

22 AUG 1966

# *TUATA*

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*“Ora et Labora”*

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## 60th ANNIVERSARY

1906 - 1966

May

1966



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# TUATA

*Official Organ of the*

**Transvaal United African Teachers' Association**

MAY, 1966

## EDITORIAL

### SIXTIETH ANNIVERSARY

“And Still Be Doing, Never Done”—Butler

The history of the struggle for existence of the Africans, and their educational efforts, is the history and struggle of the teachers, working either as a constitutionally organised body or as individual men and women who had the advantage of a technical skill.

Whether it was within their power to determine the type of education the African child was to receive, or to prosecute a system already determined for the African child, they have stood as the last bastion, and kept the light of hope flickering, and they have successfully resisted the damning consequences of illiteracy and ignorance among their people. At all times, they knew that remuneration could never be commensurate with the task involved, and the true service rendered.

For sixty long years of their recorded history, and many more unrecorded years, the African teachers have worked hard for far more than money can adequately repay them. They have set the pace of the development of their own people, whatever the prediction of some prophets of doom. They and their work have, at times, been appreciated, and yet, at other times, they have been completely misunderstood by some people who, in fact, owe them a debt of gratitude. Over the period they have been harassed by those who have set themselves the task of harassing and belittling them. And, this is done by people to whom being “better paid than teachers” seems to reduce the teachers to a sub-human level.

The history of the teachers and their Association has been a record of hard work and hard work alone. The record of their achievement shows that, although they do not enjoy the comforts of their friends elsewhere, they have always known that their work is great and is of a permanent nature; that theirs was a call, a call to serve, and not to be served. To serve to improve human relationship across class and colour barriers; to serve to agitate the minds of the young to work, and to work faithfully to reach the zenith of their potentiality; to serve to strengthen the best that there is in our nature; to serve to rid us of the strangehold of the self.

No monuments of granite have been raised in their honour, but, as gloriously as ever, their example shines before the eyes of those who follow in their footsteps. The majority is dead and buried and has not lived long to see the results of what they fought for.

We, who, on the Sixtieth Anniversary of the Association they built, stand to bask in the glory, and are ready to reap the manifold advantages of their efforts, should voice our admiration for our predecessors, and feel inspired to forge ahead untiringly and undaunted, so that, given time, we also may leave laudable traces, which may, in the future, provide potential ground for those who may want to put our Association to record in the golden pages of history.

Sixty years is a decisive period in the life of anyone, and in the history of any institution. Today, it is firmly believed that sixty years mark a period of maturity. We, of TUATA, regard ourselves mature enough to receive some serious type of recognition from the Department of Bantu Education, and the Government on an occasion such as this.

We recall on the occasion of the Diamond Jubilee of our Association the many years of pleasant work and much productivity. We recall also its great moment of tragedy, and we do so without shame, but with the firm hope that we shall not have to re-live such a moment. In 1950 the Association split into two, and what a tragedy when the men who manned the offices of the Association were vis-a-vis the best men available. We believe that they should have known that difference of opinion does not and should not mean social enmity. It took them seven years to deviate into reason and make amends. They re-united in 1958 at the memorable White River Provincial Conference.

The Association split all because of undue wrangling; bickering; spying on one another; fear of one another; position-mongering, which is still rife to this day; filching and squandering of public funds. Today, some of these ills have been eradicated by: a radical reorganisation of the administration of the Association; and the mass expulsion of the chancers and the glib of tongue, the armchair critics, and men of idle reputation, and those who set their sails only according to the breeze.

We remember on this occasion, and think with veneration of men like Mr. T. P. Mathabathe, the late ex-President of T.A.T.A. who, in 1927, on the occasion of the 21st Anniversary Celebration, said:

*"Now the time is not far when its character and strength may be put to the test. Signs, that such tests are coming, are visible to us all. Now that it has attained manhood it will require man's patience and perseverance in the great and noble effort before it. As members of the Association you are called with a call that must be obeyed, go ahead and lead the people in the paths of righteousness, of right-thinking, and right-doing, that is the foundation of all peace and prosperity."*

Such tests as were predicted have come. We have, as an Association, stood the tests of time and have shown sufficient resilience. The Association has acquitted itself creditably in the noble task before it; the noble task of representing the view of its members, and analysing the changing educational situation for all to see, and keeping unflinchingly only the best and highest educational ideals before the eyes of the public. It has a share in the peace and prosperity of the country which is today happily celebrating the Fifth Republic Anniversary.

For sixty long years the men who led the teachers, though often they paid dearly the price of holding office, have worked with unflagging zeal against an ocean of odds for the betterment of the lot of the African child and community. Their efforts have set their people on a footing from which none can bring them down.

For just as long they have been at the helm of things, and now the African ship is in full view of the harbour, the seas are chartered, the hopes of all are raised, and the mood of the shore-standers is improved. The passengers—the deadwood, the flotsam and jetsam, of the profession—who will always be among us, feel a little courageous. And, when the ship docks the education of the African child shall not suffer the fate of being inconsequential. It shall be universal. It shall be the education of a child of mankind intended to make him share in the human struggle with equal advantage with all. He shall feel himself, as a result, as being of value, a sharer of the elixir of life whose quality is eternal, and know that he is part and parcel of the truth and goodness of the universe.

# PIONEERS



**J. M. Lekgetha**  
Ex T.A.T.A. President  
1947-1949

The Executive of the Transvaal African Teachers' Association elected into office in July, 1947 was as follows:

<i>President</i>	.. .. .	J. M. Lekgetha
<i>Secretary</i>	.. .. .	G. Motsepe
<i>Treasurer</i>	.. .. .	Mr. Musi
<i>Editor</i>	.. .. .	E. J. M. Phago

The following men preceded Mr. Lekgetha, and as can be seen from their names, although names are no longer the best means of judging the nationality of any man, the Association was multi-racial. The best men were used as they made themselves available, and willing to serve the teachers: Rev. J. Reeves, T. P. Mathabathe, J. R. Rathebe, K. Molepe, J. E. M. Malepe.

He was succeeded by Messrs.: R. L. Tshaka. His versatility has enabled him to hold various offices in the Teachers' Association. He succeeded the following as Secretary: Messrs. T. P. Mathabathe, Seth Mphahlele, S. Rakumakoe, J. R. Rathebe, S. P. Kwakwa, and S. J. J. Lesolang.

He served for a considerable time as Treasurer. Messrs. I. R. Poho, A. T. Raborife, C. M. Sehlapelo and Mr. Musi were Treasurers before him.

He served as secretary to Rev. H. M. Maimane who was then Chairman of the African Literature Committee.

He was preceded into office of Editor of *The Good Shepherd*, official organ of the Transvaal African Teachers' Association, by Messrs. Rev. W. Palmer, R. Swarbeck, T. P. Mathabathe, L. Radebe and E. J. M. Phago.

From report during 1946 the treasury was depleted, and the TATA bankrupt. Law suits, and general dissatisfaction were the order of the day, and mutual confidence among members and officials had deteriorated badly.

General reconstruction, and restoration of confidence were given priority by Mr. Lekgetha and his Executive in 1947, and their sacrifice and self-denial enabled the Treasury to report a balance of R1,200 (£600) at the Annual Conference of the association held at Bapong in 1949.

Mr. J. M. Lekgetha restored order and co-operation within the ranks of the Association, and during his period of office an alliance with the Coloured and Indian Teachers' Association was made, and the Association was easily able to erect, without rancour, dissent, and any bickering among the members, the tombstone in honour of the late Mr. T. P. Mathabathe who, for a very long time, dominated the scene in the Teachers' Association.

In 1950, as suddenly as a bolt from the blue, tragedy followed. The Association split into TATA and TATU.

## T.U.A.T.A.—What it stands for



**M. R. Mamabolo, B.A.(S.A.) B.Ed.(S.A.)**

This is the 60th anniversary of the Transvaal African Teachers' Association. Today this fraternity of African Teachers is called the Transvaal United African Teachers' Association and when this body of teachers came into being 60 years ago, it was not what it is called today. Changes in its naming came as determined by circumstances which demanded change. Yet by whatever name this body of African teachers is called, the spirit behind the African teachers organisation remains the same.

Many stalwarts in the midst of the African teachers fraternity came and went leaving their footprints in the sand of African Educational development. These stalwarts cannot be named each and every one. They have sacrificed the best of their inherent abilities under conditions obtaining during their times and we give due respect to such sacrifices.

Moments of outburst of energy and activity came and passed as each decade comes and passes and the spirit of the African unity in the sphere of education remained.

In this moment of stress and strife we have to take stock of what the body of African teachers in the Transvaal stand for.

To be a teacher embraces much that may be beyond the grasp of the ordinary; for man is born free in the sense that he is created by a being beyond all human understanding; a being who has his fixed laws, most of which lie hidden in the store house of Creation. Each Created human being comes into the world with his own individuality which at once sets him free to explore the nature of Creation for the better understanding of the works of Creation. Yet each individual though free within the limits of his interest and talents, must live within a society, controlled by natural factors and discovered social factors.

To be alone in this world of variegated phenomena, is to lose the truth of life. At once it becomes clear that to be a person in the true sense one must develop one's individuality to a degree that transcends all understanding. It must be considered that no one can realise individuality in a vacuum. You become an individual within the frame work of the social group to which you belong.

TUATA is a body of teachers who have taken upon themselves the task of transmitting what is the best that has been discovered and stored within the African people and the more important, what has been discovered and stored up among the progressive nations.

TUATA realises that there is difference in view points concerning a variety of life problems and in particular, the problem of interpreting and transmitting knowledge and skills to the growing child and through concerted actions, TUATA feels and it is convinced that through organised teachers associations and organisations, it can thus reach the heart of the child, the parent and whichever body has the control of African education.

And in which way can TUATA do this except in the first place through the organisation of local teacher groups according to their local needs. It must be emphasised that by and large local needs when brought to essential needs turn to coalesce and become essential general needs. For that fact it becomes essential for TUATA to encourage local studies of local problems, many shaded problems, such problems in so far as they affect the education of the child.

As a result, right from the onset the African teachers association was divided into smaller units to enable the study of local needs and later the smaller units called branches formed what we call today Districts, and above branches and Districts we have a Central body which defines policy and objectives for the whole body of African teachers. At various gatherings the smaller units called branches and the Districts, the aspirations of TUATA are aired. TUATA organisations are many and perhaps defy edification in a brief article such as this.

First TUATA aims to inspire its members as to elevate themselves educationally to the extent that they can withstand challenge from any outside arguments.

It is the sworn objective of TUATA to create leadership that must have a properly founded philosophy of education in so far as the African is concerned, considering all shades of life as is experienced first in South Africa and secondly within the cosmos. Without a firm philosophical foundation for African Education as understood by the properly educated African we cannot hope to survive the works of creation.

For instance, if to choose but one of the tenets of educational philosophy, we have to consider the place of freedom and authority and wonder how the two must be reconciled, we have to appeal to experts on that particular subject and not to one expert. Life is too large for one person to be listened to at all times without critical appraisal of his convictions. Thus TUATA strives at creating and developing a body of men who each in his lonely corner (individually) shall strive ever to find out the truth and only the truth about what interests him most. So far the philosophy of education which must act as the guiding light to the development of the supreme energy undoubtedly inherent in all men created in the image of God.

The parent comes next in the objectives of TUATA organisations. The children the members of TUATA teach come from established families, families which day in and day out suffer the pangs of frustrations, artificial and natural; parents who each in his huge or minute cell wish their children could rise to positions of power in various life situations, parents who out of abject poverty hitch their hopes to education and spend the last meagre takings on efforts to educate their children.

The sworn policy of TUATA is to make direct and strong contact with parents of the children they teach. Get the direct touch of the families and through the families guide the African child to hopes of future happiness. After all this is a noble aim of education; to develop in a child or learner a sense of full confidence, that positive self-feeling which lifts weak spirits to feats of excellence.

Thirdly TUATA stands for mutual consultations within its own ranks. The branches, the Districts would not achieve much if they did not from time to time come together in one way or the other to share together feelings of common interest. Who would hope to bring an elephant down to earth alone without the aid of helpers. The branches are the backbone of TUATA and it is the sworn spirit of TUATA to support these branches, notwithstanding their local problems which must be solved by themselves as best they can. Many ways have been embarked upon to demonstrate this fact.

Needless to state the valuable work done in the Districts. District Executive meetings, District Conferences and District activities provide a flip to the spirit of TUATA, for without these seeming unimportant gatherings the members scattered in the various branches would not have the chance to come together and argue, consider and formulate common objectives. After all this is the normal trend among all progressive people.



Fourthly, it must be fully understood that TUATA realises it is not an end in itself. No one has authority unto himself and all others among whom he lives. TUATA realises it is a servant association and the meagre wages each member gets are nothing except a sign of appreciation of its services to the community, by the communities. In the words expressed by one past chaplain of TUATA, we teachers are "fellow workers with God."

This idea tolls one back to fundamentals. For we TUATANS are fellow workers with God, we have to appreciate this utmost fact that God is the supreme being and we but mere Subordinates. We have to call to his supreme powers for guidance, direction and action. In His absence we must find ourselves wanting and our aims and purposes dimmed and darkened.

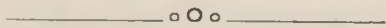
Much has been said laudably and disparagingly about the aims and activities of TUATA and it needs be said that today most of the advanced races and groups began by appealing to very few groups of a society among which they began and there were many who spoke disparagingly about the simple beginnings. Today some of these bodies and organisations which thus begun humbly, are the most forward in the dissemination of truth as understood by man in his humble position as against the omniscience of God the Creator.

To the TUATA a simple message must be given. "Strive hard each one in his own way, remembering that individual propensities are always subjected to a conscious or unconscious group of societal limitations. Strive hard in that knowledge and know that without checks and controls spirits would rise to fever point and each individual propensity hungering after satisfaction would end in self elimination and ultimately in the elimination of the very highest things we strive to achieve.

The sixty years of strife and hardship for the African Teachers organisation have brought about a number of considerable achievements. Reorientation of African Teachers towards purpose and ends in education. Improved though not yet satisfactory attitude towards teachers and the teaching profession, especially African teaching profession, increased financial status of African Teachers and many other duties for teachers, which amenities came as a result of patient interviews and consultations with controlling authorities.

In conclusion one feels strongly moved to voice a desire that when circumstances demand, the utmost knowledge, skills and attitudes possible to any Creation of God in the being of man, will be afforded the African child. It is hoped that a day will dawn when African education will provide the African child such knowledge as can be applied in practical life situations which uphold the noble spirit of Creation in the African. The world is too large for everybody to live harmoniously one with the other without undue grumble.

It is the purpose of education in all plays of life to strive to discover ways and means of this possible way of living together. TUATA aims at the Creation of a body of men and women who will ever strive to seek the truth and nothing else but the truth that transcends all understanding.



### PROGRAMME OF THE EMERGENCY, GENERAL EXECUTIVE, AND SUB-COMMITTEES OF THE ASSOCIATION, 1965/66

DATE	EVENT	VENUE	TIME
7/5/1966	General Executive	Pretoria	10.00 a.m.
14/5/1966	Editorial Committee	To be decided by Committee	
28/5/1966	Primary Schools: Eisteddfods	Atteridgeville	
4/6/1966	Post Primary Schools: Eisteddfods	Kwa Thema	
11/6/1966	Adult Choirs: Eisteddfods	Atteridgeville	
18/6/1966	Emergency Committee	Pretoria	10.00 a.m.
25, 26 & 27/6/1966	Annual Conference	Bethanie, Dist. Brits	

# A General Guide for Choristers and Conductors



W. A. N. Leballo

1. **INTRODUCTION:** The following discussion is intended to acquaint the inexperienced performer with some of the basic factors upon which good performances are based and to equip him/her with the means of appreciating that which is complex and difficult in the art of music.

2. **THE BALANCE OF VOICES:** In choral music, the balance of voices must be regarded as being of supreme importance. Each section of the choir should be perfectly proportioned. For example, in a choir of sixty singers, there might be twenty sopranos, twelve contraltos, twelve tenors and sixteen basses. Good balance must be obtained by grading the tone so that the weaker sections are not overwhelmed by the stronger sections. The standard of balance must always be the strength of the weakest part.

3. **UNANIMITY OF MOVEMENT:** There must be unanimity of movement. That is, all the voices must attack or release a note, and swell or diminish the tone, exactly together. This unanimity must be applied to the singing of notes and words.

4. **THE ART OF BREATHING:** The voice, being a wind instrument, must be properly supplied with breath. Breathing consists of two acts, breathing in and breathing out. The difficulty of breathing is not so much in taking in a sufficient quantity of breath, as knowing how to use it after it has been taken in. The breath is the motive power of the voice, and the singer has to learn not to waste it, but to transform it all into sound.

When you breathe in, do so silently, slowly and deeply as if you were inhaling the fragrance of a beautiful rose. As you breathe, imagine that you are about to yawn, and your throat will assume the correct position which is often known as the "open" throat. When you breathe out, imagine that you are sighing deeply. In singing, breath must be taken in through the mouth as well as through the nose. The shoulders should never be raised while the breath is being inhaled.

When you want to take a fresh breath, you should do so at a place where there is a slight pause in the words. The pause is usually found to coincide with a punctuation mark and also occurs at the end of a musical phrase. However, you need not wait until your breath is nearly exhausted before you take another breath.

5. **THE SINGING OF WORDS:** Song is really a combination of two arts, music and poetry. If words are sacrificed to the music, the song loses its meaning. Vowel sounds should

be sustained and pronounced correctly. The general indistinctness of speech in song is frequently caused by failure to articulate the consonants distinctly.

**6. DEVELOPING YOUR VOICE:** The technical equipment of a singer may be considered under two main headings, viz:-

- (i) The ability to produce a full and beautiful tone, and
- (ii) The ability to pronounce words distinctly and correctly.

