to the pinnacle of their careers. Many teachers do despise teaching and the efforts of the Association. Stranger than fiction as this may be after quitting teaching to some other job (no mention need be made of jobs), these same people return to the teachers and the schools they despised to advertise their wares or their shows. Let us call a halt to this bluff of the century by refusing to assist a man who despised us and ALL that we stand for when he should have co-operated with us all.

Our motto and slogan should be, wherever we are, the policy of our Association must be carried out. As a member of the teaching fraternity I stand by the Association and for ALL its ideals and aspirations which I have helped to formulate.

ANNUAL CONFERENCE :

All roads lead to Phokeng, Rustenburg District, commencing on the 24th, 25th to 26th June, 1962.

TUATA SPECIAL : The TUATA Special train leaves Germiston on the 29th June 1962, taking some fortunate Primary School, Double Quartette and Teachers' Choirs to Bloemfontein. Members pay ONLY R5-00 to accompany this select group. Do not miss this.

I. E. ZWANE,
(General Secretary).

TUATA INFORMATION BUREAU.

A. TRADE

RAND EASTER SHOW, 1962.

Attendance : 555,000; 32,000 more than last year.

Overseas Trade Missions : 250

Countries to which S. Africa Exports : 126

Gold : In 1962 S. Africa is expected to hit the 24 million ounces mark. This represents 65% of the Western World production.

Employment : 57.1% of the Africans employed in mines as at 30/6/61 were "foreign" Africans.

PUTCO : Employs 1,500 Africans.

Border Industries : Employ 72 Whites and 1,239 Africans. R3 million invested last year.

Bantu Investment Corporation granted 104 loans totalling R6,000,000 last year.

Urbanisation : "In 1921 there were 587,000 Africans in S. Africa urban areas. In 1960

the number was 3,091,000 and still they are flocking to the cities leaving their traditional rural homelands," says L. T. de Jager.

WAGES : "Better human relations and a new attitude by employers towards their African servants is more important than raising their wages." This view is held by Mr. Ray Silberbaner, Director of Bantu Wage and Productivity Association.

(I hope this view is not responsible for the attitude of our Department on the salary question. A living, civilized wage is basic.—Ed.)

B. FOOD

Soup : Fortified soup powder called "the best food in the world," is being produced by a Johannesburg factory, Nutritional Foods and Sungold Products (Pty.) Ltd. **One pound** of this powder gives 40 children full meal with all nutritional values.

Pro Nutro : New kind of highly nutritional porridge. A combination of animal and vegetable food products, consists of 22% protein and a balanced quantity of vitamins and minerals. Intended for children

of pre-school age but it can be used by all age groups.

Kaffir Beer: Council of Scientific and Industrial Research (C. S. I. R.) has contributed R70,000 towards K. B. research.

COMMUNICATION.

C. RADIO-BANTU: 17,000 letters of appreciation are received monthly. 630 applications were received for 23 announcers posts. 77,638 Africans had radio licences by the end of December, 1961.

Railways and Roads: 13,564 miles of rail in S. Africa. 5,700 miles of national roads. 1700 miles of special roads.

CARS: S. Africa - 965,000 motor vehicles (one per 15 people).

Rhodesia - 141,600 motor vehicles (one per 56 people).

Morocco - 182,500 motor vehicles (one per 56 people).

Nigeria - 42,000 motor vehicles (one per 770 people).

D. EDUCATION AND ACHIEVEMENT:

Bantu "Ambassador": William Sihlangu, son-in-law of an American Negro left for America to live there. An ardent supporter of the National Party, he says he will tell the Americans how much the Government is doing for the Bantu.

Slaves: Between 1800 and 1847, 4½ million slaves were obtained from Nigeria alone. In all about 100 million slaves have been captured from our dear Africa.

Bantu Colleges: 499 at University colleges this year - 222 at Fort Hare, 192 at Turfloop, 85 at Ngoya. Teaching staff in all three colleges, 132; administrative and technical sta , 47.

Rev. Lekganyane: Zionist head with headquarters in Pietersburg donated R4000 for scholarships at Turfloop. This grant is to be called the Mamelodi Scholarship. During this year's Graduation Ceremony at

Turfloop where 3 students were capped Rev. Lekganyane donated R1000.

U. S. A. Grant: 150 Books valued at R500 were donated to Turfloop by the United States Government.

Literacy: 200 New schools built in 10 years. In 1961 there were 350 secondary schools in the Republic with a total population of 50,000 pupils.

Mr. H. MacCarthy, Springs' City Councillor writes: For the past 50 years 3 million Bantu Children attended lower primary Schools, 935,000 attended higher primary 100,000 matriculated, 27,000 attended University (This 40% literacy is the highest in Africa).

Doctors: Professor H. W. Snyman, Acting Chairman, S. African Medical and Dental Council says that there are not enough Bantu, Indian and Coloured doctors to attend to their own people. S. Africa will face a shortage of 2,000 doctors by 1965.

Schools: The Mopedi Industrial School will have a R9,000 building at Orlando West, Johannesburg. It is an unaided Industrial Bantu School (Bantu Education Act) It will admit 200 Students in business and Industrial courses.

A Dress-Making School has been opened in Wallmansthal, Pretoria. It is unique in that it is owned by an African couple, is recognised by Bantu Education which conducts the examinations, and it offers courses ranging from one to three years in Pattern-Adaptation, Theory, Drawing, Practical Work, Decorative Work, Lingerie - Embroidery. Address: Box 92, Bon Accord.

Achievements:

Civil Engineer: Mr. Solomon Lefakane is reported to be the first African to qualify as a civil engineer (Wits) in South Africa. He is now employed by Daveyton Township at a salary of R1080 per annum plus R29-47 per month.

We are proud of this achievement and hope other Africans will not be denied this op-

Ophthalmic Surgeon: Dr. Rex Tatane, ex St. Peter's pupil, ex - Fort Hare and Wits graduate, 36 years of age, unmarried is the first African doctor to qualify as an eye-specialist and will complete his Studies overseas. "I will return to work among

the African blind in the Northern Transvaal."

This is a heartening achievement. Wish him every success.