The mouth and nasal cavities act as resonators to the voice. The quality of the tone is conditioned by the shape of the mouth. The shape of the mouth depends upon the position of the lips, the tongue, the soft palate and the lower jaw. These movable parts of the mouth and throat assume different positions when different vowel and consonantal sounds are sung. In order to produce a round and full tone, the tongue must lie flat and the soft palate raised.

**7. EXPRESSION ADDED TO MELODY:** Expression is the great law of all art. It devolves, therefore, upon an artist to rouse and ennoble his feelings, since he can only appeal successfully to those analogous to his own.

In this connection, nature has attached to each sentiment certain distinctive characteristics which cannot be mistaken, viz: timbre, accent and modulation of the voice.

**8. ANALYSIS:** The modes in which passion develops itself are as follows:

(a) **Movement of the countenance:** The united expression of countenance and voice appeals to two senses, namely our eyesight and hearing, and therefore conveys a strengthened impression to the mind. Discordance between external action and accent of voice betrays some violent though dissembled sentiment as embarrassment, falsehood, hypocrisy etc. In such cases, the expression of features and voice would present a complete contradiction.

(b) **Different modifications of the breath:** The breath, according to the state of the feelings, undergoes many different changes—being at one time steady and long—at another, short and agitated, noisy, panting etc.; sometimes it bursts into laughter, sobs, sighs, etc. Sighs, in all their variety, are produced by the friction—more or less strong, more or less prolonged—of the air against the walls of the throat, whether during inspiration or expiration of the breath. In pursuing the first method, the friction may be changed into sobs, or even into a rattle in the throat, in the vocal ligaments be brought into action.

(c) **Emotion of voice:** Certain emotions are so poignant that they cause an internal agitation which betrays itself by a trembling of the voice. Everyone who is desirous of acting powerfully on others should be thus deeply affected. When this agitation is caused by indignation, excessive joy, terror, exaltation, etc., the voice is emitted by a sort of jerk.

The tremolo is employed to depict sentiments which, in real life, are of a poignant character—such as anguish at seeing the imminent danger of anyone dear to us; or tears extorted by certain acts of anger, revenge etc.

(d) **Use of different timbres:**

- (i) Sounds that have no brilliancy, serve to express poignant sentiments, such as tenderness, timidity, fear, confusion, terror etc. Those, on the other hand, which possess their full brilliancy, best express sentiments exciting to the energy of the organs, such as animation, joy, anger, rage, pride etc.
- (ii) The two opposite timbres pursue an exactly similar course to that of the passions. They start from an intermediate point, where the expression of the softer sentiments is placed, and thence move in an opposite direction. The timbres attain their greatest exaggeration when the passions themselves reach their utmost limits. Lively and terrible passions, that burst out with violence, require open timbres; while serious sentiments, whether elevated or concentrated, demand covered timbres.

The series of expressive accents obtained from changes of respiration and the employment of different timbres, form an inarticulate language, made up of tears, interjections, cries, sighs etc., which may be termed the language of the soul. Such exclamations excite powerful emotions and form an important element in the success of a great singer.

(e) **Modification of the articulation:** Articulation marks, by its variations, the shading of our passions, and strengthens the expression of sentiments. It is energetic in vigorous and animated movements. In tender and graceful movements, the articulation should be softened.

Anxiety, shame, terror, etc., impare the firmness of the vocal organs, and render the voice tremulous and throbbing. Sobs, suffocation and anguish completely disorder the voice.

However the syllabication may be effected, a singer should never forget that the words must reach his audience with perfect distinctness; for if they cease for a moment to be intelligible, all interest is lost. Clearness of utterance in whispered pianissimo passages is indispensable, in order to render them at all effective.

(f) **Elevation or depression of tones and intensity of voice:** A singer, in order to introduce any changes required by his own organ or ornaments appropriate to the sentiments, must be guided by the rule—that in female voices, the middle and low parts are more touching than the high, which are more suitable for brilliant effects. In male voices, the high chest notes are those most capable of rendering expression.

9. **UNITY:** The musical art employs every mode of execution, yet not indiscriminately, but only according to the requirements of each situation and movement. This strict and intelligent selection of means and effects constitutes what is called unity, which may be defined as the perfect agreement of the different parts forming a whole. Unity must be felt as much in the least foreseen contrasts, as in the most gradual transitions.

On the important question of transitions and contrasts, it is difficult or impossible to lay down any precise rules. Success in transitions depends less on the number and duration of their details than on the happy choice and skilful employment thereof. The truth of an artist's conceptions, and the tact with which he exhibits them, create immediate sympathy with his efforts; it being the privilege of a great singer to engage simultaneously the intellect and feelings of his audience.

The most minute feature should not be neglected, for not one in the ensemble is unimportant. Division of phrases, musical design, prosody, progressions, partial inflexions, appoggiatura, swelled sounds, slurs of the voice, timbres and degrees of ornament should all have the singer's earnest attention. He should consider which accent or ornament will best represent an idea, or vary it.

10. Finally, it must be realized that the difference between a professional performer and an amateur is brought about by the fact that the one rehearses intensively while the other does so with indifference.



## ***Memorandum Submitted to the Regional Directors of Bantu Education, Northern Transvaal Region and Southern Transvaal Region, 31st March, 1966***

We wish to submit hereunder a number of matters which, in the view of the average African teacher in the Transvaal, is causing much concern.

1. **TEACHERS' SALARY SCALES.** Teachers have been clamouring, for a long time, for a rise in their salaries. While the last adjustment to the salaries was very much welcome, it is true that it came after such a long time that it could not catch up with the rise in the cost of living. Many teachers find it difficult to lead a decent life on the present salary scales, and may we humbly submit that, in our view, that may be one of the greatest reasons why we are losing so many of our teachers and potential teachers to industry and other forms of employment.

Much has been written in the press about new salary scales for teachers, and up to now no official notification has been received relating to a change in this connection. As the mouth-piece of the teachers, we would welcome the clarification of the position, by receiving official opinion on the following points:

- (i) A rise in the Teachers' salary scales, and
- (ii) Teachers' Pension Schemes.

2. **BONUSES.** At the last Provincial Conference it was decided that a plea for the introduction of annual bonuses for teachers be made. In many fields of employment, bonuses are granted to employees, and we are aware that teachers of other racial groups receive annual bonuses. These bonuses would be a great blessing to teachers, because at no time can they have a lump sum of money for any project. This would help those teachers who wish to pay for an expensive item like tuition for a post-graduate course, or the purchase of the Encyclopaedia Britannica, for example.

3. **THE EMPLOYMENT OF EUROPEAN TEACHERS IN AFRICAN STATE SCHOOLS**

We would like to place on record our appreciation for the work done by White Teachers in the promotion of our education. Thereafter, we would, very humbly, like to point out that we feel that our teachers are now sufficiently qualified to take over all the teaching posts in Bantu Education. We feel that, that is the spirit in which the Hon. the Prime Minister, Dr. H. F. Verwoerd, when he was Minister of Native Affairs, conceived Bantu Education. The idea, we feel, was that the Bantu Teacher should rise to the highest position in Bantu Education. As long as we have White Teachers as Principals and Vice-Principals in our Bantu State Schools, we feel that there is an opportunity for promotion that is denied the African Teacher. This request is not made for the first time, and that should be an indication of how deep this matter is in our hearts.

4. **PEGGING OF THE BANTU EDUCATION VOTE.** We are perturbed that the Bantu Education Vote, in spite of the increase in the number of schools, school-children and teachers, has still been pegged at R13,000,000. We plead, very respectfully, that, our Department, through the Hon. the Minister of Bantu Education, should plead for an increase in the Bantu Education Vote to cope with the increasing demands of the years. Whilst pleading for an increase in the vote, we would also like to point out that the per capita expenditure does not make one feel happy as it stands at present:

(i) Whites—Primary Schools	.. .. .	R112.41
Secondary Schools	.. .. .	R157.96
(ii) Coloured and Asian	.. .. .	R092.83
(iii) Bantu	.. .. .	R012.11

We humbly plead with our Department to increase this amount so as to conform with the average amount paid for the other groups.

5. **TRAVEL BURSARIES.** A few years ago, a group of teachers from Germany visited this country in order to study educational methods and practice in this country. They visited some of our schools, and we were convinced that when they got home they would be better equipped for teaching their children about our country. We plead with our Department to establish travel bursaries to allow the teachers to broaden their educational horizon, and to equip them to be better teachers.

6. **POSTS FOR ADMINISTRATIVE ORGANISERS, INSPECTORS, etc.** We were grateful to learn, recently, that Bantu Sub-Inspectors and Supervisors would be known as Bantu Inspectors and Assistant Inspectors respectively. We would, however, like to plead with the Department that Bantu Inspectors be given the full responsibilities of Inspectors in Bantu Education. By that, we mean that like Inspectors of Schools they should be in charge of their Circuits. We do not plead for a revolutionary, but for an evolutionary change. A start could be made with a few circuits, and gradually a change-over be effected. Some of our best qualified and most efficient teachers were appointed Sub-Inspectors when Bantu Education started, and we feel that a number of them has by now acquired sufficient experience to run their own circuits. This would open up more vacancies for promotion in our profession.

We also plead for the promotion of some of our experienced School Board Secretaries to the positions of Administrative Organisers, as we feel that many experienced ones are frustrated, as this job seems to be a blind-alley job.

A few of our schools produce boys and girls who are qualified in book-keeping and type-writing. The students, on completion of their course, have to find employment in industry. We plead that our own Department should open up more positions for these children at Head Office.

Our plea is for the opening up of more opportunities for the Bantu in the Department of Bantu Education.

**7. JUNIOR CERTIFICATE RESULTS.** We would like to express our gratitude to our Department for the early release of the J.C. results this year. The late publication of results was a cause of difficulty in finding accommodation for students in different schools. We pray that this early publication of results should be the standard for all the years to come. We do not know what the position will be this year, but in the past we have been plagued by a few instances of children whose published results were different from the results as shown by their certificates. A few children who had passed in the Third Class were found to have obtained Second Class when the certificates arrived in May. This causes a great deal of difficulty because in most cases these children only learn of their Second Class passes when they are repeating Form III, when they could have been doing Matric. We, therefore, plead for more thoroughness in checking the results before they are published.

**8. TEACHERS AS CIVIL SERVANTS.** We would like to plead, again, with our Department that as we are Government servants, we should be recognised as civil servants, as envisaged by the Public Service Commission, and thereby be entitled to the privileges enjoyed by all Civil Servants.

**9. INFLUX CONTROL.** It has been brought to our notice that a number of teachers suffer under the provisions of the Influx Control Regulations. A School Board may appoint a teacher to a permanent post, and the teacher on arrival at the place has to be cleared by the Influx Control Section. Before such clearance the teacher cannot be paid his salary cheque. If he is not cleared by the Influx Control, he cannot teach in the area concerned.

We plead with our Department to exert its influence with the Department concerned to ensure that teachers are exempt from the provisions of the Influx Control Regulations.

**10. DISMISSAL OF TEACHERS IN "BATCHES".** Of late we have noted a few cases of dismissal of teachers by School Boards, in batches. We have investigated these cases and found that one of them was a true report as had been reported in the press. In Witbank, the School Board gave five teachers notices of termination of duties as from December 31, 1965. What is a matter for grave concern is not whether the School Board, in this case, had sufficient grounds for the dismissal of each teacher, but that dismissing teachers in batches is bound to have a disruptive influence on the education of our children. We plead with our Department to dissuade the Boards from expelling teachers in batches.

**11. RELATIONSHIP BETWEEN SCHOOL BOARDS AND SCHOOL COMMITTEES.** We view with dismay the relationship between School Committees and School Boards. The general attitude of school boards to school committees is bound, at this rate, to make the school committees ineffective, and in effect, unnecessary. The School Committees, we feel, are the most qualified bodies to take important decisions relating to the affairs of the schools, and unless the circumstances are exceptional, the decisions of the school committees should carry most weight. There are so many cases of a school committee applying to the School Board to venture on a certain project, and the reply is, "The matter is receiving attention . . .", if not an outright refusal on some excuse that is never substantiated; and that is where, generally, the matter ends.

On the appointment of teachers, for instance, the committees give their recommendations, and the teacher ultimately appointed does not even appear, or does not appear first on the Committee's recommendation. This teacher, who was not recommended by the School Committee still has to work with this school committee, and that sometimes creates a lot of unnecessary friction. We feel that the School committees must have real powers, otherwise our education will be paralysed.

**12. THE BUILDING OF HIGHER PRIMARY AND POST-PRIMARY SCHOOLS.** We understand that for the building of Lower Primary Schools, twenty cents of the monthly rental is used by the City or Town Council. This machinery makes it very easy for us to have the Lower Primary Schools. The parents and teachers have to put up a tremendous struggle to collect funds for the building of Higher Primary and Post-Primary Schools. We are convinced that the Authorities are not only interested in our children going as far as Standard II. The Higher Primary and Post-Primary Schools are built on a Rand for Rand basis and the Department of Bantu Education.

We, therefore, request our Department, very respectfully, to arrange that the contributions from the parents be collected in the same manner in which contributions for Lower Primary Schools are collected, and on a Rand for Rand basis the City/Town Council and our Department provide us these schools whenever the need occurs.

We also plead that the money left over from the Lower Primary School Fund be used as the parents' contribution on a Rand for Rand basis for the erection of Higher Primary and Post-Primary Schools.

**13. THE STANDARD VI EXAMINATIONS.** We have read, with dismay, press reports about the poor results in the Std. VI examination in the various Regions/Circuits. These seem to vary from the one circuit to the other. The differing standards employed in the invigilation, marking of scripts and subsequent moderation, is a matter for grave concern. We feel that our educational structure is going to be adversely affected in the not so distant future.

We plead with the Department to review this matter with a view to the introduction of a uniform system on the control and running of the Std. VI examination. We plead, further, that the undefined position of this examination as either an external or internal examination should receive attention from our Department.

I. E. ZWANE, *General Secretary,*

*(No replies have been received yet—Editor)*

### READERS' VIEWS

The Editorial Committee invites views on any topic of interest from teachers (members of T.U.A.T.A., and even non-members).

Articles should not exceed 4,000 words in length, and must be typewritten. Letters should be of reasonable length, and their language temperate.

## RAND BURSARY FUND

### OFFICIALS:

T. W. KAMBULE	Chairman	Orlando
D. D. DLIWAYO	Secretary	Orlando
D. KOBE	Treasurer	Jabavu
T. P. MATOME	C/Member	Orlando
W. A. MPOSULA	„	Orlando
E. A. TLAKULA	„	Springs
F. G. MHLAMBO	„	Benoni
R. MABUZA	„	Moroka
M. L. MATHABATHE	„	Jabavu

## SECRETARY'S GENERAL REPORT (1966)



The **RAND BURSARY FUND** is a fund under the Transvaal United African Teachers' Association, whose aim is to help raise funds and educate needy and academically capable students, who would otherwise have failed to continue with their Secondary Education.

After making a survey, we realised that at least Twenty to Thirty-Five Rand (R20 to R35) is required to help buy books and 'pay fees for a student per annum; hence our allocations are based on R20 per student: and this with your assistance can make it possible for us to help more needy students. Of this amount, R14 is for books and R6 is for fees; the latter is payable Half-Yearly on receipt of a good, moral and academic report from the Principal, failing which the Rand Bursary Committee may discontinue the scholarship. The question of pocket money and Building Fund etc., does not arise.

The Rand Bursary Fund assists students in all the Reef Secondary Schools including Nigel and Vereeniging, with a total of 19 Secondary Schools. The area covered by the fund has 4,200 teachers with 327 Primary Schools and 19 Secondary Schools with a total of 200,981 pupils who will in the end struggle to attain their Secondary Education.

### SCHOOLS COVERED BY THE RAND BURSARY FUND AND THEIR ALLOCATIONS OF SCHOLARSHIPS FOR THE YEAR 1966:

<i>Name of School</i>	<i>No. of Pupils/Students</i>	<i>Name of School</i>	<i>No. of Pupils/Students</i>
Alexandra Secondary .. .. .	3	Mamellong-Nqabeni Secondary .. .. .	1
Charterston Secondary .. .. .	2	Meadowlands Secondary .. .. .	4
Diepkloof Secondary .. .. .	3	Morris-Isaacson High School .. .. .	7
Etwatwa Secondary .. .. .	2	'Musi High School .. .. .	3
Fumana Secondary .. .. .	3	Naledi Secondary .. .. .	3
George-Khoza Secondary .. .. .	2	Sekano-Ntoane High School .. .. .	4
Ilinge Secondary .. .. .	2	Tshepo-Themba Secondary .. .. .	2
Kwa-Phakama High School .. .. .	4	Orlando High School .. .. .	} 44
Lekoa-Shandu Secondary .. .. .	3	Orlando West High School .. .. .	
Mahungele High School .. .. .	3		

It is gratifying to note that this year the Rand Bursary Fund has been able to assist 104 students at R20 per student. What type of children are these?

(a) Elizabeth Mabena is 15 years of age in Form I at Kwa-Phakama High School, residing at 25 Job Maseko Street, Kwa Thema with aged and unemployed grandparents in a house of 9 inmates, of which 2 are young, 6 are scholars and only one is working. Elizabeth does not know



her father, her mother has re-married and lives somewhere with her husband, Elizabeth's ambition is to become a nurse.

(b) Mabel Chiloane is 17 years of age having passed J.C. in First Class and is now in Form IV at Morris-Isaacson High School, residing at House No. 44 (a) White City Jabavu. There are 9 inmates of which 5 are schooling and one 19 year old is the sole bread-winner. Her father is deceased and her mother is an invalid. Her ambition is to become a Doctor or a Nurse.

These and many others like them, are the type of students the Rand Bursary Fund tries to assist.

The Press has, and is doing its best to assist us in all respects, and we feel proud of what they are doing.

At present many companies and industries are manned by African employees, the bulk of which do not possess a Junior Certificate. These men and women are struggling to educate their children and in the end of it all—it is a rare achievement to find an African home with a Matriculant—an ambition achieved only by a few.