—○—

University of South Africa, 1962 Graduation :

WHITE	RESULTS	BLACK	RESULTS
B.A.	132	B.A.	43
B.Sc.	9	B.Sc.	2
B.A. (S.S.)	9	B.A. ((S.S.))	1
B.Ed.	23	B.Ed.	8
Hons. B.A.	26	Hons B.A.	14
Hons. B.Sc.	—	Hons. B. Sc.	5
LL.B.	7	LL. B.	2
U.E.D.	2	U.E.D.	19
Candidate Attorneys	15	Candidate Attorneys	1
B.A. (Fine Arts)	5	B.A. (Fine Arts)	—
B. Mus.	4	B. Mus.	—
B. Com.	31	B. Com.	—
B. Ad.	5	B. Ad.	—
Hons. B.A. (Fine Arts)	1	Hons. B.A. (Fine Arts)	—
Hons B. Com.	3	Hons. B. Com.	—
Hons. B.A. (S.S.)	1	Hons. B.A. (S.S.)	—
LL.M.	1	LL.M.	—
M.A.	8	M.A.	—
M. Sc.	1	M. Sc.	—
M. Ed.	1	M. Ed.	—
Ph. D.	4	D. Ed.	—
B. Com.	1	Ph. D.	—
D. Litt. et Phil.	1	D. Com.	—
D.D.	1	D. Litt. et Phil.	—
Higher Diploma in Librarianship	5	D.D.	—
Diploma in Banking	4	Higher Diploma in Librarianship	—
Diplomo in Bonking	4	Diploma in Librarianship	—
Law examination for Public Servants	35	Diploma in Banking	—
Senior Law examination for Public Servants	3	Law examination for Public Servants	—
Diploma Iuris	1	Senior Law examination for Public Servants	—
Theory of Accountancy	121	Diploma Iuris	—
TOTAL	465	Theory of Accountancy	—
		TOTAL	95

STARTLING.

Below we reproduce a circular that has been sent to **all** Principals of Schools (*italics are ours*).

It claims to have the backing of our Education Department!

It claims support from schools as of right and imperatively demands settlement of "the account" by return of post!

It seems to belong to a family of papers that flood our schools e.g. Bona, Tswelepele, Wamba. Fortunately these others are paid for by some magnanimous person or body.

We hope Schools will understand that this circular is an ordinary Commercial enterprise whose association with our Education Department

is highly questionable. Support for this paper is VOLUNTARY like the support for the Huisgenoot, Rand Daily Mail, Drum etc. This paper is neither a Government Gazette nor an enlarged Departmental circular.

Great publicity has been given to the fact that the Board of Directors of Elethu includes the Minister of Finance, Dr. Dönges, the Minister of Bantu Education, Mr. W. Maree, and Professor S. Pauw, the Rector of the University of South Africa, no doubt, all in their **personal capacities**. One wonders why this paper should seem to consider itself so lucky as to be privileged to send such a peremptory circular to school Principals.

Clarification by our Department of this advert would clear the air.

SABIKO LIMITED

Telephone 22-8831/2

P.O. Box 7357,
JOHANNESBURG.

Circular to all Principals of Schools.

Dear Sir,

As you will see the Department of Bantu Education is welcoming the birth of this newspaper in the vernacular.

In the meantime we are sending you the paper together with the **account** for the first year. We would be pleased if you will **settle this account** by return of post as it has to be paid in advance. The subscription is R2-50 per year. We **must** have your subscription by return of post.

Will you please mention the language in which your school wish to receive the paper, on the account. The paper will later appear in Xhosa and Sotho. In Sotho it will be called "LA RONA."

Will you please send us prominent school news as well as local news for "ELETHU" or "LA RONA". We will pay for all photos and news that we use. For photos we pay R2-10 each and for news 20c per single column inch. "ELETHU" and "LA RONA" is going to develop into daily newspapers in future.

All readers of "ELETHU" are invited to become shareholders. If you are interested in shares, please let us know and we will send you full particulars.

Will you please let us have the understanding account together with your payment as soon as possible, otherwise we will not be able to continue sending you the paper.

We thank you in anticipation for your prompt attention.

(Application form on Page 26)

Yours faithfully,

(Dr.) A. M. DEKKER,
Managing Director.

ANALYSIS OF MATRICULATION RESULTS — 1958 — 1961.

(AFRICAN SCHOOLS)

YEAR	DETAILS	English Higher G.	Afrikaans Hoër	Afrikaans Laer	Xhosa	Zulu	N. Sotho	S. Sotho	Tswana	Tsonga	Venda	Latin	Maths	Physic. Science	Biology	Botany	Zoology	Physiol. and Hyg.	History	Geography Phy.	Bookkny. & C. Arith.	Commerce	Woodwork	Agriculture	Homecraft	English Lower Gr.	Summary
1958	1. CANDIDATES	652	10	245	315	124	80	55	63	16	4	164	224	221	298	101	238	179	535	386	46	6	5	100	15	660	
	2. PASS	323	3	145	314	70	79	40	52	14	4	142	112	123	217	67	193	110	418	276	23	4	5	72	14	248	
	3. FAIL	329	7	100	1	54	1	15	11	2	0	22	112	98	81	34	45	69	117	110	23	2	0	28	1	113	
	4. PASS	50	30	59	100	57	99	73	83	87	100	87	50	56	73	66	81	62	78	72	50	67	100	72	93	37.6	
	5. FAIL	50	70	41	0	43	1	27	17	13	0	13	50	44	27	34	19	38	22	28	50	33	0	28	7	62.4	
1959	1. CANDIDATES	626	6	340	172	128	72	71	72	16	14	162	250	221	288	114	165		531	365	48	17		92	8	2	629
	2. PASS	170	4	170	147	106	65	33	41	14	12	75	121	84	227	94	111		297	251	22	17		68	6	2	118
	3. FAIL	456	2	170	25	22	7	38	31	2	2	87	129	137	61	19	54		324	114	16	0		24	2	43	
	4. % PASS	27.2	66.7	50	85.5	82.8	90.3	46.7	56.9	87.5	85.7	46.3	48.4	38	78.8	83.3	67.3		55.9	68.8	57.9	100		73.9	75	100	18.8
	5. % FAIL	72.8	33.3	50	14.5	17.2	9.7	53.3	43.1	12.5	14.3	53.7	51.6	62	21.3	16.7	32.7		44.1	31.2	42.1	0		26.1	25	81.2	
1960	1. CANDIDATES	710	10	425	261	163	102	72	74	18	12	171	247	231	410	132	148		602	473	52	19		143	19	9	716
	2. PASS	156	8	111	261	112	81	42	43	13	11	98	115	101	318	107	80		405	364	17	17		87	19	6	128
	3. FAIL	554	2	314	0	51	21	30	31	5	10	73	132	130	92	25	68		197	109	35	2		56	0	2	28
	4. % PASS	22	80	26.1	100	68.7	79.4	58.3	58.1	72.2	52.4	57.3	46.6	43.7	77.6	81.7	54.1		67.3	77	32.7	89.5		60.8	100	75	17.9
	5. % FAIL	78	20	73.9	0	31.3	20.6	41.7	41.9	27.8	47.6	42.7	53.4	56.3	22.4	18.3	45.9		32.7	23	67.3	10.5		39.2	0	25	83.1
1961	1. CANDIDATES	828	7	532	258	272	116	84	65	18	12	179	345	232	406	269	260		681	511	67			221	33	7	828
	2. PASS	311	5	119	244	196	111	63	45	15	12	107	141	114	299	234	181		389	334	53			182	31	5	215
	3. FAIL	517	2	413	14	76	5	21	20	3	0	72	204	118	107	35	79		292	177	14			39	2	2	616
	4. % PASS	37.6	71.4	22.4	94.6	72.1	95.7	75	69.2	83.3	100	59.8	40.9	49.1	73.6	87	69.6		57.2	65.4	79.1			82.8	94	71.4	14.4
	5. % FAIL	62.4	28.6	77.6	5.4	27.9	4.3	25	30.3	16.7	0	40.2	59.1	50.9	26.4	13	30.4		42.9	34.6	20.9			17.2	6	28.6	74

Summary of Matriculation Results in African Schools: 1953 — 1961.

	1953	1954	1955	1956	1957	1958	1959	1960	1961
CANDIDATES	547	523	595	768	745	660	629	716	828
MATRICULATION	90	127	110	164	135	113	43	28	76
SCHOOL LEAVING	169	107	120	190	157	135	75	100	139
FAILED	288	289	365	414	453	412	511	588	613
% PASS	47.3	44.7	38.7	46.1	39.2	37.6	18.8	17.9	26 (14.4)
% FAILED	52.7	55.3	61.3	53.9	60.8	62.4	81.2	82.1	74

MATRICULATION RESULTS — TRANSVAAL SCHOOLS, DECEMBER, 1961.

SCHOOL	FIRST CLASS	SECOND CLASS	THIRD CLASS	FIRST CLASS School Leaving	SECOND CLASS School Leaving	THIRD CLASS School Leaving	CANDI-DATES	PASS	FAIL	PEND-ING
Wilberforce	—	2	—	—	—	—	13	2	11	—
Immaculata	—	—	—	—	—	—	8	—	8	—
Madibane	—	—	—	—	1	3	26	4	22	—
Musi	—	—	—	—	—	—	12	2	10	—
Nakene	1	2	2	—	2	1	22	8	14	—
Lemana	—	2	—	—	2	2	15	6	9	—
Setotlwane	—	—	—	—	—	1	10	—	10	1
Pax	—	1	2	—	4	2	34	9	24	—
Mokopane	—	1	—	—	—	1	22	1	21	—
Hofmeyer	—	—	—	—	—	—	13	1	12	—
Lady Selborne	—	—	—	—	—	—	14	—	14	1
Kilnerton	—	3	1	—	6	8	38	18	19	—
Bafokeng	—	—	—	—	—	—	6	—	6	—
Emmarentia	—	2	—	—	—	—	13	2	11	—
Motse Maria	—	—	—	—	—	1	5	1	4	—
Mphaphuli	—	—	—	—	—	—	6	—	5	—
Sekitla	—	—	—	—	—	—	15	—	6	—
TOTAL	1	13	5	—	15	20	272	54	216	2

ADDRESS TO THE ANNUAL CONFERENCE OF S. EAST DISTRICT AT BOTSHABELO
INSTITUTION ON THE 14/4/62
INSTITUTION ON THE 14/4/62 — Delivered by Mr. M. S. Mogoba (Editor).

I thank the chairman and our beloved South-East District.

Your emergency Committee feels greatly honoured by the annual invitations it receives from this District - one of the smallest Districts but unique in its vast size and its extraordinary efficiency of organisation. I personally wish to congratulate you on the co-operation you have given to my Editorial Committee. Your District being amongst the first two to have magazines sent directly to Branches.

I have been asked to speak to your Conference, a choice which is rather peculiar but most welcome as this happens to be my home District to which I am sentimentally attached. This offers me an opportunity to speak as one to his Country-men, and if my dreams come true, I hope to bring home some home-truths. Allow me to address you on the subject: OUR

FOCUS ON THE FUTURE.

TO-DAY the world is gripped by fear. In the words of a modern historian: "The years since the end of the Second World War are a period during which there have been intermittent rumours of peace. There are few periods in man's history that have offered as many serious threats to his survival. The size and potential destructiveness of modern weapons numb the imagination, and "brinkmanship" on the part of the world's leading statesmen has become a regular feature of diplomatic activity."

Our youth have grown under the shadow of the BOMB. These are the children who fill our classrooms from the pre-school child right up to the University youth of 17. Those who are older were born during the Atomic War, and they are decidedly in a worse position.

The race for arms against imaginary enemies continues unabated. In our own land there is unprecedented mobilization. This made one African statesman remark: "If these great powers can be persuaded to divert a small fraction of this precious capital, which they are now using for destructive ends, to finance the economic and social programmes of the underdeveloped countries of the world, it will not only raise the standard of living in these

countries, but it will also contribute greatly to the general cause of humanity and attainment of world peace." "Recent statistics support this sound plea: South Africa this year voted R119 million for defence. Contrast this with R25 million for Bantu Development and about R20 million for Bantu Education. This, ridiculous as it sounds, is a trifle compared to what America and Russia spend. Fear reigns supreme to-day. We know that Power corrupts and absolute power corrupts absolutely. Add to this corruption the corroding effect of FEAR and you have in capsule form the plight of the world to-day.

It is consoling, however, that eventually the cup of endurance runs over and human personality cries out: I can take it no longer. Is it surprising then that a sane, telling condemnation of this world madness came from a youngster of 16 years of age, DAVID HARDWICK, President of Britain's 3,500 strong YOUNG PEOPLE'S UNION, who said:

On behalf of children and teenagers everywhere we appeal to you (the Big Three) to halt nuclear tests immediately and bring about total disarmament. You have enjoyed the prime of your life. Why can't you allow us to enjoy our young lives without the fear of radio-activity and the threat of war hanging over our heads?"

This is sanity or call it realism if you like, and coming from a youngster who represents the youth whom we are trying to protect, it shows the depth into which world leaders have sunk.