The Rand Bursary Fund appeals to all industries and companies to help educate at least 20 students at R20 per annum, and by so doing cement a spirit of goodwill among us all, and also be assured of better, enlightened future employees.

We are highly grateful to the following donors who have made it possible to assist us in this very vital project and hope more will offer to help us reach our target of R10,000 per annum:

(i) Delmas Milling Co. (Induna Scholarships)	..	..	..	..	R1,300·00
(ii) Borden-Klim (Borden-Klim Scholarship)	..	..	..	..	100·00
(iii) Rand Daily Mail (Rand Daily Mail Scholarship)	..	..	..	..	200·00
(iv) The World	..	..	..	..	150·00
(v) Premier Milling Co.	..	..	..	..	100·00
(vi) Mr. A. S. Joffe—Appeal <i>The Star</i>	..	..	..	..	50·00
(vii) Mrs. D. L. Brown—Appeal <i>Daily Mail</i>	..	..	..	..	35·00
(viii) Mrs. F. Ipp—Appeal <i>The Star</i>	..	..	..	..	2·10
(ix) Killarney Golf Club—Ladies Section	..	..	..	..	6·00
				<b>TOTAL</b>	<b>R1,943·10</b>

After receiving an offer of a donation of R600 from the C.N.A. we resolved that the amount be given to A.T.A.S.A. (African Teachers' Association of South Africa) and help educate teachers who want to further their University studies; we are grateful to C.N.A.

#### Still Considering for 1967 are:

(a) Pepsi Cola	..	..	..	..	..	..	..	..	..	R2,000·00
(b) Sterling Drug S.A.	..	..	..	..	..	..	..	..	..	—
(c) International Business Machines S.A. (Pty.) Ltd.	..	..	..	..	..	..	..	..	..	—

Before starting the Rand Bursary Fund, appeals were originally meant for ORLANDO only, for which the following companies donated:

(a) Veka Prefect	..	..	..	..	..	..	..	..	..	R200·00
(b) N.C.D. . .	..	..	..	..	..	..	..	..	..	200·00
(c) A Bookshop	..	..	..	..	..	..	..	..	..	400·00
(d) Gestetner	..	..	..	..	..	..	..	..	..	80·00
										<b>R880·00</b>



A picture of part of the large crowd which attended the launching of the T.U.A.T.A. Rand Bursary Scheme at the Orlando Stadium, 22nd March, 1966.

There is no doubt that the area covered by the Rand Bursary Fund is the busiest and most industrialised. Our duty as teachers should be to make known to our 200,981 pupils and students the practical effort made by each and every donor towards the education of our children and that it should be the duty of all concerned "to give and receive, and not receive only without giving".

It will be highly appreciated if donations could be made towards administrative costs which have so far been borne by the individual member in the Executive.

Your co-operation in this matter will be appreciated at all times.

D. D. DLIWAYO  
*Secretary*

### REQUEST TO TUATA MEMBERS

The Editorial Committee is interested in back numbers of the *Good Shepherd*, formerly the official organ of Transvaal African Teachers' Association.

If any members have any such magazines, no matter how old, please forward them to the Editor. A reconstruction of the history of the organisation of teachers, as a body of professional men, is being attempted.

All earlier publications will come in most usefully in the recording of the history, and in assessing the place, the role, the effect of the teachers' organisation in the African Community, and in relation to other professions.

# Suggested Procedure to be Followed by Officials Administering the Funds of Branches and Districts



## 1. RECEIPT OF MONEY.

- (a) All Branch, District and Provincial funds received are to be receipted in the TUATA official receipt books. No other receipt books should be used for any money received on behalf of the Association—either at the Branch, District or Provincial level.
- (b) **Branch Fees.** e.g. registration of new members, annual subscriptions by members, door-takings at music competitions, choir entries, fines etc. should be reflected on the official receipt book.
- (c) On the receipt book indicate on the spaces provided the following details: Name of Branch, Name of District, the date, the name of the member, source from which the money is received e.g. Branch Fee, District Fee, Provincial Fee as the case may be.
- (d) The receipt issued should be given to the member from whom the money is received. Under no circumstances should a receipt issued be left in the receipt book.

2. **TUATA CASH REGISTER.** The information reflected on the receipt book should be transferred into the Cash Register as follows:

- (a) Fill in all particulars at the head of the sheet—Name of District, Name of District Secretary etc.
- (b) Making use of the duplicates of receipt issued transfer into this register: The date, receipt number, etc. as shown in the register.
- (c) This information is completed in respect of each receipt. Funds such as Branch fees, condolence funds etc. will fall under Miscellaneous, and, please specify.
- (d) This book is filled in triplicate. As soon as the treasurer is through with collections or as soon as one sheet is full, tear off the first two sheets and send them to the District Secretary. One copy is kept by the Branch treasurer in the book.
- (e) The District Secretary will keep one sheet and send the second one to the General Treasurer of TUATA for his record.

### 3. CASH BOOK.

- (a) In line with the above the next book to be used is the Cash Book. For your convenience and proper recording of monies, use the Analysis Cash Book. The most suitable for Branches and Districts is the one with ten columns both sides—J.D. 71101 which can be obtained from any stationer.
- (b) In the debit side (left-hand side) the first column should be for the TOTAL money contributed from one receipt. This total is then spread under different headings. As an example suppose Mr. S. T. H. Lebelo has contributed R2.70. In the receipt book this money is reflected as R1.00 Provincial, 50c District and R1.20 for the Branch. In the cash book (debit side) the money will be subdivided as follows:

	TOTAL	Provincial	District	Branch
To Mr. S. T. H. Lebelo	R2.70	R1.00	50c	R1.20

The last column of the Cash Book should be reserved for entering money banked.

- (c) The right hand side (credit) should also be analysed; the first money column reserved for TOTAL. Other columns should include; Provincial, District, Choir Entry, Stationery, Transport, Subsistence etc. depending on expenditure items.

### 4. BANKING PROCEDURE.

- (a) All officials handling funds should as much as possible avoid keeping too much cash. As soon as Cash is collected it must be banked. As a non-profit making organisation the current Banking Accounts is the best for us to use. It is expected that all Branches and Districts make use of this system. The Banking Account System is out-dated and does not suit the present-day commercial activity.
- (b) Any Commercial bank will be ready to accept deposits from Branches and Districts. In towns, the most convenient bank will be the one with a Branch in the township where the treasurer stays. This will cut off unnecessary trips to the bank in the city. In the country, the bank with a branch in the nearest town should be used. Here, travelling to the bank is unavoidable.
- (c) Signatories to cheques in Branches should be the Chairman, Secretary and Treasurer and **never** only two of them.
- (d) All payments from the funds of Branches and District funds should be made by cheque. Under no circumstances should cash be used for payment. It should be banked.
- (e) Money (cash) kept too long in the treasurer's house has led such members into disgraceful troubles which do not befit men of our profession.

### 5. PAYMENTS THROUGH FUNDS BANKED.

- (a) It is expected that all Branches and Districts will make payments through the money banked by the drawing of cheques.
- (b) It is the duty of the Branch or District Executive Committee to see that authority for all payments is given in writing. This is in the form of a claim form.
- (c) Branch claim forms should as much as possible take the pattern of the District and the Districts are expected to follow the pattern followed by the Provincial Body. This will result in uniformity which is essential in the smooth running of our association.
- (d) All payments should be fully explained on the form and the necessary documents attached on this form. The returned cheque will also be attached on this form as additional documentary evidence.
- (e) The treasurer, the Secretary or the chairman should sign all the claim forms before cheques are drawn.
- (f) The Treasurer and Secretary should be given petty cash to use in their correspondence with Branches or Schools and the bank. All petty payments should be accompanied by documentary evidence and should be subject to scrutiny by District or Provincial officials as well as other senior members of the Association.

In the following issues of the TUATA magazine special attention will be given to:

- (a) The Ledger Accounts.
- (b) The Auditing of books.
- (c) The form of and presentation of the Financial Statements.
- (d) Suggestions to Districts on the Banking System of money from Branches.

T. RAMABOEA  
*Mokomene High School*

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## ***Special Conference of T.U.A.T.A. Held at Atteridgeville: 26th March, 1966***

**The Teacher, His Status and Conditions of Service**



**Prof. W. M. Kgware, M.A. (S.A.) M.Ed. (S.A.)**  
*Chairman, Bantu Education Advisory Board.*

*Opening.* In his opening remarks the President, Mr. J. S. M. Khumalo, referred to a statement in the *Rand Daily Mail* attributed to the President of A.T.A.S.A. He indicated that T.U.A.T.A. refutes the allegations against the teacher, and regrets that such remarks should be linked with the supreme leader of the African teachers. A report will be sent to A.T.A.S.A., should the President of that body be the source of the said allegations.

*Introductions.* The guest speaker, Prof. W. M. Kgware and Mr. G. L. Kakana, Secretary of the Advisory Board for Bantu Education, were introduced. At the request of the President, the Vice-President introduced members of the Education Committee, which arranged the Conference.

*The Address.* Prof. Kgware outlined the composition and scope of the Advisory Board of which he is chairman. He hoped that in future the two members who represent the teachers' interests will be elected, as the present position is not satisfactory. The Board advises the Minister on all matters affecting Bantu Education. Already two items had been tackled with some measure of success.

- (a) *School Boards.* Regulations governing the composition and certain powers of the Boards have been revised.
- (b) *African Field Staff.* These are now civil servants with better salaries and pensions. The aim is that they should run circuits and not act as parallel Inspectors.

The third item in Bantu Education that the Board is now studying is the "Teacher", who plays an important part in the system. The Board is studying the teacher's position with the view to improving it, for the present conditions under which the teacher works are not satisfactory.

As the topic for Conference is part of a study on the Teacher in Bantu Education by the Advisory Board, Prof. Kgware felt that a seminar conducted on that study would provide invaluable information that could be placed before the Minister. The teachers could, after Conference, present a memorandum that reflects their views on "The Teacher in Bantu Education".

Conference discussed the various aspects that the Advisory Board intends to study in respect of the teacher. The aspects include: Recruitment, Education of Teachers, Employment and Security of Tenure, Remuneration of Teachers, Conditions of Service and Work, Teachers' Organisations, The Teacher and the Community.

*Recruitment.* Here the teachers pointed out that low salaries; few posts for men; who may not be employed in Lower Primary Schools; unsatisfactory conditions of service, combine to account for the small number of teachers now entering the profession. Many of those who complete go into Industry, where working conditions are better, and where salaries are higher.

*Education of Teachers.* Many teachers in Secondary and High Schools are not properly qualified because they have no money to complete their studies at College. A start has been made with refresher courses, such as that at the University College of the North in Science last year (1965). Perhaps more courses such as this one would keep the teacher up to date.

*Employment.* Here, security of tenure in most schools depends on the unpredictable School Boards. Married women teachers, who are more stable, should be made permanent.

*Remuneration.* Prof. Kgware pointed out that teachers' salaries are low because the Minister concerned contends that there are no funds. He pointed out, however, that the money earmarked for Bantu Education could be increased by 4 per cent of the estimated R1,085 million which gets to the national income from Africans.

*Conditions of Service.* Pensions and leave facilities are overdue. The teachers' work load in community Schools needs to be reduced to make for efficiency; the gap between white and non-white teachers working in the same schools could be reduced to advantage.

*Teachers' Organisations.* Some people, unfortunately, misunderstood the word "constitution", and questioned the wisdom or otherwise of a professional code. Prof. Kgware, however, cleared the misunderstanding. Teachers' Organisations have nothing to hide, and suggestions will be made to the Advisory Board.

*Vote of Thanks.* The President then asked D. Kobe, Secretary of the Education Committee, to propose a vote of thanks to Prof. Kgware.

In proposing a vote of thanks, Mr. D. Kobe made the following points: That the teachers are impressed by the willingness and readiness of the Advisory Board to improve the lot of the African teacher; that the teachers should take full advantage of the contact established with the Advisory Board, which is ready to discuss our problems with us. It is a statutory body through which our views could reach the Minister without much difficulty; that the Board could directly press for more avenues of employment at Head Office, where many posts can be filled by African teachers who cannot get posts after their training; that the differentiation in staffing quota between schools run by Europeans and those run by Africans could be reduced to the advantage of Bantu Education; that the status of the School Boards could be modified further. The School Boards

should not have the final say in the dismissal of teachers. He thanked Prof. Kgware for the able manner in which he kindled the teachers' interest in this burning problem, and promised that the teachers are going to send their suggestions to the Advisory Board on "The Teacher in Bantu Education" a topic which is broader than our original one.

Both the President and the Vice-President handled this conference, which was very well attended, efficiently.

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## *Some New Approaches to the Teaching of English*

Mrs. P. M. O'Dowd

Behind much of the new thinking on the teaching of English in Transvaal schools lies the experimental activities of the English Academy of Southern Africa, pursued with the kind permission and co-operation of the Bantu Education Department. It is too early to draw conclusions as to the value of this work, but we can say that it is interesting, as may be seen from the examples we give here illustrating the type of approach we use.

Here is a gathering of primary school teachers discussing the types of material most useful to them in teaching English. How suitable are nursery rhymes? Which are the great tales of all time that should be brought to all children? They have the answers.

This Standard III class are doing a vigorous prose rendering of the fable of the Lion and the Mouse. They are obviously enjoying it and are handling long thought periods with considerable skill.

In this Standard V class room, both the audience and the actors are profoundly moved by their own dramatisation of the raising to life of Lazarus. The beautiful words of the Authorised Version have a new meaning for them.

What are these Standard VI pupils repeating? Listen:

Feet on the street  
Keeping  
To the uneven beat  
Of a modern rhyme  
In town time:  
In  
Dreamy,  
Sleezy,  
City free and easy  
Time.

They are working on the pronunciation of English vowel sounds, and this is the type of attractive, up-dated material they use.

It is four o'clock on a Wednesday afternoon, but the Form IVs packed into this classroom are still discussing the problem of the Witches in 'Macbeth'.

In the neighbouring High School there is also a group staying late. They are working on their entry for the Drama Festival. Here is another group practising two minute speeches, also for the Drama Festival. They are as enthusiastic about the beneficial effects on their essay writing.

Finally, here are a group of second year teacher trainees in a lively discussion on speech problems with visiting experts. They are acquiring a new command over the sounds of English.

It can be seen from these examples that our approach is lively, many sided and exploratory. More than that, we cannot yet say.

# DISTRICT NEWS

## LETABA DISTRICT, EXECUTIVE 1965/66

Chairman: C. Motshekga; Vice-Chairman: R. Mkhawana; Secretary: N. J. Shipalana; Assistant Secretary: S. L. Mgemeti; Treasurer: D. Z. J. Mtebule; Auditor: R. S. Moshobane; Chaplain: J. Letsoalo; Comm. Members: R. Mazibuko, T. R. Leshabana; Education Comm. R. Mkhawana, I. Raganya, B. Sebola; Finance Comm.: K. R. Myakayaka, M. Mhlongo, W. Sebola and A. Matapo.

District Annual Conference held at Bahlave School, 10th to 11th December, 1965. Dr. Mphahlele addressed conference on Venereal Diseases.

Sports Competitions were held on the Bankuna Sports Ground on 7th September, 1965.

## SOUTH EAST DISTRICT, EXECUTIVE

Chairman: A. Th. Masipa; Vice-Chairman: Z. Senkhane; Secretary: D. E. Motloutsi; Assistant Secretary: T. D. Mathabatha; Treasurer: I. K. Makuse; Auditor: D. Phaahla; Committee Members: J. Mahlangu, G. Phasha.

## WARMBATHS DISTRICT, EXECUTIVE 1965/66

Chairman: P. A. J. Mahlangu; Vice-Chairman: S. Sono; Secretary: J. Motau; Assistant Secretary: O. M. Magagane; Treasurer: M. Sono; Auditor: S. Tshabalala; Chaplain: S. Tabane; Committee Members: J. Ramagaga, A. R. Motsepe, W. Ledwaba (Planning Committee Chairman), O. B. Mashiane (Sports Organiser).

## WARMBATHS DISTRICT NEWS

The District had its first Drama Contest for Post-Primary and Primary Schools in September at Sekitla Secondary School, Mathibestad in 1965. A Vacation School for teachers doing Junior and Senior Certificate privately, was held during the vacation at Ratshepo Secondary School, Hammanskraal.

During the current year, the first District Contest in Athletics for Post-Primary Schools was held at Mathibestad. Sekitla Secondary School swept the boards.

Mr. M. Sono was awarded a study-grant by the District to study for the C.I.S. with the Damelin College.

A Science Conference was successfully held in April, 1966, at Mathibestad. Protea Holdings and Educational Distributors displayed teaching aids on an elaborate scale. Prof. W. de Boon, Mr. Spargo, Mr. P. Langley and Mr. S. P. Kwakwa were guest speakers.

The Annual Music Conference was held at Ratlhahana Secondary School, Pankop. Mr. J. S. M. Khumalo and Mr. A. Mahlase were the guest speakers.

An excursion to two leading colleges in Johannesburg is planned. A biology expert will lecture to the teachers, at one of the colleges, on the making of teaching aids.

A Conference is set for August to treat the "Teaching of Arithmetic and Social Studies in the Higher Primary Schools". The second drama contest is scheduled for September, 1966. The District Primary Schools compete in athletics on 13th August, 1966.

The **North-East District** of TUATA held its Conference on the 4th and 5th April, 1966 at Graskop.

### Guest Speakers:

Messrs. L. M. Taunyane, Editor of TUATA on 4th April, 1966, and D. R. Lepelle, Bantu Inspector of Schools, Lydenburg Circuit, on 5th April, 1966.