A heartening reflection is that nearly 200 million Africans in Africa are not party to this evil spirit and this gives realisation to a prophesy made by Prof. Arnold Toynbee who advised in his "A Study of History" that it may be the Negro who will give a new spiritual dynamic to Western Civilization that it so desperately needs to survive. The spiritual power that the Negro can radiate to the world comes from LOVE, UNDERSTANDING, GOODWILL and VIOLENCE" —not POWER and FEAR.

To-day the choice is no longer between violence and non-violence; it is either NON-VIOLENCE or NON-EXISTENCE.

It is on this premise that I make a claim that the African, and more specifically the African Teacher, is called upon by Providence to shape the destiny of mankind.

The role of TUATA in the present set-up.

The TUATA is not a creation of some ACCIDENT. It is by Providential Design that we are the strongest and most active teachers' association in the Republic of South Africa amongst both the Black and White. After our recent Cape Tour we are more than ever convinced that our existence, or in reality survival, cannot be a chance-creation. We may not be aware of our strength and immense potentialities. We are an autonomous African organisation - perhaps the only one of its kind. We are therefore, amongst other things, a practising school for African leadership and self-government. Through our 105 Branches, 11 Districts and several sub-Committees and Mother Executive we offer opportunities for leading. If we fail by some self-confessed weakness like TRIBALISM, DISHONESTY and IMMORALITY, it will be an indictment on Africans everywhere and it will spell doom to many souls that rely on us for their continued existence and honour. Therefore we dare not fail. Said Laurens van der Post; "No human being could live indefinitely without honour and dignity. They could deny it temporarily to the Africans, but not indefinitely, no matter how much they bribed him by better wages and the like. The history of what is happening to the white man in the East was a terrifying illustration of the futility of so one-sided and materialistic an approach".

The Role of the African Teacher :

As teachers we have to accept our responsibility. We have a choice of orientating our education on our PAST or on our FUTURE.

The past has passed. Its impact on the present may be great particularly because of our time-honoured social solidarity and cultural civilization. But it has little value as a foundation of education because of the revolution that is sweeping through the continent of Africa. Besides, how can such a technical education be based on an informal education of our beloved grand fathers? I do not propose

to waste more breath on something that is only a shameful anachronism.

The PRESENT is unreliable, transient and only fit to be caged in some museum. If that great American educationist, JOHN DEWEY is right when he says "education is that reconstruction and reorganisation of experience which adds to the meaning of experience and which increases the ability to direct the course of subsequent experience" and that "the environment consists of those conditions that promote or hinder, stimulate or inhibit, the characteristic activities of a living being"; then our present environment is likely to do untold harm to our children. Our environment is not only defective but it is dangerously charged with brain-washing manoeuvres which are calculated to produce the depersonalized cogs in the turning wheel of the State.

This means that whilst we cannot ignore the present—no sensible educational philosophy can do that—we must transform it with a vision of the FUTURE. The form of our future and its proximity are no longer subjects of debate. Even those who hate to know our future can do NOTHING to change it.

Let me conclude by suggesting a plan which we need if our focus on the FUTURE is not to go wrong.

1. REJECTION OF EVIL. Let us reject evil implicitly or explicitly. Remember he who passively accepts evil is as much involved in it as he who helps to perpetrate it. He who accepts evil without protesting against it is really co-operating with it. When one is drawn into an embarrassing or untidy situation which is obviously evil, one can avoid promoting it by being passive. What I mean is when one has NOTHING to say it is morally correct not to say it. Peering through many publications and reports one gains the impression that some people think it is illegal to keep quiet.

2. LEADERSHIP. For many hundreds of years we have developed a habit of associating leadership with whiteness. The result is we find it difficult to accept Black leadership or to make the young ones develop the idea of the leadership of SELF. It does not matter what the circumstances are, any attempt to discredit Black leadership to day will boomerang on us

one day.

3. CREATIVENESS. Our teaching must be elevating, inspiring, and creative rather than depressing and blunting to the sensitive cords of creation. We must inspire confidence into our children so that they do not imagine that they are sub-humans on the receiving side of productivity. Don't talk disparagingly about our past, particularly our culture and social life. Merely tell them that constructive adaptation is necessary. Tell them, in the words of one thinker that "there is no achievement which is possible to all human beings which is not possible to all Africans". Illustrate this truth with living examples, like NONI JABAVU, the daughter of the late Prof. D. T. Jabavu, who said " . . . I am happiest of all because the job as Editor of the "NEW STRAND", an English magazine, was offered to me on the strength of the work I have done so far as a writer. "(Rand Daily Mail, 7/9/61). Our children must be taught to respect black and stop associating it with dirt, degradation and failure. Even their black hair they must love.

Said one writer "Our hair is black, and instead of dyeing it brown or blonde, we dye it twice black, ebony black, peacock black, jet black, or midnight black". Or in the words of another realist "African Community is too stable to be unproductive, too dynamic to be static, too dignified to be unimpressive, too African to be Western".

If we do that, Countrymen, you can be certain that you would be laying a brick in the fabric of African Nationhood, and producing an "African Personality" and not a proto type of American or Russian Personalities.

Do not give in to FRUSTRATION in the face of difficulties. Remember that our wealth and strength are our numbers. If the hour we are in is dark it is unmistakably the darkest hour before dawn. Harden your sinews for the struggle is fiercest towards the end.

Long live the S. E. District.

Long live T.U.A.T.A.

THE PART AN AFRICAN TEACHER HAS TO PLAY IN THE ECONOMIC SET-UP OF HIS PEOPLE.

It may seem a clumsy statement to pinpoint an African teacher in this connection. Due to scarcity of avenues for expression of talent, the teaching profession has remained the most envied and respected down the years.

It is for this reason that I want to use the teacher as the turning effect for the few comments I would like to make in passing. Fuller, one of our respected psychologists says, "A good teacher is he who studies his students whilst they read their books." I am sure Fuller was not thinking narrowly, he was thinking of a teacher in a broader sense. A teacher remains a teacher even outside the confines of the classroom.

Because of the part that a teacher plays in society, he is really looked upon as a model. I want to drive the reader from misinterpreting my thought here to mean, a teacher is a king in a world of the Blind.

The school curriculum includes so many interesting subjects, of real practical value and just because a teacher is narrowly taken to mean, a man who moves very well in giving long History statements or Geographical facts to the students, a teacher has also down the years felt he has to study his mathematics, Accounts or any subject for strict use in the classroom.

I want to call on the African Teachers Association, to think in terms of charging the African people with the spirit of business or rather a spirit of well-shaped economic outlook on life.

Many of our African people in the farms readily dispose of their produce due to economic pressure, and midsummer they almost starve to death. I suggest that the association should seriously think in terms of an attempt

to centralise markets for this produce. I am thinking in particular of maize and kaffir-corn, which could be bought during years of plenty, and stored for rainy days. These could definitely be sent to hunger-stricken areas as a relief scheme.

The light appears dim in the distant horizon, but if this scheme could be thought of broadly, particularly that it is a practical problem, we would sooner or later find ourselves somewhere. The government I am sure would not consider the African teacher as a business monger, but would certainly be expected to consider him as a ray of light to the people, to help bring the African Nation to the realisation of its hopes and dreams.

I am thinking also of huge sums of money, that are now lying in banks on fixed deposit. Whilst these amounts earn interest, we want institutions of our own. This would certainly be a vast stride in our struggle to take our place in the political economy of this country.

I have no doubt, this short message will fall on soft ground. All light for the benefit of

the African nation radiates from the teacher, and the teacher should react consciously in his discharge of this great duty. European races who have had years of study of economic trends in their own localities, are today studying this subject broadly, and can always from date on hand predict what the future has for their countries.

We have, however, to admire the adaptability of an African in the different ways of life, particularly in industry, a way of life quite foreign to him. Let us not underestimate the skills we have hitherto garnered technically. Our future lies in our endeavour to do research work on our economic resources, and to make the best possible use of those resources.

The ground lies fallow for cultivation, and we all have to look and enter the future with the spirit of service. We have pioneered the field of education, but we have left behind a way of maintaining a livelihood.

K. G. MOKGATLE.

VIEWS THAT MATTER.

(Addressing pupils of the Welgedacht Junior Afrikaans School, SPRINGS.)

Mr. F. H. Odendaal, Administrator of the Transvaal: "We are centuries ahead of the Native. He has the mentality of a child and should be treated like a child, but we must always behave in a just and christian manner towards him and we will earn his respect."

(Rand Daily Mail)

(These are some of the things that discredit Christianity. I cannot think of a worse insult to our nation. Our Administrator insulting US in front of BABIES! —Ed.)

Dr. R. S. Bilheimer, Associate Secretary of World Council of Churches: "Many Africans despair because of their situation, and they resent the white man. They know that Christianity has come from the Whites and there

is therefore a rejection both of Christianity and of the White man." (The Star)

Executive Member, "The Sons of England": "English is rapidly becoming the world's diplomatic, Commercial and scientific language and we shall pay a high price if we neglect it in this country." (Rand Daily Mail)

Miss Noni Jabavu, daughter of Prof. D. T. Jabavu: after her appointment as editor of the "New Strand" Magazine in England said: "I am naturally delighted to be the first African Woman to break into yet another career, but I am happiest of all because the job as editor of the 'New Strand', an English magazine, was offered to me on the strength of the work I have done so far as a writer." (Rand Daily Mail)

Mr E. Louw: However much they deny it, the African States know that in respect of

housing, social services, medical care and education, the Bantu in South Africa are far better provided for than their own people.

Dr. A. L. Geyer, Chairman of the S. African Bureau for Racial Affairs (SABRA): A policy of white domination would, in the light of present world politics, not only be stupid but also morally indefensible.

Dr. Verwoerd, Prime Minister: Regarding the size and the borders of the proposed Bantu States, it was unfair to say that only 13% of the country was being allocated to the Bantu. If all the areas in which the Bantu had settled were taken into consideration and if the High Commission Territories were regarded as part of that area, it worked out that Southern Africa would more or less be divided on the fifty-fifty basis between White and non-White.
(No comment —Ed.)

Mr. W. C. du Plessis, Secretary for Information: The S.A.B.C. is an autonomous statutory body with which the Department of Information will be happy to co-operate at all times, just as it will be happy to co-operate with any newspaper, without thereby seeking to interfere in the affairs of any of them.

Mr. L. T. de Jager, Director of non-White Affairs, Springs: The White man in South Africa could have exterminated the non-Whites long ago with his modern weapons, liquor and other narcotics, but he had preferred to promote the welfare of these people to the best of his ability.

(Interesting! —Ed.)

Dr. T. E. Donges, Minister of Finance: "We have never attempted to make South Africa the financial and economic strong man in Africa merely to hand it over to Bantu control."
(It's obvious. —Ed.)

DEFENCE: The Minister of Justice and the Minister of Defence have announced that the Police and Defence forces will be re-organised on similar lines so that they can provide a **single fast striking** force to crush any uprising regarded as a threat to the Security of the State.

R119 million has been voted for defence this year.

Mr A. Harrigan, American Editor: For many Americans, Africa is a land of tribal primitivism, "black nationalism, Mau Mau and sons of cannibals who favour grey flannel suits and Cadillac Limousines.

To understand the racial policy of S. A. it is essential to grasp three truths:

- 1 The situation is not comparable with the race problem in the United States, for here the civilized population of European ancestry is a minority rather than a majority.
- 2 The White settlers arrived before the Bantu tribes spilled out of central Africa
- 3 A large percentage of the Bantu people are living in their tribal homelands. Thus the Government policy is not one of forced reallocation on alien territory.

If anything, South Africa may be doing too much for the Bantu, hastening him too fast along a road to civilization which he has only a limited desire to travel.

(A travesty of fact and uncomplimentary)
Guinea Educates a New Generation: (Africa Report, July, 1961.) It is well for us to have young people who speak English, German or Spanish, but the political bureau makes obligatory only two foreign languages, French and English.

"Though rich in verbal expression reflecting regard for nuance and subtlety, the great majority of West Africa's local languages lack Vocabulary for technical expressions on subjects lying outside the perimeters of the traditional environment and experience.

General Election: This period is exciting to those who seek the truth; it is ideal because truths are flung around all over: **said the Minister of Justice, Mr. John Vorster** at Brakpan on the 18th October, 1961: The progressives should be wiped out in the general election because it was a dangerous party undermining the foundations of our existence in South Africa.

The Prime Minister Dr. D. F. Verwoerd:

The United Party, despite jugglery with words, balancing tricks on principles and opportunistic grasping at every available straw, has suffered its worst defeat of all time.

The National Union has proved to be the weakest straw of all. The Progressive Party—"But is this really a star or a meteor".