## FIFTH NATIONAL EISTEDDFOD

CENTENARY HALL, NEW BRIGHTON, PORT ELIZABETH,

SATURDAY, 2nd JULY, 1966



# T.U.A.T.A. Constitution

## PROPOSED AMENDMENTS

(Annual Conference, Bethanie, District Brits, 25th, 26th and 27th June, 1966)

ARTICLE 1. No change

ARTICLE 2. (a) Preamble: No change. (a) Insert Republic of South Africa instead of: Union of South Africa. (b) No change. (c) No change. (d) No change. (e) No Change. (f) No change.

ARTICLE 3. Membership: Membership of the Association shall be confined to:

- (a) **Ordinary Members:** Certificated African Teachers in the service of the Department of Bantu Education in Primary and Post-Primary Schools in the Transvaal.
- (b) **Associate Members:** (i) Ex-members of the Association. (ii) Any person nominated by the Branch and approved by the District and General Executive Committees, for having rendered special and outstanding service in the field of Education. These members will have no right of either voting or holding office.
- (c) **Life Members:** Teachers who shall have given at least 30 years' service to the Association. These shall enjoy all the privileges of ordinary members until they reach retirement age.

ARTICLE 4. No change.

ARTICLE 5. **Branches:** 1. No change. 2(a) No change. (b) The General Executive shall approve of the formation of a Branch on the recommendation of the District Executive. The General Executive's decision shall be final. (c) Membership fees for all the members in the proposed Branch are paid to the District Treasurer at the time of application. (d) They undertake to formulate rules and regulations, based on the Association's Constitution within six months of their recognition, which shall be ratified by the General Executive, to keep in harmony with the aims and objects of the Constitution.

3. No change. (4. Delete. 5. Delete). 4. (New) Every Branch shall be governed by a Committee consisting of officials elected by bona fide ordinary members of the Branch in accordance with the rules and regulations, as approved.

5, 6, 7 (old 7, 8, 9). No change.

ARTICLE 6. 1. **Names of Districts:** Subject to expansion of the Association, the T.U.A.T.A. shall consist of the following Districts:

(a) East Rand; (b) Letaba; (c) North East; (d) North West; (e) Pietersburg East; (f) Pietersburg South; (g) Pietersburg West; (h) Pretoria; (i) Rand Central; (j) Rustenburg; (k) South East; (l) South West; (m) South West Rand; (n) Warmbaths; and (o) Zoutpansberg.

2. **New Districts:** (a) No change. (b) No change. (c) Any District whose membership exceeds 600 for three consecutive years may apply to the General Executive for re-delimitation, which will be considered provided that, in the opinion of the General Executive, the geographical conditions warrant such a delimitation.

3. No change; *Add:* Wherever possible every District shall have the following standing Committees: (a) Education Committee; (b) Finance Committee; (c) Music Committee; (d) Art Committee; (e) Editorial Committee.

4. No change.

5. **Officials:** (a) Every district shall have a Chairman, Vice-Chairman, Secretary, Assistant Secretary, Treasurer, Chaplain (who need not be an Ordinary Member of the Association), Auditor and not less than two Committee members, all elected by bona fide members of the District at an annual District Conference, except the Assistant Secretary, who shall be nominated by the District Executive on the advice of the Secretary. (b) No change.

6. (a) No change. (b) Teachers who are bona fide members of the various Branches in each District shall be entitled to attend the District Conference held in September each year. (ii) The

District shall decide on the number of delegates who will represent each Branch. (iii) All members shall take part in the discussions, but only delegates and officials shall vote, and hold office.

(c) No change. (d) No change. 7. No change. 8. No change. 9. No change. 10. No change.

#### **ARTICLE 7. Office-Bearers of the Association:**

1. Office-Bearers of the Association shall be the President, Vice-President, General Secretary, Assistant-General Secretary, General Treasurer, Chaplain, Editor of the Official Organ of the Association, Sub-Editor, and Chairmen of Standing Committees, except that the Chaplain need not be an Ordinary member as defined in Article III (a) herein.

2. No change. 3. No change. 4. No change. 5. No change. 6. No change. 7. No change. 8. No change. 9. No change.

#### **10. The Assistant-General Secretary: shall:**

(a) be appointed by the General Executive Committee on the advice of the Emergency Executive. (b) No change; (c) Delete; (d) No change.

11. No change. 12. No change. 13. No change. 14. No change.

#### **ARTICLE 8. The General Executive Committee:**

1. **Composition:** The General Executive Committee shall consist of: the President, the Vice-President, the General Secretary, the General Treasurer, the Editor, the Assistant-General Secretary, the District Secretaries, Sub-Editor, and Chairmen of Standing Committees.

2. **Co-option:** The General Executive may co-opt any member of the Association to any Committee for a specific purpose only. The co-opted member will be entitled . . . to claim subsistence and transport for attending any meeting to which he is invited. He will not be entitled to a vote.

(a), (b) and (c) Delete.

3. No change. 4. No change. 5. No change. 6. No change. 7. No change. 8. No change. 9. No change. 10. No change. 11. No change.

12. (a) to (e) No change. (f) The Art Committee.

#### **ARTICLE 9. The Emergency Committee:**

1. **Composition:** The Emergency Committee shall consist of the President, Vice-President, the General Secretary, Assistant-General Secretary, the Treasurer, the Editor of the Official Organ, and Chairmen of Standing Committees.

2. (a) to (c) No change. (d) report its recommendations at the next meeting of the General Executive for ratification. 3. No change. 4. No change. 5. No change. 6. No change. 7. No change.

8. No change. 9. No change. 10. No change. 11. No change.

#### **ARTICLE 10. The Editorial Committee:**

1. No change. 2. No change. 3. No change. 4. No change. 5. No change. 6. No change. 7. No change. 8. No change. 9. No change. 10. Delete. 11. No change. (new 10.)

#### **ARTICLE 11. Education Committee:**

1. **Composition:** The Education Committee shall consist of the Vice-President (Chairman) and four other members elected by the General Executive . . . Committee (see Article 8 par. 12 (c) above) one of whom shall be the Secretary of this Committee.

2. No change. 3. No change. 4. No change. 5. No change. 6. No change. 7. No change. 8. No change. 9. No change. 10. Delete.

#### **ARTICLE 12: Music Committee:**

1. **Composition:** It shall consist of a Chairman elected by Conference and four members elected by the General Executive Committee at its first meeting after the Annual Conference, for their knowledge of, and interest in Music.

2. **Music Regulations:** Special Regulations shall be made for the running of Music Competitions in the Province, subject to the approval of the General Executive. 3. No change. 4. No change.

5. **Secretary:** One of the members elected by the General Executive shall act as Secretary.

6. No change. 7. No change. 8. No change. 9. Delete 10 (new 9). No change.

**ARTICLE 13. Finance Committee:**

1. **Composition:** It shall consist of a Chairman elected by Conference and four other members elected by the General Executive Committee for their integrity and knowledge of bookkeeping and general financial matters.

2. No change. 3. No change. 4. No change. 5. No change. 6. No change. 7. No change. 8. No change. 9. No change. 10. No change.

ARTICLE 14. No change.

**ARTICLE 15. Finance:**

1. No change.

2. **Subscriptions:** (a) The Annual subscriptions for ordinary and associate members shall be one Rand (R1.00), but this amount may be raised or decreased from time to time by resolution of Conference.

(b) Use decimal coinage. (c) to (i) No change. (j) All subscriptions must be sent to the General Treasurer, who shall acknowledge receipt of same, and immediately place the names of members on the addressed list of the Association.

3. No change. 4. No change. 5. No change. 6. No change. 7. No change.

8. **Donations:** (a) The Association can receive donations from any source. (b) No member of the Association may give a donation to any organisation in the name of the Association without the prior approval of the General Executive Committee.

**ARTICLE 16. Annual Conference:**

**Composition:** The following shall be members of Conference: Officials, delegates, and members of the Standing Committees.

1. **General:** A Provincial Conference shall be held annually, open to all members of the Association. Every member may attend, and speak at the discretion of the Chairman, but only members of Conference shall vote.

2. **Delegates:** (a) Each District shall be entitled to send six (6) delegates to the Conference, but for every 200 members above 600 a District shall be entitled to one delegate more.

(b) No change. (c) No change.

3. No change. 4. (a) to (e) No change. (f) (i) to (iii) No change.

4. (iii) Reports of Standing Committees. (iv) Reports of Representatives on other bodies. (v) District Secretaries' Reports.

(g) Motions. (h) (i) to (vii) No Change. (viii) Chairman of the Art Committee. (i) No change.

5. No change. 6. No change. 7. No change.

8. **Voting:** (a) Only members of Conference shall be entitled to vote, and hold office. (b) No change. (c) No change.

9. No Change.

10. Reports in the Official Organ of the Association:

Shortly after the Annual Conference, there shall appear in the Official Organ of the Association:

(a) The Presidential Address;

(b) The Chaplain's Message;

(c) The Report of the General Executive Committee;

(d) Reports of the Standing Committees;

(e) Reports of Representatives on other bodies;

(f) The Financial Statement;

(g) Resolutions passed at Conference.

ARTICLE 17. Change of Constitution: No change.

**ARTICLE 18: Legal:**

1. (a) No change. (b) No change. (c) Any member desiring assistance out of the Fund, shall make application to the General Executive through the Branch and District setting forth circumstances of his case as fully as possible, and submitting therewith all relevant documents,

whereupon the District Executive shall forward therewith a report with recommendations, whether or not assistance should be afforded, and the extent of such assistance.

(d) No change. (e) No change. (f) No change. (g) No change. 2. No change. 3. No change. 4. No change.

ARTICLE 19. No change.

ARTICLE 20. **Affiliation:** The Transvaal United African Teachers' Association shall review its affiliation to the African Teachers' Association of South Africa, annually.

ARTICLE 21. No change.

ARTICLE 22. **Standing Orders:** No change.

1. No change.

2. Amendments to motions shall, if it is deemed necessary by the President (Chairman), be handed in, in writing.

3. No change. 4. No change. 5. No change. 6. No change. 7. No change.

(Compare Amendments, addenda, etc. with Articles and clauses in the T.U.A.T.A. Constitution in current use.)

————— o o o —————

### WHAT OTHERS SAY

Sir,

I am proud to inform you and all other TUATA members that our newly formed district—Pietersburg East District of TUATA, is well on the way to progress.

We envisage a possibility of having a reasonable number of trophies for our music eisteddfod. We believe this will act as an incentive to those TUATA members who felt that the delimitation of the erstwhile massive Pietersburg District into three new districts would have disastrous consequences on the three "fledgling" districts.

In its first meeting, the Executive of the Pietersburg East District decided to establish a District Editorial Committee comprising four members, *whose duty it shall be to acquaint the Editorial Staff of the TUATA Magazine with any achievement or incident of note in the District.*

The Executive felt that any progress made in our new District must be known by all TUATA members with a view to encouraging all other districts to supply the Editor of TUATA Magazine with enough worthwhile material for publication. Sad to say that most districts seldom ever communicate with the Editor of TUATA Magazine. This apparent laxity causes our magazine not to be "cross-sectional" enough to satisfy ALL members, and this is perhaps one of the reasons why many TUATA members are not interested in our magazine.

A. L. MAWASHA  
*Chairman—District Editorial Committee*

*Well spoken Pietersburg East! Set the pace and let the others follow—Editor.*

#### "R1,300.00 BURSARIES"

A sum of R100 (One Hundred Rand) has been voted to each District for bursaries. This is over and above the Book Bursary, and the Music Scholarship. Distribution of this sum is at the discretion of each district.



Messrs. K. Mngoma and Strachan of Reckitt and Colman presented bursaries of R30 per school (R10 per student) to 30 students at the 10 Secondary and High Schools on the Rand, on the 14th April, 1966 at Y.W.C.A. Dube.

For charts on "The Battle against Disease", lectures, etc. write to:

Reckitt & Colman (Africa) Ltd.,  
P.O. Box 8247,  
Johannesburg.



The evergreen H. H. Dlamlenze, Secretary-General A.T.A.S.A. (former principal of Emthonjeni, Orlando, on the occasion of a farewell function held on 30th March, 1966, at St. Mary's Church Hall, in his honour. Now principal of Vulamali-buko Higher Primary School, Diepkloof.

A pretty new teacher at a school tearfully told the headmaster that her young charges had turned her first day at the school into a shambles.

"Let us go and take a look," said the headmaster. They went back to the classroom, now a riot of screaming boys and girls, and flying objects. The headmaster picked up a heavy yardstick and broke it over the back of an obvious ring-leader. The noise immediately subsided.

"I do not understand it," the young teacher exclaimed. "The book tells you to treat them gently."

"Of course, my dear," said the headmaster. "But first you must get their attention."

# Executive

## PRESIDENT:

J. S. M. KHUMALO,  
Mamellong-Nqabeni Secondary School,  
P.O. Box 302, Brakpan.

## GENERAL SECRETARY:

I. E. ZWANE,  
Zamani Community School,  
P.O. Kwa-Thema, Springs.

## GENERAL TREASURER:

M. R. MAMABOLO,  
Mokopane Training College,  
Private Bag 2611, Potgietersrus.

## EDITOR:

L. M. TAUNYANE,  
Alexandra Secondary School,  
P.O. Box 132, Bergvlei, Johannesburg.

## CHAPLAIN:

REV. N. J. K. MOLOPE,  
Lutheran Church,  
P.O. Box 32, Jabavu, Johannesburg.

## VICE-PRESIDENT:

P. R. NGWANA,  
Mokomene High School,  
Private Bag, 1340, Soekmekaar.

## ASSISTANT GENERAL SECRETARY:

A. TH. MASIPA,  
Private Bag 554, Middelburg, Tvl.

## CHAIRMAN—MUSIC COMMITTEE:

A. E. TLAKULA,  
Kwa-Phakama High School,  
P.O. Kwa-Thema, Springs.

## SUB-EDITOR:

M. L. MATHABATHE,  
Morris Isaacson High School,  
P.O. Box 10, Jabavu, Johannesburg.

---

## STANDING SUB-COMMITTEES:

### EDITORIAL COMMITTEE:

L. M. TAUNYANE (*Chairman*)  
M. L. MATHABATHE (*Secretary*)  
S. M. MAJA  
J. M. B. DITLHAGE  
W. E. M. CHUEU

### EDUCATION COMMITTEE:

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S. H. HLAHLA  
D. KOBE (*Secretary*)  
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T. RAMABOEA

### MUSIC COMMITTEE:

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**Other Branches at:** Bethlehem, Bloemfontein, Claremont (Cape), Durban, East London, Kimberley, Kroonstad, Pietermaritzburg, Port Elizabeth, Somerset West, Uitenhage.



# TUATA

“Ora et Labora”



DIAMOND JUBILEE

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**Another Damelin Award:** Mr. J. P. Brummer, Principal of Damelin Institute, is seen here handing the Damelin Institute Floating Trophy to William Ramgwaga of Grade II (Class teacher Mrs. Evelyn Sedibe). Damelin awards this trophy every year to the best class in the Lerechabetse Community School, Johannesburg. This year the presentation was made on Parents' Day, at which Mr. Brummer was guest speaker.

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# TUATA

Official Organ of the

Transvaal United African Teachers' Association

SEPTEMBER, 1966

## EDITORIAL

### DR. HENDRIK FRENCH VERWOERD

*'Cut is the branch that might have grown . . .'*

We find it difficult, as a Teacher's Association to be silent on this, the untimely death of Dr. Verwoerd, former Prime Minister of the Republic of South Africa.

We dare say he has filled his role in life with an undeniable brilliance, and regret that he departed this life and the high office of State, so quickly and so unexpectedly.

Many are the roles he filled, each with greater skill than the other, each with greater devotion and idealism, each as a man that excelled other men. Whatever we may say, therefore, he has left a certain vacuum in the life of this country that will take a long, long time to fill.

*This was an extra-ordinary man; a commander of men, an undisputed leader of the Afrikaner people, a logician, a political tactician of repute, an academician of outstanding merit, and a family man we all can imitate. Few of us can deny all this.*

Not all men always shared his visions. Not all men could always be attached to his idealism. Not all men agreed with the course he advocated, but we always respected his enthusiasm, his devotion to duty as he saw it, and his dedication to the ideals of the Afrikaner volk. It was, therefore, with a sense of shock that we received the news of his assassination in the very highest assembly of this land.

One last fond memory we have of him is his meeting with Chief Leabua Jonathan in Pretoria. What this meeting portended for the future we are perhaps not destined to know, and the implications we can fain assess let alone analyse, but we cannot regard all this as a meaningless gesture. We think it was meant to mark the dawn of a new day, a new era.

*On the day of his death all South Africa stood still, still to salute the passing of a great man: friend and foe alike paid homage, and at his graveside were black and white united in the hour of grief and loss.*

TUATA wishes to pay homage in the same Christian spirit; to express its sympathy with the family in their hour of trial and sorrow, and to pray that God may wipe away the tears of grief. We pray also that we may be given a leader of Christian vision, in love, understanding and judgment so that there may be continued peace in the land.

*„Wat God doen is welgedaan.“*

# PRESIDENTIAL ADDRESS



## THE PAST, PRESENT AND FUTURE

(Mr. J. S. M. KHUMALO—Past President)

Mr. Chairman, Ladies and gentlemen, I would like today to speak on the topic of the past, present and future of our Association. In so doing, I hope to touch on the important aspects of our achievements, and to focus attention on what the executive hope the future of our Association will be.

### THE PAST

What is our heritage from the past? In 1906 two streamlets (The Northern Native Teachers' Organisation and The Southern Transvaal Native Teachers' Organisation) which ultimately led to this Association started trickling. So important was that trickle, that today we celebrate the Diamond Jubilee of the Teachers' Association in the Transvaal.

We do not have to trace the History of this association, but in all bodies there are those up-and-downs that are the delight of critics, and which to the wise are lessons for the future. What we should do, is to touch on the significance of the stream that was released in 1906, and touch on some aspect which, with some attention, would lead us to a greater future.

First, let us look at the significance of the association: All professions have bodies that look after their interests. As I am talking to you, one of the greatest strikes is on in England, caused by disagreement on wages between the seamen and the ship owners. Mr. Wilson, the Prime Minister of England, has endeavoured to mediate but he has failed, because the representatives of both bodies have a point, and they feel they cannot let down the people they represent. Potentially, that is the strength of our Association. I use the word "Potentially" with discretion. If our Teachers' Association must be what it should be it should not be possible for anybody to be a teacher without being a member of the Teachers' Association. The Doctors and Lawyers have that, and in the launching of this association our leaders must have had that in mind. Our strength or weakness is measured by the strength or weakness of our Association. The strength of our Association is not really in its membership or financial standing, but in its bargaining power. Membership and financial standing do get into the reckoning, because the more we are, the louder our voice, and our financial standing give us respectability and worth. We have taken tremendous strides in membership and finance, but the progress is not sufficient reason for complacency. In all areas, we have too many "potential" members. The stage must be reached when all teachers in this province must be members of this Association, and then, only then can we say that our executive speak for all teachers in this province.

But more important even than this is the loyalty that is due to the chosen leaders of the Association. Of the members of our Association, can we, with any certainty say that they are dedicated to the cause, and that whatever is done on their behalf has the full backing? I personally welcome criticism, and without it we would be a dead body, but there are times, when for the sake of the cause we must do first, and criticise later (at conference). *This is vital.* If your executive who are chosen in the most democratic manner by you, know that when a decision has been arrived at, it will be carried in one spirit by the whole teaching body, then it will be a strong executive. We must get to that stage when our voice is so strong and so united that it cannot be ignored. When our Teachers' Association was launched, the leaders surely wanted an effective mouthpiece for the teachers.—Before we move together as a united body of determined and dedicated men and women, we will remain ineffective, and our bargaining power feeble.

At the beginning of my talk, I referred to two streams that started trickling in 1906. In 1921 they merged to form what was then known as the Transvaal Teachers' Association, later to become the Transvaal African Teachers' Association. In 1950 this mighty river split again into two streamlets: The Transvaal African Teachers' Association and the Transvaal African Teachers' Union.

In 1957 sanity was regained when the two streamlets merged into the Transvaal United African Teachers' Association. I keep using the word "Stream" because I am trying to make a point. There is a very disturbing tendency by some of our members of wishing to make us a people without a past and without a tradition. These people wish to throw away the rich legacy bestowed on us by the past leaders of this Association. They argue that there can be no Diamond Jubilee this year because T..UA.T.A. only started in 1957. They say it was wrong of us to celebrate the 21st anniversary of music competitions in the Transvaal last year. They say, in other words, we are a people without a past and without a history. This is an insult to all teachers who struggled to found this mighty Association. It is my earnest hope that this spirit will be fought and destroyed at this Conference. Fortunately those who cherish this legacy are in the majority.

## THE PRESENT

An endeavour has been made during the life of this executive to strengthen this mighty body and push it on its way. To my mind, the most important achievements have been the launching of the "Operation Youth", the stabilization of the "Adult Section" of our music Competition, the insistence on using the Branch Registers; and the insistence on audited financial statements.

"Operation Youth" was a wonderful start. The details you will get from reports which will be read at this conference, I am only touching on its significance. The work *Youth* may be slightly misleading, because a number of participants had long graduated from that appellation. The important thing about it was that we succeeded in getting a number of men and women to get down to the job of playing games and enjoying themselves. Those who took part benefited a great deal in their health. It is my earnest hope that the new executive will continue on this wonderful venture.

In the same manner in which many teachers who last played football or basketball at school were offered another opportunity by "Operation Youth", so did the broadening of the scope of the Adult Section offer many teachers their opportunity of continuing with their singing. The solo sections in particular are of great significance because they revealed our greatest weakness: lack of training in singing. It is to be hoped that when we get home, we shall endeavour to find teachers of singing to train us, so that we can train our choirs with greater success.

The strength of our Association is dependent on the Branches. If our Branch Secretaries and Branch Treasurers are efficient then we have a strong Association; if they are inefficient then we are doomed to be strugglers all the time. It is in an endeavour to help our Branches, and by so doing help ourselves that we insist on the usage of Registers by Branches. Should this system succeed, as it must if we are serious, then our monies will be safe, and our membership strong. It is only when our financial statements are audited that we are sure that our monies are well looked after.

## THE FUTURE

We have now succeeded, I think, in setting our Music Competitions on a strong footing. *I think it is time we focused our attention on "Drama"*. Many teachers' Associations run "Festivals". In these festivals you find that there are competitions in music, drama and art. Our Art Committee has endeavoured to run exhibitions. I hope that soon they will be able to run full Art Competitions. The only section wherein no start has been made is Drama. It was a great pleasure to learn when we visited one District, that they had already made a start with contests in Drama. It is the hope of this Executive that the future for us holds "Festivals". which will combine contests in music, art and drama. Such Festivals could last a whole week (possibly during the holidays) and form part of our cultural life.

Secondly, we must be more "travel conscious". The failure of the air trip to Durban was a great disappointment to the Executive. It is to be hoped that the new Executive will not be disheartened by this failure, but that they will organise more tours.

Thirdly, let us get our Branches working efficiently. Before we do that, we are wasting our time.

Finally, let us give our Executive a mandate to go out and work. Let us not tie their hands by saying they should do nothing that has not been approved by Conference. As long as your new Executive follows the correct channel of consulting first the General Executive, please give them a free hand. When we leave this Conference I would like you to say what the new executive will surely say to you: "Go Out and Work".



## *Chaplain's Charge to Conference Held on 25th June, 1966 at Bethanie*

**"Now that I have become a man, I have put away all childish things."**



This day marks a very special occasion in the lives of thousands of African teachers working in the Transvaal. All of us here present regard it a very special privilege to be associated with such an important celebration and we go so far as to deprecate the fact that this could not have been arranged for a greater number of people with a greater message. It is indeed a great pity that we could not have given this day greater publicity. During our last celebrations at Kilnerton the teachers found themselves divided. Looking backwards to that time now we must admit it was a very sad reflection for all educated Africans. It is however consoling to think that at that very conference steps were taken to bridge the gap that had developed.

At all important points in time it is necessary for men to look into two directions, backwards and forwards. Backwards to determine the effectiveness of our efforts and forwards to plan afresh. Backwards to measure the effects of our failures, our trials and our disasters, forwards to think of how to eliminate failure.

At our backs we see sixty years in diamonds, we give a thought to those forces and circumstances that have been at work, shaping us and promoting or hampering educational progress in this blessed province.

Sixty years is a very large slice of the lifespan of every man. Sixty years are the years of maturity and discretion and this is a valuable opportunity for taking stock of ourselves, of our activities as well as our achievements.

This is not, and must not be allowed to be a moment of exaltation and of patting each other on the back or praising ourselves. Our own contribution in this whole is very small indeed. Gone are most of the men who have left their footprints on the sands of African education. We are too close to our time to be able to say whether our own efforts have been valuable or not. For us this must be a time of paying homage to our fallen heroes, who died in the cause of the upliftment of their people. For us this must be a time of thanksgiving to God who has led us all the time and all the way. Few of us could have progressed without the pioneering work of our educational forbears and few of us would have reached the level we have reached.

While it is therefore necessary to look back to find the lessons that history has taught, and while there may be much good to find in the past, we must quietly admit that the past can be very disheartening simply because of the disasters, the failures which we cannot forget.

The lessons of the past must certainly point to the pitfalls that tomorrow must avoid. As long as there is a tomorrow there is for the Christian hope, even if we must start with wornout tools. Kipling says, "triumph and disaster" are simply two imposters that must be treated with equal caution, for they may breed within us undue optimism or undue despair.

The future demands a vigilance to ensure that the achievements of yesterday do not falsely fill us with pride and that the disasters and failures of yesterday do not break our spirits. It is for this reason perhaps a sensible thing to remember that "the world is both good and evil, and the proper attitude towards it is one of both gratitude for the mercies of God revealed in it and contrition for the evils which human sin has created in it.

These and other relevant and important questions merit our very sincere consideration today.

There are cynics and members of an older generation who assert that we have not grown in all this time. They insist that we have remained children, that we lack the earnestness, the mature response to the teaching profession, that our interests are still childish and our devotion to duty very disappointing. They refer to our internal struggles for prominence as adequate proof and amplification of these facts. For these and other reasons I have taken a suggestion from the Apostles letter to the Corinthians as a fitting matter for our consideration in this my charge to you. Says the Apostle "Now that I have become a man, I have put away all childish things." In a brief but meaningful way St. Paul places the question of manhood at the end of his great discourse on love. "When I was a child, I spake as a child, I understood as a child, I thought as a child."

Two phases of life are thus under consideration, the childish and that of the adult, and pertaining to both and yet differentiating between the two are thinking, understanding and speech. Two periods in time are also necessarily involved, "the then" and "the now", and between the two is a period of growth and development.

(a) **I spoke as a child:** Childish speech is confined to childish things, things of a passing nature, things pertaining to the senses, to playfulness, to lack of seriousness, to make belief and to imitation. The child confines itself to the present, to its joys and sorrows which too are so easily forgotten. All petty talk, all speech in which there is no intention of implementation, all promises easily made to be forgotten are aspects of childhood. Thinking like a child finally means thinking of self, self enjoyment, self interest. All this is a fair indication of the child's paradise, an unreal world to which adults cannot be a party.

(b) **I understood as a child:** The understanding of a child means the outlook of a child, an outlook which is immature and incomplete. It is an outlook confined to his immediate environment, narrow and subjective if not prejudiced. There is in understanding a "grasp of relationships between things, a judgment capable of significant choices, memory and imagination". There is in understanding a reaching beyond today and a continual glimpse into yesterday for this is the way to come to a fuller understanding of things. Childish understanding is, on the contrary, understanding with limitations in depth and breadth, a superficial, unimaginative and biased notion of things, seen in no correct perspective or proportion.



(c) **I thought as a child:** I thought in terms of little things and cannot comprehend the larger world outside. I thought in terms of little hurts and insults and cannot forgive these. This is the thinking that cannot surmount the local mountains and hills, it does not exceed the tribal and the personal. It is limited to the customs and traditions which so often stifle and corrupt, and which have long outlived their usefulness. This is the thinking which delights in its own suspicions, superstitions and popular fallacies. This is the thinking which is narrow as well as indiscriminating and belongs to childhood. These aspects of childhood and immaturity belong to a past with which parting is necessary. For St. Paul man is meant to grow, to develop, to increase and to extend beyond self.

For the growth and development of human personality there is need for a love surpassing individuality which the child is incapable of reaching. Manhood means maturity, and "maturity is the fulfilment of the promise of creation". It represents a larger life than childhood. Insofar as maturity includes fully grown and developed as contrasted with childhood standards, it represents life. Insofar as maturity means the point from which no further growth or development is possible, it means death. In its fullest extent, maturity must carry with it, and within it, the mental adventure of youth. For maturity without the spirit of youth is still immaturity. Maturity must also display a wider interest, a healthy curiosity, the liveliness and courage of youth. What is for St. Paul more vital is the stage of maturity as seen in man in his fullest manhood and hence the contrast, "Now that I have become a man."

I have put away the littleness of self and can subject myself to criticism and introspection. I can lift my eyes from the earth and fasten them on the heavens above. I have become conscious of my fellowmen and my correct relationship with them. I have become aware of the vastness of God's world and of my insignificance in it. I have become aware of my dependence upon God. I have become aware of the fact that I know only in part and can therefore only prophesy in part. As an individual I am as incomplete in the world as the development of my personality and manhood are incomplete outside the company of my fellowmen. I am aware that to have more charitable encounters with my fellowmen is to express the size and stature of my own personality.

I have outgrown the hate and prejudice of yesterday and replaced them with a broader and more accomodating outlook. If we see this expression in conjunction with Paul's song of love, it must become evident even to outsiders, that maturity is not reached in a vacuum, it is the result of my relationship with others. This is a fullness which can only be reached when I empty myself for others, irrespective of whether they be kinsmen, tribesmen, men of my colour, creed or social standing.

While manhood depends on the level I have reached in thinking, understanding and speech, it is incomplete until all these are translated into a positive and loving action.

My thinking may have depth, my understanding may encompass a wide field and wide range of knowledge, my speech may be classed as articulate, but if nothing flows from these in some form of responsible social action, it is worth nothing.

For the teaching profession this means that in order to be effective if not efficient, there must be some deep thinking and a deeper faith in understanding. Thinking is the first prerogative for lack of it leads to imitation, and imitation belies a weak mind and weaker personality.

Henry Booth says "Men who are to move their fellowmen must often be alone, for meditation precedes effective activity".

I have put away all childish things because I must take up my place alongside men of other races. I have grown up to be what I must be, a full man.

Being a man has far reaching implications, especially man created in God's image. Life is for him not simply a passing phase, it is a time of conflict and struggle, of joy and sorrow, of hope and fear.

The small men are for always evading and avoiding issues, he is for always seeking the road of least resistance, for always trying to please everybody. The real he-man meets opposition in his stride at every turn.

Not only is the strong man confronted by difficulty, he is challenged by it and meets it manfully.

Conflict and suffering belong to manhood, not to be boggled at but to be surmounted. Bezzel says: "Suffering is the highest action of Christian obedience", it is also the greatest work in the discipleship of Jesus. To avoid hardship and suffering is to deprive yourself of the experience of manhood.

Of manhood Robert Reed says: "To think more, to care more and to believe more, to overcome the insanity of hatred and the folly of indifference to the suffering of others, is to understand the deeper meaning of manhood".

Yet manhood is not so simple neither is it so cheap. Attached to it is a price, it is a price in hardship, suffering, failure, disappointment, humiliations and regrets too. It costs so much to be a full human being that there are few who have the enlightenment, or the courage to pay the price. The Indian poet Tagore says of such inaction:

We cling to our seats and never stir,  
We allow our flowers to fade in peace,  
And avoid the trouble of bearing fruit.  
Let the starlights blazen their eternal folly  
We quench our flames.

Many flames have gone out because many men have lost heart in life's struggle.

The world is full of opportunities and equally full of opportunists. There are too many who sit on the fence. There are many men who bluff their way through life. Of them Lincoln says: "There is a special place reserved in Hell for men who cannot make up their minds in time of crises".

Man in his fullest adulthood cannot so easily be bent to conformity, rather is he roused in the face of challenge. The fullest maturity does not reside in imitation, rather is it found in initiating something new and fresh. Full manhood is not characterised by the shirking of responsibility rather is it made manifest in resolute action and a courageous approach. True manhood does not display any malice, rather is its basis fidelity and truth.

Manhood is not just a matter of intellectual prowess, it has reference to strength of character and personality as well. It refers to spiritual power, and strength from a Christian faith in a living, loving God. For, how many can say Kipling's fervent prayer in sincerity?

Teach us the strength that does not seek,  
By deed or thought to hurt the weak,  
That under Thee, we may possess  
Man's strength to comfort man's distress.

This is the genuine strength of manhood, not the power to destroy but the power to build, not the rigors of the law but the grace of charity. Not to be malignant, but to be devoted, not the interest of self, but the need of others.

If the teachers' association has truly grown into maturity, then it must show its strength by having fewer slippery Jims, by less talk and more work.

In the attainment of this we require less of an effective leadership, less of a large membership and far more of God. God in your struggles, for he is the strength and power that cannot fail.

Now that I have become a man, I have put away all childish things.

For sixty and more years have we travelled along the road of education and development and have supposedly reached the years of maturity and adulthood. For sixty years have sacrifices been made have victories been won and defeats suffered. For all these years have we waged continual war against the forces of ignorance, illiteracy and superstition, thanks be to God. Thanks be to God for all the stalwart sons of Africa, fearless and undaunted in defeat also. It is for this reason that I say our first and bounden duty today is to pay homage with the deepest

sense of respect and admiration. We can truly say, these have been men of worth, these are examples that we must emulate. The Association must yet at one stage, before it is too late, write a book on these men so that posterity may know whence we are, what we have gone through and whither we are bound as a nation. What will be the value of obtaining an honours degree when this knowledge cannot be put to use.

Now that we have become adult we cannot rest on the laurels of yesteryear, we must look ahead to a time when others will have taken our places, and we must ask ourselves whether we will have given them the inspiration, the courage the knowledge to continue where we leave off.

Now that we have become men we must look forwards and upwards; forwards to the future and upwards to God for grace and wisdom, perseverance and strength, that we might neither flag nor fail, never dim the vision of the noble tomorrow that teachers all over the world constantly think about. For in working towards that noble tomorrow do we give expression to the basis of our manhood and womanhood.

Manhood resides in our understanding that in God we have our true being, and that it is God who is forever shaping the destiny of the world. Towards that better world are our daily toils directed. But for the courage and wisdom to know in what direction we must work, we need the grace of God. What is God's grace? It is the totality of that knowledge which by leading us higher, pleases and uplifts; it is the faith in Him which inspires us to extend ourselves to others in service; it is the knowledge which bends and breaks us thereby enabling us to perceive our littleness as well as our inadequacies. It is the grace of God, that goodwill towards undeserving men, it is the forgiveness of our sinfulness, it is an act of deliverance, an inexhaustible capacity for giving. It is that "agape", love in its greatness and glory of the heights that descends to the depths to rescue sinners from destruction. This is the love which surpasses understanding. It is that grace which deprives man of every excuse for boasting of his worth and in which it becomes abundantly clear that glory belongs to God, and to God only. To be able to assimilate and comprehend all this is to have a rightful claim with Paul to say, "Now that I have become a man, I have put away all childish things".

Faith, hope and charity, these three: these are the cornerstones in the service of fellowmen, bulwarks against malice and aggression both socially and nationally. These are also the needs of the teaching fraternity.

My call to teachers is not only to believe in the work they do but also to have faith in the social and national function they fulfil. We must regard that function to be God ordained and that the fulfilment of that function to be our only concern for in this manner can we bring about the betterment of human standards and the establishment of improved human relations in an unknown tomorrow. Yet tomorrow is not unknown where there is faith and hope and where we labour in a charitable spirit.