THE ABOLITION OF FEEDING IN AFRICAN SCHOOL

One often hears the argument that the feeding Scheme was abolished by the African School Boards voluntarily. The arguments sir, are far from the truth. The Boards were given a Hobson's choice. The Boards were to decide whether they would prefer continuing with the scheme and therefore rob their Schools of additional grants and equipment or do away with scheme to allow expansion in their Schools. But since the controversy of the abolition of the feeding Scheme arose, the Boards that did not vote for the abolition were refused even the normal grants that were long due, thus forcing the Boards to a decision.

Such is the sad story of Feeding Scheme in the African Schools. The importance of the Scheme cannot be over emphasised especially in the urban area where man and wife are bread winners and leave home before sunrise

before they could prepare their children a good hot meal.

This has certainly been a Hobson's choice. It is only queer that Schools of privileged races are still fed from state funds.

The emphasis that Non-African Schools in South Africa and Schools overseas lay in School feeding suggests beyond doubt that there is something radically questionable with our approach.

We understand that School feeding grant is not made available to Schools every year. If this is correct it means that School feeding with its lasting benefits, has been abolished without lasting benefits being retained.

EAST RAND

The Editor.

Sir,

I read your valuable News-letter about our very delightful tour to the Cape. But, I was pleasantly shocked to find my name written without my initials. Accident, as it might have been, every one had his or her initials. Could you kindly explain.

Secondly I notice with greater shock that you conveniently omitted our visit into the Cape Town Castle - The shining cutlery displayed to blind, the moving music from the band and the VIP treatment we had, black as we were, and secondly in the Republic of South Africa.

The thrill of the tour will remain monumen-

tal in the life of the TUATA particularly to us who know the meaning of such a tour. Hoping that in future when the GREAT TUATA organises a similar tour the whole teacher population will rally round. Not forgetting to thank the tourists for their warm and most human feeling of brotherhood and unfailing Co-operation.

The Executive gives me greater honour to be a member of TUATA for its incredible efficiency and ingenuity.

Thanks, South Africa's elite is moving ahead.

Yours truly,

M. E. CINDI.

(The Editor wishes to apologise to Mrs. Cindi for any inconveniences suffered because of this oversight (clerical)).

ACCOUNT

The Bantu School,

Address:

(Please fill in complete address of your school)

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If you prefer the paper in another language later, indicate it in the block provided.

SOTHO | | | | XHOSA

KNOW YOUR CONTINENT.

This is the first of a series of articles that give valuable information on Africa adapted from "Africa Report". You will be surprised how little you know about your own Country. There are 54 States in Africa and the series will cover all of them.

UNIVERSITIES IN AFRICA.

STATE	UNIVERSITY	FOUNDED	STUDENTS
ALGERIA	University of Algeria	1879	6,027
BASUTOLAND	University College of Pius XII	1945	170
CONGO (Leopoldville)	Lovanium University	1954	485
	State University, Elizabethville	1956	141
EGYPT	University of al- A2 har	1907	3,798
	Cairo University	1908	27,000
	American University of Cairo	1919	732
	Alexandria University	1942	11,000
	Air Shams University	1950	22,912
University of Assiut	1957	n.a.	
ETHIOPIA	University College of Arts & Sciences Addis Ababa	1950	426
GHANA	University of Ghana	1961	671
	Kumasi College of Technology	1951	800
	University of Cape Coast	1961	n.a.
KENYA	Royal Technical College	1955	250
LIBERIA	University of Liberia	1951	750
LIBYA	University of Libya	1956	728
MALAGASY	Institute of Higher Studies	1955	862

STATE	UNIVERSITY	FOUNDED	STUDENTS
MOROCCO	University of Rabat	1957	3,686
	Qaraouine University	1859	2,086
NIGERIA	University College, Ibadan	1948	1,136
	University of Nigeria, Nsukka	1960	300
	Nigerian College of Arts, Sciences Technology	1948	1,200
SENEGAL	University of Dakar	1957	1,398
SIERRALEONE	University College of Sierra Leone	1960	302
SOUTH AFRICA	University of Cape Town	1918	4,671 Europeans 663 Non-Europeans
	University of Natal	1909	3,859
	Non-European Medical School of Durban	1951	201
	University of Orange Free State	1855	2,031
	Potchefstroom University for Christian Higher Education	1869	1,781
	University of Pretoria	1908	7,933
	University of Stellenbosch	1916	4,520
	Rhodes University	1904	1,453
	University of Witwatersrand	1896	5,180 Europeans 269 Non-Europeans
	SOUTH AFRICA	University of South Africa	1873
University College of Fort Hare		1923	360
University College of Zululand		1959	41
University College of the North		1959	80
Western Cape University College for Coloureds		1959	157
Teachers Training College (Durban)		1951	n.a.
SOUTHERN RHODESIA		University College of Rhodesia & Nyasaland	1955

SUDAN	University of Khartoum	1956	1,000
TANGANYIKA	University College of Tanganyika	1961	n.a.
TUNISIA	University of Tunisia	1960	2,495
UGANDA	University College of East Africa (Makerere)	1950	912

ANALYSIS OF DATA.

No. OF STATES IN AFRICA	54
No OF STATES WITH UNIVERSITIES	20
No. OF UNIVERSITIES	29
No. OF UNIVERSITY COLLEGES	17
LARGEST UNIVERSITY : CAIRO UNIVERSITY	(27,000)
SMALLEST UNIVERSITY : UNIVERSITY COLLEGE OF ZULULAND	(41)
STATE WITH MOST UNIVERSITIES : SOUTH AFRICA	(15 Universities)
STATE WITH SEGREGATED UNIVERSITIES : SOUTH AFRICA	(8 White, 7 Non-White)

STOP PRESS.

T.U.A.T.A. CONFERENCE:

The TUATA Annual General Conference will be held at Phokeng, Rustenburg District, commencing on Sunday, 24th June, 1962, to Tuesday, 26th June, 1962.

Delegates must report on Sunday, 24th June, 1962, at 4-00 p.m. for the roll call and the Reception in the evening. The nearest railway station is Rustenburg.

SUBJECT TO BE STUDIED BY DELEGATES :

All Districts are requested to study the question of School Feeding under the following headings :—

- (i) When was school feeding abolished in your School Board area?
- (ii) What was done with the money after the abolition of the School Feeding?
- (iii) What has been gained by the School Board area by this abolition?

- (iv) Is the grant continuing to come as was the case under the feeding scheme? If not what steps have been taken by the School Board?