Faith, hope and charity, these three: There is already enough turmoil in this troubled world. There is already enough hate, jealousy and discontent for teachers to add to this. The world and the teaching profession are in need of more love and there is no reason to doubt that teachers can make their own contribution in this regard.

In a sense we have all been failures because we have all failed somewhere but it is well to remember that the measure of true success is the measure of charity that inspires and sustains our work. We may not stop just because we have had failures but we will stop because we have lost our charity.

Let us therefore return to our homes and to our loved ones, to our communities and to our daily tasks with more faith in what we are involved in, let us be hopeful in the good cause and let us drench every inch of our physical, mental and spiritual selves of charity to complete the task.

Let us further be ever mindful of the most important fact that it is God and God alone who can guide and sustain us. He alone is able to strengthen and to build afresh on the ruins of our human frames such citadels as He may require to serve Him through others.

And now remain *FAITH, HOPE* and *CHARITY*, these three, but the greatest of these is *CHARITY*.

# T.U.A.T.A. PRESIDENT



**D. M. MPHAHLELE**

1953-1954: Chairman of the Pretoria East Branch of T.A.T.A.

1955-1956: District Secretary of the T.A.T.A., Pretoria District.

1957-1958: Editor of *TUATA*

1959-1960: General Secreatry of TUATA.

1961-1965: President of ATASA.

1966: President of TUATA.

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## READERS' VIEWS

The Editorial Committee invites views on any topic of interest from teachers (members of T.U.A.T.A., and even non-members).

Articles should not exceed 4,000 words in length, and must be typewritten. Letters should be of reasonable length, and their language temperate.

**TRANSVAAL UNITED AFRICAN TEACHERS' ASSOCIATION**

**BALANCE SHEET AS AT 16th JUNE, 1966**

**ASSETS:**

**Fixed Assets:**

At cost less depreciation

1. Typewriters	236.91
2. Duplicating Machines	236.54
3. Filing Cabinet	68.06
	R541.51

**Trophies**

At cost less depreciation

245.30

**Investments**

Cash on fixed deposit

(S.A. Permanent Building Society)

6,000.00

**Current Assets**

Cash at Bank

13,354.71

R20,141.52

**LIABILITIES:**

**Accumulated Funds**

Balance as at 10th June, 1965

R16,470.98

*Plus:* Excess receipts over payments

3,670.54

R20,141.52

R20,141.52

*To be read in conjunction with our report attached hereto.*

P.O. Box 195,  
Potgietersrus.

H. L. KLOPPER

**REPORT TO MEMBERS**

We hereby certify that we have prepared the attached Balance sheet and Receipts and Payment Account of the Association, and have to report as follows:

1. The Balance Sheet and Receipts and Payment Account is in accordance with the books, information and explanations as submitted to us by the Treasurer.
2. We have accepted as correct all allocations as attributed to the entries as appears in the books, as well as all additional information furnished, but have to report that:
  - (a) Quite a number of cheques were found uncashed at closing date. There seems to be an abnormal delay in handing issued cheques to the different recipients.
  - (b) Deposits have been made for which no receipts have been issued due to the fact that funds from certain districts were transferred without the necessary advice to the treasurer.
  - (c) No interest has been credited to the fixed deposit of R6,000 (S.A. Permanent Building Society) due to the fact that no renewal notice has been given at due date.
3. We have not verified the existence of the Assets, but have accepted a certificate by the treasurer with regard thereto.
4. In our opinion, the Balance Sheet has been properly drawn up so as to exhibit the true and correct view of the state of affairs of the Association, according to the best of our knowledge and belief, the explanations given us, and as shown by the books, as at 16th June, 1966.

P.O. Box 195,  
Potgietersrus.  
25th June, 1966.

H. L. KLOPPER

# Suggested Procedure to be Followed by Officials Administering the Funds of Branches and Districts

## PART II

### THE LEDGER ACCOUNTS

In the May, 1966 issue of our organ, special attention was paid to the following: 1. Receipt of Money; 2. TUATA Cash Registers; 3. The Cash Book; 4. Banking Procedure and 5. Payments through Funds Banked. In this issue which deals with the Ledger Accounts, special attention will be given to: (a) the Real Accounts; (b) The Nominal Account and (c) The Trial Balance.

As pointed out in the May issue, TUATA is a non-profit making organisation. The essential books to be kept by officials in the Branch, District and Province are only the Cash Book, Journal, Petty Cash Book (where necessary) and the LEDGER. In the ledger we post all transactions recorded in the Cash Book, Journal and the Petty Cash Book. It will however not be necessary to post the individual entries. As use is made of the Analysis Cash Book, entries will not take many pages of the cash book. For example, at the end of the year, or whenever entries are too many, or at a special time decided upon by the Executive Committee concerned, the analysis columns are totalled and posted to the ledger accounts concerned.

- (a) **REAL ACCOUNTS:** These are accounts which show possessions of the Association. In the Branches and Districts, the following are some of the necessary ledger accounts: Cash, Bank, Trophies, Typewriters, Duplicating Machines, Sports Equipment and Filing Cabinets.
- (i) **CASH & BANK:** As cash in hand and in bank are reflected in the cash book, no ledger accounts will be opened for these.
- (ii) **FIXED ASSETS:** Assets such as Trophies, Typewriters, Duplicating Machines etc. should have special ledger accounts. As an example, let us take the **Trophies Account:** At the beginning of the year, if trophies are valued at R300, in the debit side we should enter: To Balance b/d R300.00. If during the year trophies to the value of R150 were donated, these will be entered under the R300 as: To Donation R150. As trophies depreciate in value, a certain percentage should be ruled off as depreciation at the end of the year. If our depreciation rate is 5 per cent, we calculate 5 per cent of R450 = R22.50. This is entered in the credit side—By Depreciation R22.50. Subtracting this depreciation from the value of trophies, we arrive at the new value of trophies R427.50. This is entered in the credit side as: By Balance c/d R427.50. This will balance up the **Trophies Account**. This Balance b/d in the debit side will be the opening balance of the new year and will appear in the debit side of the Trial Balance as the value of Trophies. The Ledger Accounts of the other assets are treated in the same manner bearing in mind that a reasonable amount is written off as depreciation at the end of the year.
- (b) **NOMINAL ACCOUNTS:** The nominal accounts show a record of income and expenditure of the Association.
- (i) **INCOME ACCOUNTS:** These accounts show a record of money received, such as Provincial Contributions Receivable, Branch and District Contributions Receivable, Choir Entries Receivable, Music Competitions Coor takings, Donations Receivable, Bursary Funds Receivable etc. As an example, let us take the **Provincial Contributions Receivable Account:** Membership Subscriptions are recorded in the Cash Book from the Receipt Book Duplicates. After collecting these from members the total is posted to the credit side of this account. If R200 is collected, this will be posted as: By Cash R200.00. When this R200.00 is paid over to the District or

Province, then the **Provincial Contributions Payable Account** is affected. The entry from the credit side of the cash book will be entered in the debit side of the **Provincial Contributions Payable Account**. At the end of the year these accounts are balanced and will reflect the amount of money Received or Paid out as Provincial Membership Subscriptions. All other nominal income accounts are treated in the same manner.

- (ii) **EXPENDITURE ACCOUNTS:** The common expenditure accounts are: Choir Entries Payable, Adjudication Fees, Travelling Expenses, Subsistence, Bank Charges District and Provincial Contributions Payable, and, if necessary, Sundry Expenses. As an example, take the **Travelling Expenses Account:** As travelling expenses (10c per mile) are paid out, the entries are made in the credit side of the cash book. At a particular time of the year or after several entries are made, the total is posted to the debit side of this account as To Bank (Total): R70.00 if the total gives this figure. If only a few entries were made, they can be posted individually. All other expenditure ledger accounts are treated in the same manner.
- (c) **THE TRIAL BALANCE:** The Trial Balance is a record in summarised form, of all balances from the ledger accounts at the end of the financial year. This is prepared on a page of the Journal. Balances from the debit side of the ledger accounts are entered in the debit side of the Trial Balance and the credit balances are entered in the credit side. The ledger accounts of the fixed assets will have debit balances; income nominal accounts will have credit balances and expenditure nominal accounts will have debit balances. The debit side and the credit side of the Trial Balance should give the same total. The Cash and Bank Balances from the Cash Book will be entered in the debit side of the Trial Balance. As soon as the Trial Balance is prepared, the books can be handed in for audit. From the Trial Balance, it may be necessary to prepare preliminary final accounts i.e. The Income and Expenditure Account and also the Balance Sheet as at the end of the financial year. Final Accounts in reality belong to the auditor and therefore, in the next issue attention will be paid to **The Auditing of Books**.

T. RAMABOEA,  
*Mokomene High School.*

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### OBITUARY LIST 1965—1966 JUNE.

TUATA conferences usually devote time to a memorial service to remember those who passed into the next world. There are many men and women who died, some in accidents, others murdered, others after a long illness and yet still others who died too suddenly for us to forget.

And yet death is for the Christian not a scare, it is, and must be a grim reminder that life is a preparation for death, for we live to die. It must also be a constant reminder that it is only those who die in the Lord who shall live and that life is a period for us to find our Lord.

The following twenty lives were lost to death, the leveller:

East Rand: S. Nomadolo, J. Mashigo, B. Mbalu, G. Radebe (Mrs.); Letaba: F. N. Malekutu; North East: S. M. Khoza; Pietersburg: P. M. Mphahlele (Mrs.); Pietersburg West: S. Rampedi; Pretoria: T. Chueu; Rand Central: A. Matenjwa, A. Moleko (Mrs.); Rustenburg: B. Ntshabele (Mrs.); South East: W. Nkosi, B. Kananda (Mrs.); South West Rand: J. Sebitso, A. Letlhage, M. Jack, L. Mofokeng; Warmbaths: J. A. Masuluke, D. Masilo.

*“Blessed are they that die in the Lord.”*

FROM THE CHAPLAIN'S NOTEBOOK.

**RESULTS OF FIFTH NATIONAL EISTEDDFOD, HELD ON THE 2nd JULY, 1966, IN  
THE CENTENARY HALL, NEW BRIGHTON, PORT ELIZABETH.**

	<i>Section</i>	<i>Song</i>	<i>Position</i>	<i>Choir</i>	<i>Province</i>	<i>Marks</i>
Primary	English	The Anvil	1	East London	South Cape	218
			2	Marquard	O.F.S.	217
			3	—	Natal	215
	Afrikaans	Prijs en Eer Zij Hem	1	—	Natal	297
			2	Maokeng	O.F.S.	291
			3	Vulamazibuko	Transvaal	283
Vernacular	Ekuseni	1	Ndondo	Transvaal	388	
		2	Thusanong	O.F.S.	377	
		3	Ashdown	Natal	375	
Post-Primary	English	Not only unto Him	1	Zwelihle	Natal	206
			2	Langa High	South Cape	187
			3	Batswana Training	North Cape	186
	Vernacular	Uponi	1	Hebron	Transvaal	87
			2	Bensonvale	South Cape	85
			3	Lamontville	Natal	83
Afrikaans	De Heer is Mijne Sterkte	1	Lamontville	Natal	82	
		2	Bensonvale	South Cape	79	
		3	Bafokeng	Transvaal	75½	
Teachers' Choirs	Duets	I looked out into the Morning	1	Meadowlands	Transvaal	294
			2	Ladybrand	O.F.S.	276
			3	Edendale	Natal	268
	Trios	Many a New Day	1	Taungs	North Cape	292
			2	Ladybrand	O.F.S.	286
			3	Meadowlands	Transvaal	277
	Double Quartet	Good Evening	1	Meadowlands	Transvaal	417
			2	Taungs	North Cape	395
			3	Edendale	Natal	370
	Vernacular	Kwaba Njalo	1	Brakpan-Benoni	Transvaal	421
2			Durban	Natal	416	
3			Odendaalsrus	O.F.S.	393	
English	All Men, All Things	1	Meadowlands	Transvaal	310	
		2	Durban	Natal	300	
		3	Kimberley	North Cape	262	



The conductor of the Daveyton Teachers Choir, Mr. I. Mahlase, receives the huge trophy he won at the National Eisteddfods in Port Elizabeth, 2nd July, 1966. With him are W. Rakgwadi and C. Mahlaba.



# T.U.A.T.A.

## SPECIAL



Mr. F. Masemola and the cheerful "Tuata Special" train stewards.



Mr. and Mrs. Makatini, from Dube, sharing a joke and smiling most charmingly—a loveable couple.



Mrs. Elizabeth Nkabinde of Pretoria, enjoying her meal alone.



Messrs. H. Kook and J. Paulson, Head Chef and his assistant—tending the pots—TUATANS enjoyed the fresh and well-prepared meals immensely.



Messrs. I. E. Zwane (General secretary Tuata) and D. M. Mphahlele (President Tuata)—Nothing serious—The President has a mouthful of the tasty food, and is sporting the beautiful and artistic gold wire badge of the TUATA.

# DIAMOND JUBILEE CONFERENCE

PEEPING INTO THE PAST



L. to R. (front row): J. Mosoabi, Rev. C. M. Schlapelo, J. M. Lekgetha and S. W. Mahuma.  
L. to R. (back row): Segale, J. R. Rathebe, E. M. J. Phago and J. S. M. Khumalo (Past President 1965/6).



The Ionian Male Choir accompanied at the organ by Isaac Thelele, singing J. S. Bach's "Jesu joy of man's desiring"—by special request of Chief Lerothodi Mamogale II—at the Lutheran Church Hall, Bethanie, Rustenburg District. The occasion was the Delegates' Reception—TUATA Diamond Jubilee Conference 25th, 26th and 27th June, 1966.



An Open Air Session—The President Mr. J. S. M. Khumalo Replies.



A Pertinent Point!

Mr. W. M. Chueu, the fiery petrel. Chairman Pietersburg West District and member of the Editorial Committee.



Rev. George Sepeng (Resident Minister of the Lutheran Church—Bethanie) and Rev. N. J. K. Molope (TUATA Chaplain) in earnest discussion of "Things of this World or the Next?"



**J. R. RATHEBE**—an old stalwart recounts.

**“Eight hours of sleep for the fool; six for the simple man; and four for the soldier.” Teachers are soldiers. The enemy is ignorance.**



**Rev. C. M. SEHLAPELO**  
**Founder Member—early Treasurer, now**  
**over 80 years old.**

**Conference had a Record Attendance of Women Delegates this Year.**





Messrs. M. Tshimange, L. Muduvhadzi, T. Mathagu, and W. Neluheni.

Zoutpansberg District Delegates on time.



Conference in joyous mood.



Conference Delegates pouring out of the historical Bethanie Lutheran Church built in the last century.

**TRANSVAAL UNITED AFRICAN TEACHERS'  
ASSOCIATION**

---

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1906 – Award – 1966**

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the part you played as

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the Teacher, Child and the Country.

Wishing you many more happy returns in the service of humanity.

Signed:

.....President.

.....Gen. Secretary.

**DIAMOND JUBILEE DIPLOMA RECIPIENTS: 1906-1966 (60 years)**  
**BETHANIE CONFERENCE: 25th, 26th and 27th JUNE, 1966.**

**IN PRAESENTIA**

1. Rev. C. M. Sehlapelo: First Treasurer of the Teachers' Organisation, joined 1904.
2. Mr. J. M. Lekgetha: Past President of T.A.T.A., joined 1921.
3. Mr. J. R. Rathebe: Past General Secretary, T.A.T.A., Sub-Editor *Good Shepherd*, T.A.T.A. Advisory Board Member on Native Education, Delegate to S. A. Federation of S.A. Teachers, joined 1923.
4. Mr. E. M. J. Phago: Past Editor of *The Good Shepherd*, T.A.T.A., joined 1923.
5. Mr. S. W. Mahuma: Treasurer Bethanie Branch, T.A.T.A., joined 1922.
6. Mr. J. M. Segale: joined 1917.
7. Mr. D. D. Mamogale: joined 1926.
8. Mr. J. M. Masoabi: Auditor, Central District, joined 1927.
9. Mr. S. Molala: joined 1917.

**IN ABSENTIA**

1. Mr. S. P. Kwakwa: Past General Secretary, T.A.T.A., Past President, T.A.T.A., joined 1932.
2. Mr. A. A. Kunene: Past District Secretary, Central District, joined 1917.
3. Mr. H. B. Nyati: Branch Secretary, Vereeniging, joined 1921.

**LIFE MEMBERSHIP HONOURS: JUNE, 1966.**

<i>Name</i>	<i>District</i>	<i>Joined</i>
1. Mr. E. N. Marapyana .. .. .	Pietersburg West .. .. .	1936
2. Mr. P. P. Nke .. .. .	Rustenburg .. .. .	1933
3. Mr. L. M. Mahuma .. .. .	" .. .. .	1936
4. Mr. A. Ramokgadi .. .. .	" .. .. .	1931
5. Mr. M. R. Ramfate .. .. .	" .. .. .	1935
6. Mr. P. P. Diale .. .. .	" .. .. .	1935
7. Mrs. S. P. Noge .. .. .	Rand Central .. .. .	1936
8. Mr. A. Letsoalo .. .. .	" " .. .. .	1936
9. Mrs. E. Mathebula .. .. .	" " .. .. .	1931
10. Mr. M. M. Mphahlele .. .. .	North West .. .. .	1928
11. Miss E. Khumalo .. .. .	East Rand .. .. .	1930
12. Mr. D. M. J. Makhaphela .. .. .	" " .. .. .	1927
13. Mr. J. N. Thobakgale .. .. .	Pietersburg East .. .. .	1927
14. Mr. E. R. Maselesele .. .. .	" " .. .. .	1927
15. Mr. K. R. Makoale .. .. .	" " .. .. .	1927
16. Rev. M. A. Ledwaba .. .. .	North East .. .. .	1935
17. Mr. B. Mugiohe .. .. .	Zoutpansberg .. .. .	1936
18. Mr. M. M. Motenda .. .. .	" .. .. .	1936
19. Mr. S. Rabothatha .. .. .	" .. .. .	1936
20. Mr. R. M. Raphela .. .. .	Pietersburg South .. .. .	1928
21. Mr. J. Shinwana .. .. .	Letaba .. .. .	1936



The Ionian Mixed Choir and Orchestra preparing to sing excerpts from G. F. Handel's Judas Maccabaeus in the Lutheran Church Hall on the occasion of the Delegates' Reception at the TUATA Diamond Jubilee Conference in Bethanie, Rustenburg District, 25th, 26th and 27th June, 1966.