DISTRICT REPORTS : Must reflect the following:— (a) Office bearers, (b) No. of meetings held by the Executive and the Number of District Meetings. (c) Attendance worked in percentage from the actual attendance by members. (d) Number of Branches. (e) Membership, both potential and actual Life members, if any, must be shown. Actual membership is based on paid subscriptions. (f)

Property of the Districts. (g) Bank balance. (h) Guests, if any, that had been invited to address meetings should also be indicated. No detailed speech of what they said need be given. The headings on which they based their speeches may be given. One hundred copies roneod should be brought to the Conference by each District. (i) Lastly, activities

of the District are essential to give a clear picture of the activities of the teachers.

T.U.A.T.A. SPECIAL:

This train will carry the following :—

1. Sixty school children from the Vukuzenzele H. P. School representing the Primary school section, plus the Principal/Deputy, Conductor and Assistant Conductor and a member of the school committee.
2. Sixty pupils from the Mahungele Secondary School representing the Post Primary school section, plus the Principal/Deputy, Conductor and Assistant Conductor and a member of the School Committee.
3. Sixty teachers plus the Conductor from the Vlakfontein Branch representing the Teachers section.
4. Eight teachers from the Benoni/Brakpan Branch representing the Double Quartettes section.

5. Members of the Top Executive. Names of all the above-mentioned persons must reach the General Secretary as early as is possible, as they will travel free of charge.

6. Non-teachers must pay their five rand like all other teachers who wish to travel to Bloemfontein.

7. As this trip is subsidized by the Association ALL people wishing to accompany the choirs are welcome at five rand per head. It must be noted, however, that as space is VERY VERY LIMITED, the Association does not guarantee you a seat if you pay later than 22/6/62. Register with the General Secretary: c/o Zamani Comm. School Kwa-Thema, SPRINGS. Registration is valid ONLY when accompanied by cash.

BLAZERS: with ATASA badge obtainable at MINISTERS', corner Plein and Joubert Streets, Johannesburg. Write to them and explain your difficulties if you cannot go to the shop.

PROPOSED AMENDMENTS OF THE CONSTITUTION.

Article VI. (1) **NAMES OF DISTRICTS**
(f) South West (Alteration)
(j) Rustenburg (Addition)
(k) Letaba (Addition)

Article VIII. (1) and the Sub-Editor.
(Addition)

Article XXI. (1) **Delete** "and the Editor of the Official Organ of the Association."

I. E. ZWANE
(General Secretary.)

**TRANSVAAL AFRICAN SCHOOL ART
COMPETITION, 1962.**

Schools are invited to take part in an Art Competition which has been arranged with the co-operation of:

The Department of Bantu Education, The Junior Chamber of Commerce, Pretoria and The Transvaal United African Teachers' Association

to be held at the Department of Bantu Education during September, 1962.

The Competition aims at stimulating Arts

and Crafts (painting, sculpture etc) in our Schools and in satisfying the growing need among the African people for public art exhibitions.

Details of the competition have been sent to Schools.

All our Teachers are requested to give this competition their fullest support, and to ensure its success.

1962 MUSIC COMPETITIONS.

TABLE OF RESULTS. PRIMARY SCHOOLS

SECTION		POSITION	%	SCHOOL	DISTRICT
BOYS'	ENGLISH (Rataplán)	1.	137	Vukazenzele	Rand
		2.	130	Phusela	Letaba
		3.	129	Kana	Rustenburg
GIRLS'	ENGLISH (The Nightingale)	1.	209	Isaacson	Rand
		2.	199	Entonjeni	East Rand
		3.	198	Wolmaranstad Kgokong	South West Pietersburg
SENIOR B	ENGLISH (The Rhine-raft song)	1.	167	Bolahlakgomo	Pietersburg
		2.	162	Mogale	Pretoria
		3.	154	Phutsameng	Rustenburg
	AFRIKAANS (Englesang)	1.	151	Jakkalsdams	Pretoria
		2.	141	Grootvlei	East Rand
		3.	139	Mudunungu	Soutpansberg
	VERNACULAR (Monate oa Pina)	1.	155	Bolahlakgomo	Pietersburg
		2.	148	Marabane	Pretoria
		3.	147	East Geduld	East Rand
SENIOR A	ENGLISH (Now let us make the welking ring)	1.	243	Vukazenzele	Rand
		2.	217	Tsimong	East Rand
		3.	212	Entonjeni	East Rand
	AFRIKAANS (Wenend, Verlate)	1.	183	Kwa Thema	East Rand
		2.	164	Dlamini	East Rand
		3.	159	Thulazizwe	Rand
	VERNACULAR (Kunjalo)	1.	244	Tsimong	East Rand
		2.	242	Vukazenzele	Rand
		3.	233½	Entonjeni	East Rand

NATIONAL COMPETITOR :

SCHOOL	English	Vernacular	Aggregate
VUKAZENZELE	243	+ 242	— 485

DISTRICT : R A N D

CONDUCTOR : Mr. J. Mahlaba.

SECTION	POSITION	%	SCHOOL	DISTRICT
Boys' (Santa Lucia)	1.	234	Mahungela	East Rand
	2.	214	Kilnerton	Pretoria
	3.	206	Shingwedzi	Zoutpansberg
Girls' (The Holy & the Ivy)	1.	235	Wilberforce	Rand
	2.	216	Kwa Phakama	East Rand
	3.	209	Nchaupe	Pretoria
Secondary B English : The Rhine-raft song	1.	236	Shingwedzi	Zoutpansberg
	2.	220	Wallmansthal	Pretoria
	3.	219	Inkunzi	North East
Afrikaans : Die met trane saai	1.	207	Knothe	Pretoria
	2.	206	Ratshepo	South West
	3.	189	Emjendeni Batlounq	North East Zoutpansberg
Vernacular : Motse wa Durban	1.	154	Wallmansthal	Pretoria
		154	Batlounq	South West
	2.	153	Emjendeni	North East
	3.	151	Shingwedzi	Zoutpansberg
Secondary A English : Excelsior	1.	253	Wilberforce	Rand
	2.	242	Mahungela	East Rand
	3.	235	Mamelodi	Pretoria
Afrikaans : Loof die Heer	1.	244	Orlando West	Rand
	2.	238	Wilberforce	Rand
	3.	225	Kwa Phakama	East Rand
Vernacular : Ithemba	1.	177	Mahungela	East Rand
	2.	171	Kwa Phakama	East Rand
	3.	170	Kilnerton Mamelodi	Pretoria Pretoria
Teachers' Choirs : English : What are these that are arrayed.	1.	255	Pretoria East	Pretoria
	2.	251	Klipspruit. Springs- Delmas- Nigel.	Rand East Rand
		251		
Vernacular : Mangficwa Ukufa	1.	184	Pretoria East	Pretoria
	2.	181	Springs- Delmas- Nigel.	Rand
	3.	180	Klipspruit	East Rand
Double Quartette : English : She wore a wreath.	1.	230	Benoni- Brakpan.	East Rand
	2.	210	Atteridgeville	Pretoria
	3.	207	Mokopane	Pietersburg
		207	Witbank	South East
National Winners : Mr. A. M. Mahlase (a) Secondary Conductor :			419/500	East Rand

(b) Teachers' :	439/500	District	Pretoria
	Conductor :	Mr. J.S.M. Khumalo	
(c) Double Quartettes	Benoni- Brakpan.	District	East Rand

TUATA REQUESTS DEPARTMENT'S CONCESSION.