### CONFERENCE RESOLUTIONS, BETHANIE, JUNE, 1966

1. That both Afrikaans and English, but not excluding the Mother-tongue, be made media of instruction in the Higher Primary Schools.
2. That sufficient teaching grants be allocated every year to schools of all categories, in all areas, in order to cope with the numerical upsurge in the school population.
3. That, in view of the difficulties encountered by teachers as far as housing is concerned, especially in urban areas, it is strongly recommended that teachers be provided with housing accommodation on transfer.
4. That the suitability of Afrikaans songs be considered along the lines of their lightness, and comprehension of the age-group concerned.
5. That the Department of Bantu Education be requested to recognise qualifications beyond H.P.T.C. in the Lower Primary Schools.
6. That the T.U.A.T.A. should consider contributing towards the Relief Fund for the dependants of the victims of the two train disasters, viz. Kwa-Mashu (1965) and Inhlazane (1966).
7. That the admission age of pupils in the L.P. School be reduced from seven to six years.
8. That the T.U.A.T.A. should seek a thorough explanation of the various forms of taxation paid by the African Professional men and women, two of which are:
  - (i) Bantu Additional Tax.
  - (ii) Income Tax (P.A.Y.E.).
9. That the Department of Bantu Education be requested to implement the system of compulsory education forthwith.



## WHAT OTHERS SAY

*The World*, Tuesday, September 27, 1966

### TEACHERS: NO CONCESSIONS

Teachers fall under the same influx regulations as all other Africans and the Bantu Affairs Department cannot condone any action calculated to circumvent these regulations.

This is the statement released by the members of the Department, who attended a meeting at the Non-European Affairs building in town.

At the meeting members of the Bantu Affairs met members of school boards, Inspectors of education, headmasters of schools and a representative of the Transvaal United Teachers' Association, Rand Central District. Influx control for teachers was discussed.

The headmasters of schools and school boards have been worried for some time about the position of teachers as regards entry into urban areas for the purpose of taking up teaching posts. The meeting was called specifically to set clarification on this.

### NO CONCESSIONS

The members present were told that no concessions are made. The Department would treat each case on its merits provided the right channels were gone through.

It was pointed out also that there were already many teachers in the urban areas who have entered the wrong way. The members of the Bantu Affairs Department promised that something would be done to have these teachers properly registered.

### NO OBJECTION

They also said that the department had no objection to teachers taking up posts in towns provided they made the necessary applications to their Bantu Commissioners in their home towns first and then went through the proper channels in seeking their transfers.

The inspectors are planning, said a spokesman, to have the matter discussed with the regional director so that he could make representation to higher authorities in the department to have this matter treated sympathetically.

— o o —

*Editorial—The World, Wednesday, September 26, 1966.*

### LET TEACHERS LEAD THE WAY

The teachers have a strong case in asking to be freed from the demands of Influx Control. After all, the aim of Influx Control is to regulate the number of labourers who come into the urban areas, and to avoid surplus people without jobs and homes.

This is not necessary in the case of professional people, particularly in a public service like teaching.

The Government has always provided that such categories of people shall be exempt from the provisions of Pass laws. It should be possible to implement the spirit of that legislation. We support the case of the teachers and urge the Government, the Education Department and the School Boards to give relief to professional people so that they can be employed where they are needed, freely, and live with their families as they do service to and exercise leadership in the community.

*We are glad the teachers have also taken up the serious situation whereby they are more and more being exploited by small men who are in power over them in some School Boards.* It is common knowledge that there are School Boardmen who extort bribes from teachers who seek employment, transfer or promotion. It is a national disaster if men and women in the position of leadership, like the teachers, are kept under the thumb of unscrupulous petty tyrants.

The teachers can stand together and free themselves. If they do so, the teachers will not only serve themselves well but they will help cure our community of the disease of bribery and corruption which threatens the freedom and integrity of our society. Let the teachers lead the way.

## CHIEF WANTS COMPULSORY EDUCATION

by Sy Mogapi

A plea for compulsory education for all African children in South Africa was made by Chief Lerothodi II Mamogale of the Bakwena ba Mogopa tribe at Bethanie on Saturday. He was speaking at the opening of a secondary school and two primary schools in the village.

The Bakwena tribe is the only one in the country where education has been made compulsory during the past two years. Any parent who fails to see that children go to school is liable to prosecution in terms of tribal regulations.

Thousands of Bakwenas from all parts of the Western Transvaal and the Reef were present at the main ceremony held at the new high school. Present also were the chairman and vice-chairman of the Tswana Territorial Authority, Chiefs T. Pilane and L. Mangope.

Among the distinguished White guests were the Deputy Secretary for Bantu Education, Dr. H. J. van Zyl, Mr. P. W. Dreyer, regional director of Bantu Education and the Bantu Commissioner for Brits, Mr. Smith.

### OPPOSITION

Chief Lerothodi said that he did not make many friends when he and his counsellors introduced compulsory education in 1954. There was strong opposition. But today everybody could be proud of the new buildings that have now gone up because of the tribe's sole efforts.

The cost of the buildings was R20,000 which was contributed by the tribe, he said. Every man had to pay a levy of R4 and each family R2 towards a school building fund.

"I thank those who did not help; for now they have the chance to do so. We are just beginning," he said.



Post, 10 July, 1966.

### GET WITH IT, YOU TEACHERS!

Teachers cannot expect the public to respect their calling if they do not live up to its demands, Professor W. M. Kgware of the University of the North told the annual conference of the Cape African Teacher's Union in New Brighton last week. He suggested that teachers' associations should have a professional code.

Prof. Kgware said: "Every profession worthy of its name has a professional code. All its members strive to conduct themselves strictly in accordance with this code."

**He suggested that teachers should consider establishing discipline boards.**

Professional efficiency was urgently needed in African teachers. Teachers must adjust themselves to changing social, economic and cultural conditions.

**African teachers failed to make themselves masters of their own subject. Consequently, few could qualify as examiners and moderators in post-primary examinations.**

Hardly any had written a handbook in their own subjects.

Prof. Kgware said in spite of notable achievements in African education in the past 10 years—the phenomenal growth of primary pupils, the increase in the number of schools and teachers, the appreciable rise in the number of secondary schools and high school students and the establishment of two additional university colleges—Bantu education had been beset with difficulties.

He said in March 1964 the Minister of Bantu Education set up an Advisory Board for Bantu Education with Prof. Kgware as chairman. As a result of its recommendation new regulations were published.

Prof. Kgware said one of the Advisory Board's functions is "to endeavour to uphold and promote the prestige of the teaching profession and those concerned with it."

Statistics of the University of the North over seven years showed that only 144 of the 1,716 students enrolled were student teachers. He said of these 102 completed the training in six the years. Only 11 of them were graduates, the rest having obtained the South African Teachers' Diploma.

**Prof. Kgware posed the significant question: "Is there any wonder that so few pupils manage to pass the Matriculation examination?"**

He added that both in the post-primary and to a lesser extent in the primary schools, teachers were lost to better paid jobs.

Prof. Kgware said that the number of teachers was reduced by the gradual abolition of the Primary Lower Teachers' Diploma. Women with J.C. now went for nursing and social work.

**The employment of married women teachers on a permanently "temporary basis" was another discouraging factor. In the U.S.A. there were many more women teachers than male.**

Prof. Kgware said the last salary raise in 1963 for African teachers in many cases amounted to not much more than the consolidation of the cost of living allowance and the basic salary.

**He said the 1964 statement of the Minister of Bantu Education revealed his sympathy with the low salaries of African teachers but he did not know WHERE to get the funds.**

Prof. Kgware said money had to be found, and that the only way was to change the system of financing African education.



*The Star*, Monday, September 5 1966.

#### **AFRICANS OWE R53-M. IN TAXES—COETZEE**

**Africans owe more than R53-million in outstanding taxes and this is seriously hampering the extension of education facilities and other developments for the welfare of the African population.**

This was said by the Deputy-Minister of Bantu Affairs and Development, Mr. Blaar Coetzee, at a conference in Johannesburg during the week-end.

Mr. Coetzee said that there were 1,655,435 African children at school this year being taught by more than 28,000 teachers. The Government gave R13-million a year towards primary education.

"This money is supplemented by taxation. It is tragic that by the end of last year R53-million was outstanding in taxes due by the Africans.

"I make an earnest appeal to all concerned to pay their taxes", said Mr. Coetzee.

The Deputy-Minister pointed out that as a result of the arrears of taxes there was not enough money to build new schools and extend educational facilities.

He was speaking at a three-day conference organized by the African section of the Dutch Reformed Church. The theme was "Responsible Citizenship." Over 100 delegates attended.

Mr. Coetzee again stressed that the African areas near the cities and towns are not home-lands.

Mr. A. Clark, head of the educational planning, Department of Bantu Education, said that circumstances particularly expensive city life, meant that both African parents had to work, with the result that many young children who should be attending school were left to their own devices in the townships.

"Of every 100 African pupils who enter school at Grade 1, 35 leave before reaching Standard 2. These figures reveal a situation which can lead to a serious social problem in the urban African population," said Mr. Clark.

Mr. L. J. Lemmer, chief accountant of the Department of Bantu Administration and Development, said: "Unless taxes are brought up to date, African education programmes will suffer considerably."

**PROGRAMME OF THE EMERGENCY GENERAL EXECUTIVE COMMITTEES AND  
SUB-COMMITTEES OF THE ASSOCIATION: 1966/67.**

DATE	EVENT	VENUE	TIME
13/8/1966	Emergency Executive Committee	Pretoria	10.00 a.m.
13/8/1966	Emergency Executive Committee	Pretoria	10.00 a.m.
27/8/1966	General Executive Committee	Pretoria	10.00 a.m.
10/9/1966	Editorial Committee	To be decided by the Committee	
17/9/1966	Education Committee	"	
	Finance Committee	"	
	Cultural Committee	"	
	Music Committee	"	
24/9/1966	Emergency Executive Committee	Pretoria	10.00 a.m.
1/10/1966	Special Conference (A.T.A.S.A. Constitution)	Pretoria (Mamelodi)	10.00 a.m.
8/10/1966	Editorial Committee	To be decided by the Committee	
	Music Committee	"	
15/10/1966	Emergency Executive Committee	Pretoria	10.00 a.m.
22/10/1966	Education Committee	To be decided by the Committee	
	Finance Committee	"	
	Cultural Committee	"	
29/10/1966	General Executive Committee	Pretoria	10.00 a.m.
19/11/1966	Emergency Executive Committee	Pretoria	10.00 a.m.
3/12/1966	General Executive Committee	Pretoria	10.00 a.m.
4/2/1967	Emergency Executive Committee	Pretoria	10.00 a.m.
11/2/1967	Education Committee	To be decided by the Committee	
	Finance Committee	"	
	Editorial Committee	"	10.00 a.m.
18/2/1967	Music Committee	"	
	Cultural Committee	"	
4/3/1967	Emergency Executive Committee	Pretoria	10.00 a.m.
11/3/1967	General Executive Committee	Pretoria	10.00 a.m.
25/3/1967	Special Conference/Seminar	Pretoria	10.00 a.m.
22/4/1967	Education Committee	To be decided by the Committee	
	Finance Committee	"	
	Cultural Committee	"	10.00 a.m.
29/4/1967	Editorial Committee	"	
	Music Committee	"	
13/5/1967	General Executive Committee	Pretoria	10.00 a.m.
27/5/1967	Primary Schools: Eisteddfods	Pretoria	9.30 a.m.
3/6/1967	Post-Primary Schools: Eisteddfods	Springs	9.30 a.m.
10/6/1967	Teachers' Choirs: Eisteddfods	Pretoria	9.30 a.m.
17/6/1967	Emergency Executive Committee	Pretoria	10.00 a.m.
24/6/1967 } 25/6/1967 } 26/6/1967 }	Annual General Conference	Pending the decision of the General Executive	
<b>Alternative:</b>			
5/8/1967	Emergency Executive Committee	Pretoria	10.00 a.m.
12/8/1967	General Executive Committee	Pretoria	10.00 a.m.
2, 3 & 4/9/1967	Annual General Conference	Pending decision of the General Executive	

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3 - FEB 1967

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# TUATA

Official Organ of the

Transvaal United African Teachers' Association

DECEMBER, 1966

## EDITORIAL

### COMPULSORY FREE EDUCATION

*"What greater or better gift can we offer the Republic than to teach, and instruct our youth".*  
Cicero

The value of education can be seen clearly in the extensive education programmes worked out, and put into effect by departments of education, scholarship funds, societies for the advancement of education, associations for adult education etc., and the large amounts of money spent by Governments throughout Africa, and the world. At that, on compulsory free education.

Man has long realised the great value of education, and upon the minds of all well-intentioned men has dawned the greater value of education for all—education made free and compulsory by law for all children of school-going age.

In countries where education is not only available for all, but is made compulsory and free for all those who are capable of receiving it, the bulk of the nation attains a literacy which makes it possible for a lasting, accelerated and unimpeded progress. It makes it possible for all and sundry to be reached effectively in the dissemination of valuable information, and the maintaining of standards at the highest level of cultural development. Compulsory free education serves as a bulwark against derisive and corrupting influences.

*"Schoolhouses are the republican line of fortifications".*

says Horace Mann

Not all men may reach the zenith of their potentialities because of ever so many hurdles in life, but all men can, and must be made to rise above the lowest rung of the ladder of educational development through compulsory free education. Compulsory free education will give every normal child a chance to learn, a chance to grow, a chance to be useful, and a chance to live happily.

Compulsory free education for the African child, like it is compulsory and free for Whites in South Africa, is no field nor a job for the politician neither does it need the enthusiasm and backing of political agitators. It is the responsibility of the nation; of all parents; of all men and women who serve in the Teachers' Organisations throughout the Republic of South Africa; Ministers' Associations; Churches; Inspectors and Assistant-Inspectors' Associations—who have already done much in this regard; Nurses Associations; School Committees; School Boards; Advisory Boards; the Department of Bantu Education; the Department of Bantu Administration and Development; the police; the Government—everybody. Compulsory free education will free the African community from delinquency, crime, poverty, disease, ignorance and fear.

Such considerations as the inavailability of money, and the impracticability of the scheme are intended to delude and to lead away from the subject of interest. South Africa has the skill, man-power, and the money to meet the challenge. Besides it is a country of great spiritual resourcefulness and resilience. And upon the institution of compulsory free education men shall be considerably freed from the maladies of the greatest world evil—the exclusive consideration of the self.

Compulsory free education is the desire of the Transvaal United African Teachers' Association because it knows it is the best investment for the survival of the African community. The request for compulsory free education, belated as it may be, is not irrational, or put with reckless abandon by a set of rebel-rousers. Our Association has never had a reputation for recklessness. The Association is not unmindful of the efforts exerted by our Educational Department and the Government on our behalf and more so during this period of the massive school population explosion, but nobody can really feel happy with an education policy which falls short of being free and compulsory. Together with Diogenes we say:

*“The foundation of every state is the education of its youth”.*

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### CONGRATULATIONS

Our best wishes to Mr. D. Kobe, Chairman, South-West Rand District, T.U.A.T.A., former principal and founder of Morris Isaacson High School on his promotion to position of Assistant Inspector of Schools, Johannesburg-East Circuit.

May his qualities—humility, devotion to service, care and concern about details, and the love of the child and community—now develop to their fullest.

### T.U.A.T.A. UNIFORM

Navy Blue Blazer with T.U.A.T.A. Badge; Grey Skirt for the Ladies; Grey Flannel Trousers for Men; Shoes and Tie to taste; and White Shirt.

Obtainable at Snappers Clothes (Pty.) Ltd., 57 Market Street, or Box 3265, Johannesburg.

The firm has been requested to make it possible for teachers to obtain the uniform on easy terms.

This uniform is a **must** with **all** officials at **all** important functions.

# Presidential

## Christmas Message

Although in reality the Christmas Festival comes six days before the end of the year, these celebrations do in a way mark the end of the year. Indeed, it is most fitting that the year should close on this joyous note.

But whilst we are engaged in making elaborate preparations for the Christmas celebrations, let us not forget that these preparations merely comprise the immediate future. As an association, we are called upon to project our minds not only into the immediate future but also into the remote future.

A nation without a vision perishes. We are therefore called upon to ponder the path of our feet for the coming year, and years to follow. In planning for the future, we are reminded that there is no past that has not been the future and no future that will not be the past.

I believe that a brief stocktaking of the association's events during the current year will put us in the correct tempo and mood for the future. It is a known fact that many important events have taken place during this year. But of all these events, the greatest is the Diamond Jubilee Celebrations held in June, 1966 at Bethanie. The past sixty years are to my mind a well and reservoir of inspiration. All TUATANS need to drink of these waters in order to be imbued with the necessary zeal and zest for the future. Sixty years in the life-span of any organisation is a sign of maturity. A matured mind plans all the time. We have to pledge ourselves to plan not only for the immediate future but even for the remote future. The remote future does not consist of one year or ten years but of a hundred years. As an association primarily concerned with the education of our people, it appears axiomatic that our plans should be, in the main, **to train and educate our people**. With education a nation can move mountains. I am reminded here of an old Chinese proverb which is in alignment with this message:

“When you are planning for a year plant rice, if for ten years plant trees, but if for a hundred years then train and educate your people.”