The TUATA recently presented two requests to the Regional Director for the Southern Transvaal, namely :

- (a) That Primary Schools be warned in good time of panel inspection, as is the case with Past Primary Schools, and
- (b) That internal examinations be run in such a way that they end during the last week of the term.

These two problems have worried schools in the Region, whilst the Northern Region ap-

pears to have had a different approach. The TUATA maintains that "Blitz" panel Inspections put the officers of the Department in wrong light, as Teachers soon consider them as fault-finders. The second request arises out of the fact that internal examinations in 1961 ended one month before the end of the term - to the detriment of order and good attendance in our Post Primary Schools.

The Regional Director's reply is highly appreciated, and now it appears the challenge is left to us to live up to our very high ideals. The reply reads as follows :—

**The Office of the
Regional Director,
Southern Transvaal.
29th May, 1962.**

Re : INSPECTIONS AND INTERNAL EXAMINATIONS.

Your communication, re the above matter, and dated the 12th March 1962, refers.

Panel Inspection : Primary Schools.

The Supervisors of Bantu Schools, at the latest conference held, presented the same request you have now submitted.

After further discussions with the Inspectors it has been decided to agree to your wishes on an experimental basis and with the understanding that schools do not in any way shield behind this concession.

Schools will be advised only of panel inspections of a group of officials undertaken for the specific purpose of inspecting all the work of the whole school, and this will be done usually at least two weeks before the inspection. Where, however, it is felt necessary, in the interest of the work, such notification may not have to be done.

Normally, where the Supervisor or the Sub-Inspector desires to visit Schools, teachers will not be advised of his visit.

Principals and teachers, who are conscientious and who do their work regularly and well need not fear that the inspectorate is out to spy on their omissions. Faults are discovered only if they exist, and will not be deliberately sought.

The inspectorate is anxious to assist teachers in their difficulties and to give advise and guidance where this is needed.

Perhaps the fears you imply are due to the fact that teachers are not frank enough when officials visit their schools. Principals should diagnose the weakness in their schools, should divulge these to the inspecting officials, and should ask frankly for advise. This is not a revelation of poor control, but a sign of honest desire to ensure progress at their schools.

Annual Internal Exams : Post Primary Schools.

Unfortunately very short notice could only be given of stipulated examination dates at the end of last year. This will be altered this year and you will be informed in good time when their examination should be held.

This should not be much before the middle of November. In this way pupils will be kept busy until very near the closing date in December, but it does mean that schools will not receive their promotion lists until late in December.

W. POTGIETER

for Regional Director of Bantu Education,
Southern Transvaal.



The 'group spirit' even in the Fort — the Cape Town Castle, the oldest building in South Africa, with the bold Table Mountain in the background.



TOURISTS IN NEW BRIGHTON, PORT ELIZABETH.
The Xmas Dinner — unmistakably the best meal of the tour.



MR. BEN EVANS, BAND-LEADER, UNION CASTLE.
"What lovely music your band has given us—"
said our President, Mr. C. A. R. Motsepe.



Vacation School? No, Transvaal Teachers in the heart of a City of Learning — University College of Fort Hare.



"Excuse me, gentlemen, you don't mind a second helping?" Says one of the first class attendents who served us with tea, cakes and ice-cream.

THE EDITOR :

Sir,

In a previous article I suggested that someone look into the salary scales and qualifications of the teachers of the various racial groups in the country and compare them. This has worried me for a long time and if I do not express myself now, I shall drown in my own tears.

The lowest paid teacher in Indian and coloured education is a female teacher with less than J.C. and two years' training. The highest paid in African education is a male teacher with a degree and a diploma. If a female Coloured or Indian teacher with J. C. and two years' training starts teaching on the same day with an African male with a degree and a University Education Diploma, their respective salaries show that the African male earns less than the Coloured or Indian female. I cannot understand this iniquitous disparity. I cannot understand, also, why our education is financed solely from taxation of the African and not from the general revenue to which the African contributes so much.

Since the African teacher earns so much less than the teacher of a different racial group, what is done with the balance that the African teacher **ought** to earn? It cannot be argued that the money is used for other ser-

vices for the benefit of African education; only about R12 per head is spent on the African pupil while much more is spent on pupils of other racial groups. Perhaps the money that the African teacher ought to earn is used to pay Coloured, European teachers and other officials in Bantu Education. This is highly conjectural thinking but I am inclined to think it is the nearest to the truth.

I wish to express the hope that someone will reply to the nagging question asked by many teachers, namely: What has the Association done for the teacher?

The above is what I dimly recollect, and, I admit, it needs confirmation by the old timers of the Association.

What is vivid in my mind is that until a few years ago, female teachers used to forfeit part of their cost-of-living allowance on getting married. It is owing to the joint efforts of TUATA; TATU and the Associations of the other Provinces that the position has been alleviated. To-day the Association is trying its utmost to stand by those female teachers whose status is threatened. Every teachers who is unjustly treated can rest assured that the Association will not look on in silence. The degree of success or failure in our efforts depends on the support we get from the teachers.

P. ENG. RIKHOTSO.

NOTICE OF AMENDMENTS TO THE CONSTITUTION.

Article XV 2 (b) The General Executive Committee shall allocate the funds accruing from the annual subscriptions in the following manner :

- (I) To Provincial General Fund 30c;
- (II) To Official Organ of Association 25c;
- (III) To Member Districts 35c;
- (IV) To Legal Aid Fund 10c;

from each one Rand subscribed.

Article VI 8. ALLOCATION:— apart from being allowed to raise money in various ways, the District shall receive annual allocations on the basis of 35c per member whose name appears on the latest District register. Branches shall be entitled to 20c per member.

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