By the time this message reaches you, you will most probably be aware of the T.U.A.T.A. University Scholarships aimed at sending a few teachers to university as part of the project of training and educating our people. Times have changed. The African people have to think progressively fast. This fast changing world has no room for an idle mind. It is old-fashioned and archaic to keep on pointing fingers at one another or blaming the association for not being sufficiently dynamic. There is no time to stand and stare but to join in the struggle of training and educating our people. Let us plot our own future. The future is not as dark and gloomy as the prophets of defeatism propound. Success will only be achieved by dint of sacrifice.

Let us as an association enter the gates of the new year with vigour and vim to train and educate our people.

Happy Christmas to you all.

DIXON MAKGELEDISA MPHAHLELE,

*President.*



D. M. MPHAHLELE

# The Gift of Christmas

Rev. N. J. K. Molohe, Chaplain, T.U.A.T.A.

Christmas is again on the lips of everybody, once again we are getting ready with our cards and our gifts to loved ones. I am, as usual, compelled to share a few thoughts with the readers of TUATA on yet another aspect of Christmas.

Over the last two years we have considered firstly, the joy of Christmas, an inner joy springing from the deeper spiritual roots in Jesus of Christmas.

We have, in the second place, considered the challenge of Christmas, a haunting challenge shaking us to the very pith of our beings, shaking the many certainties we uphold and indicating very vividly how the good news of Christmas and of Jesus is an inescapable challenge for better human and social relations. This is a challenge that must be met.

This year we want to point to another aspect of Christmas, it is the gift of Christmas.

Christmas is a time of gifts for during this festive season, many gifts change hands. Yet many who give, do so in expectation of being given, little realising the truth of the statement that **it is more blessed to give than to receive**. And so it goes on, our Christmas presents are returned in better presents, our cards are returned in more expensive cards, our good wishes are sent to those who will be able and willing to reciprocate them.

There is, however, in every good gift a meaning as well as a significance. We give out of love and appreciation, we give out of a desire to share, and to serve, and to please. Our gifts to others are there to serve a purpose, to bring joy, to express our concern for others, to alleviate hardship and suffering in others and to save them from discomfort and anxiety. The question is who are we ready and willing to serve, to please and to uplift? It is a pity that our goodwill our good intentions, our desire to do good are inspired by, and confined to ourselves and limited to the fact that we, more than others, are beneficiaries.

Says Jesus, **"I have come not to be served, but to serve, and to give my life as a ransom for many."** This is to be the only true spirit of giving, of gifts and of an abundant spirit-giving life. Think of it, how different are not our own standards, how slanted are not our own intentions in the light of this example?

In the final verses of the twelfth chapter of Saint Mark Jesus shows us something of the manner and extent and attitude of giving. It is that we should give without any concern for tomorrow, to give without any concern for our own needs, to give in a consuming way, for that is uplifting to self and to others.

Saint James the Apostle says: "Every good gift, and every perfect gift is from above." We are thus but recipients so that we should become the channels through which others may receive. And while several gifts have reached us and are still reaching us in this way, there is one supreme gift, complete and wonderful that has come but once but whose permanence is destined to envelop us eternally. This is the gift which like a fountain I can return to, to be cleansed and inspired, to be uplifted and strengthened. It is the gift in Jesus of Christmas.

"For God so loved the world *that he gave* His only begotten son". He gave all he had, all he priced for the redemption of all. He *so* loved the world, loved it infinitely that he was prepared to "give" His only son. How wonderful must not such a love be in its length and breadth and depth, how consuming in its passion, how broad in its concern. This is the love that no man can surpass, this is the love that surpasses understanding, the love that can give true gifts.

The gift of God to the sinners and undeserving men of this world is a complete gift, this is the essence and these are the characteristics of good and true gifts, that they are complete, unselfish and unswervingly in the interests of others, for the benefit of others. This is the thought that must accompany us into the joy and challenge of Christmas.

That is the contents of gifts and giving, a kindness that we are incapable of reciprocating, the gesture we cannot imitate, the gift that is so tangibly expressed. It is this gift that we cannot boast about and must receive in humble gratitude, and gratitude must be our response.

Jesus is the gift of Christmas, it is the knowledge that covers us in His supreme love, that he envelops us in a Divine promise of salvation, that he reveals himself in Jesus, mediator and redeemer.

God is a great giver, of multifarious gifts to millions of men, flooding us with the gifts of his grace and mercies, soaking us in the munificence of His abundant love so that we might come to know He is God, so that we might return to and abide in Him. It is God who gives so that in the littleness of life we may taste sweetness, in the sorrow of life we may experience comfort and in the fears of life we may know the certainty of hope in faith. It is this Jesus who can, and does make life meaningful and gives it direction.

Jesus is not the gift that is circumscribed by occasion, by time, by limits and limitations. He is God's greatest gift of all time to humanity and is of all time, for all time, for all people, in all lands and in all ages. He is the gift of salvation to all who believe.

Few people are able to value and fewer still to evaluate the nature and value received in gifts. Many people suffer from the ingratitude that is unable to appreciate gifts received, who spurn on and despite that which they have been given, who minimise the importance of that which has been given to them.

You may take an indifferent attitude to the gift of Jesus but you cannot altogether ignore it notwithstanding your indifference. Ordinary gifts have to be repeated, this gift is given but once and yet in its efficacy is progressive and retrospective, it continues to be valid and effective, it continues to have meaning and significance, it continues to be the gift granted to man out of the grace of the unfathomable love of a loving God seeking to salvage man.

In this sense is Jesus Christ the light of the world, a light that is a gift and a gift that is light.

Amid all the Christmas joy, when we send out all our Christmas cards and good wishes to renew friendships, when you contact the needy to alleviate the raw deal that so many experience, then we must be mindful of the greatest of gifts in the person and life of Jesus. What has been our personal response and reaction to this major kingsize Christmas gift? Has Jesus been a meaningful gift in our individual lives? Have we perhaps to be counted among the many ungrateful whose only reaction is an irresponsible indifference?

There are many who know that gifts belong to Christmas but very many who cannot understand that gifts must not be confined to Christmas.

There are many who know that gifts are generally of a tangible kind but there are many more who must yet learn that there are priceless gifts, beautiful and wonderful ones that cannot change hands in a physical sense, such are the gifts of love, compassion, joy, hope, sincerity, forgiveness, long-suffering and service. These are the gifts of the spirit.

All gifts are tributaries that flow from the main spring in Jesus. Blessed are those who can take heart in adversity and are willing to be channels of the influence of the great gift, starting at Christmastime and flowing anon through the years and the hearts of men.

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**Chief Lerothodi Mamogale II addressing the  
Diamond Jubilee Conference, Bethanie, Brits,  
25th, 26th and 27th June, 1966**



# A Short Review of the History of the Teachers' Association in the Transvaal

## INTRODUCTORY



E. M. J. PHAGO

To write a review of the history of an organization such as ours, is not a simple task. It is more difficult when one is unable to refer to records of the past. To depend on verbal accounts made by contemporary pioneers alone without verification presents a more complex problem. Despite all these handicaps, we have endeavoured to conduct, in a small way, some research within the very limited time allowed.

In the course of this review, we shall have recourse to mention names of some personalities who, one way or another, influenced the course of events in their time. This short review should not be regarded as complete in itself, for the reasons given above. We hope that our readers will appreciate our difficulties in an attempt to present facts more objectively as they are known to us.

## EARLY DAYS

The history of the teachers' organization is inextricably bound with the history and development of education in this Province. We are all aware of the fact that educational work among Africans in this country was organized and established by the various missionary societies without any financial aid from the Government of the day. It was at the end of the Anglo-Boer war that the Government made a survey of the schools conducted by the different missionary bodies, after which a scheme for payments of grants-in-aid was instituted. It was not possible for a great number of schools to fulfil the conditions laid down by the Government, and had, therefore to continue to operate as unaided institutions.

In 1906 there were 177 unaided schools in the Transvaal with an enrolment of 8,492 pupils in addition to the 197 aided schools with their enrolment of 11,730 pupils. Between 1905 and 1906 there were only 65 out of 305 teachers who held certificates, that is 21.31 per cent were certificated teachers. It is, therefore, obvious that to organize teachers at the time was an arduous undertaking not unaccompanied by a keen sense of duty, service and responsibility accompanied by clarity of vision for the future of the profession in particular, and the community in general.

From 1904 to 1905 teachers endeavoured to organize themselves into an association, and during these years no records were apparently kept; if they were, must have been destroyed. The want of more certificated teachers added to the lack of appreciable progress in organizing the teachers some of whom were still imbued with a parochial outlook on life and work.

There were evidently two teachers' organizations during these years. One was named the Northern Transvaal Native Teachers' Association (N.T.N.T.A.), and the other was the Southern Transvaal Native Teachers' Association (S.T.N.T.A.). The headquarters of the former were at Pietersburg and those of the latter were in Pretoria. It appears that the Southern Transvaal

Native Teachers' Association was more vocal than its Northern counterpart during these early formative years. **A definite step was taken in 1906 to establish a consolidated and more permanent organization which would represent the views and aspirations of the African teaching profession. It is from this date that any records were kept.**

The Southern Transvaal organization had as its chairman up to 1908, Mr. S. M. Makgatho who later became a forceful President of the African National Congress in the Transvaal. The Northern Transvaal Native Teachers' Association's chairman was Mr. Samuel Thema who also became an energetic chairman of the National Congress in the Northern Transvaal. In order that the teachers' organizations be recognized by the Transvaal Education Department, they had to have a European as their President. The first such president was a certain Rev. F. G. Briscoe of the Kilnerton Training Institution who held office from 1909 to 1917.

Soon the machinery to amalgamate the two bodies was set in motion. The final meeting, where a decision for fusion was taken, was held at the Diocesan Training College, popularly known as Grace Dieu in 1919. At this historic meeting of the two Executives, among those who were present were: Messrs. Samuel Thema, Edward Mpe, Nathaniel Ramokgopa, Rammala, C. M. Sehlapelo, Lekgau, Molepo and Leshilo, for the Northerners; Messrs. T. P. Mathabathe, Stephen Mphahlele, Seth M. Mphahlele, I. R. Poho, A. T. Raborife and Lazarus J. Mokgeleli, for the Southerners. The name of the Association was now the Transvaal Native Teachers' Association (T.N.T.A.). The president of the new body was the Rev. J. E. Reeves of Kilnerton Training Institution. The general secretary of the amalgamated body was Mr. T. P. Mathabathe who was then teaching at Kilnerton.

From 1922 up to the thirties were years of hard work and planning. The struggle for better conditions of service and for better privileges featured prominently in conference agenda. Demands were unceasingly placed before the education authorities by way of resolutions most of which were presented by deputations of selected men mandated by conference. The authorities, who in those days, imbued with the spirit of paternalism, were, in most cases, not unsympathetic. The teachers' points of view were not only ably, but convincingly laid before the authorities, so much that most of the things advocated for, were gradually granted, e.g. teachers were allowed the use of the T.E.D. railway concession certificates. Other privileges such as sick leave, study leave and improved conditions of service were the direct results of the teachers' association's representations. While the Association was bent on having improvements on salaries, it also advocated for the raising of the entrance qualification into the training institutions, and at the same time seeing to it that the standard of instruction was efficiently maintained. From Standard III as the last or highest class in the primary schools, which class was ultimately the entrance qualification into teachers' training institutions, the association succeeded in convincing the authorities about the need for more and higher classes being included until finally a few schools were allowed to have Standard VI. This became the entrance qualification into the training institutions. The training of teachers continued for three years after Standard VI. The first two years at an institution were devoted more to academic than professional subjects. In the third year professional training was intensified.

Educational development in this Province was so rapid that in 1920 the T.E.D. had to appoint three school inspectors who were to devote their energy to African schools. Previous to this African schools were inspected by the same men who did the white schools. The Transvaal had, therefore, to be divided into three circuits, namely, Johannesburg, Pretoria and Pietersburg. The newly appointed inspectors were Messrs. N. D. Achterberg, W. R. Swarbreck and J. C. Johns, for Johannesburg, Pretoria and Pietersburg respectively. These men had much influence over the schools, teachers and their organization. About six years later supervisors who were to assist these inspectors were appointed. Their duties at the time were to assist the unqualified teachers by showing them new and better methods of teaching. Demonstration of lessons in class were also to be done by them. The first men to be appointed to position of supervisors were Messrs. T. P. Mathabathe who at the time was President of the T.A.T.A.; Nathaniel M. Ramokgopa, and Theo. H. Twala. Their circuits were Pretoria, Pietersburg and Johannesburg respectively. Mr. Nathaniel M. Ramokgopa served for a brief period when he was called to higher service. The young man who succeeded him as Principal of Ramoroko School, succeeded him too, as supervisor. That man is no other than our honoured and devoted veteran, Mr. Junius Lekgetha. As you can observe, all these men were our leading teachers of the day, and the T.A.T.A. was, of course, not much deprived of their leadership. They continued to associate

themselves with teachers as ever before without being curbed by the T.E.D. These were men of no mean influence in the organization of the African Teachers' Association. They served for many years for the course of African education and its development.

## INSTITUTION OF ADVISORY BOARD FOR NATIVE EDUCATION

As a result of many problems cropping up in the administration and direction of Native Education, it was advocated for the creation of a body that could advise the authorities on the best possible means of meeting the demands, and devising ways of solving some of the problems if not all. Therefore, in 1924, the Advisory Board for Native Education was created in this Province. The constitution of this new body gave much hope to the teachers that most of their problems would be solved and their aspirations would be met half-way if not fully, since the Association was to be represented by its own members on the Board. Things did not run as smoothly as was anticipated. Teachers' representatives on the Board spared no time in presenting the views of the profession on matters of vital importance concerning Native Education as such and the teachers' status. **The manner in which some missionaries treated their teachers also came under fire. Teachers' arguments in the Advisory Board were so strong and harassing to some white missionary members on the Board, that the constitution had to be amended in 1933 to exclude the Association from being represented by their own members directly.** This new constitution allowed the Association to be represented by one white person other than by members of their own race and profession. The following were the Association's representatives on the Advisory Board for Native Education: Mr. T. P. Mathabathe, 1924-1932; Mr. Solomon M. S. Rakumakoe, 1924-1926; J. R. Rathebe, 1927-1932; and after the amendment of the constitution the representatives were: Mr. J. N. Raubenheimer, 1936-1937; Professor A. R. F. Hoernlé represented the Association from 1937 up to the early forties. For several years the African Teachers' Association had been urging the Government to put the status of teachers on a basis that would prove satisfactory. With the representatives of our Association on the Advisory Board of Native Education, conditions of service were drawn up in which provision was made for a teacher to appeal to the Director of Education, should he, the teacher, be dissatisfied with the Department's decision for his/her dismissal. Here, we wonder, whether the the Department, namely the Director. Or whether the Director was a separate entity from the Department, namely the Director. Or whether the Director was a separate entity from the Department. At the time, Native Education was a separate unit with its own officials but falling directly under the Transvaal Education Department.

## ORGANIZATION INTENSIFIED

During the middle and late twenties the branches of the North organized their units into what they termed federation of the branches. This proved so successful that even at our annual conferences of the T.A.T.A. one would hear such slogans as "The Great North". Yes, they were indeed great in organizing ability—and in numbers. Nearly every teacher in the Northern Transvaal became a member of the Association due to their federal movements. Men like D. C. Marivate, S. J. M. Phaladi, A. E. Mpapela, I. A. Semenya, and Mokgokong dominated the activities of the Federation of the branch associations of the North. As time went on our mass conferences became unwieldy and unbusinesslike. "The Great North" suggested the idea of forming regional associations almost along their federal lines and send to the central body delegates representing those regions. So at the Vereeniging conference in 1933, in his Presidential address, Mr. T. P. Mathabathe recommended the division of the Transvaal into four district associations which would send delegates to the general annual conference. This was accepted after heated discussions with the compromise that every three years a mass conference would be held. The following divisions were agreed upon: Northern, Central, Southern and Eastern.

The other very important matter that greatly enhanced the successful drive for membership of the Association was the introduction of **Stop-order System**, by which members or intending members merely signed a prescribed stop-order form which empowered the Department to deduct membership fees from teachers' salaries. This was a very good system contracted between the Association and the Department.

## SALARIES AND TEST CASE

In 1929 the Education Department published a handbook (T.E.D. 341) containing regulations referring to an increased scale of, and allowances for Native Teachers in the Transvaal. These regulations were gazetted in March 1929 and it was expressly stated that they would become operative from April 1928. The teachers expected to be paid in accordance with the terms of the regulations. It was an unpleasant surprise to them to find that the regulations were regarded as a dead letter by the Department. The Association held two meetings of protest, one with Mr. H. S. Scott, the then Director of Education, and the second meeting with Dr. Hoogenhout who succeeded Mr. Scott as Director. The only excuse advanced at these meetings for the non-payment of arrears, was that the Department had no money available.

Seeing that the Government was not prepared to comply with the teachers' request, the Association made an open request for volunteers from among its members to test the legality for refusal on the part of the Government to pay out the increments. Mr. J. R. Rathebe, the then General Secretary, offered himself as a scapegoat. There never was a time in the history of the Association when the spirit of unity was demonstrated more than at this time. In spite of the fact that our President Mr. T. P. Mathabathe was supervisor of schools, he showed true leadership and was unafraid of the possible consequences to himself. On 4th July, 1930, summons was issued by J. R. Rathebe against the Director of Education (Case No. 19758 of 1930). The result of this matter was that Mr. Rathebe was paid all the money which was withheld by the Department. The solicitor who acted for Mr. Rathebe on behalf of the Association later issued 500 summonses against the Department in October for the arrears claimed to be due to them by individual teachers. The matter was taken to the Supreme Court where the position changed and the teachers lost their case but won their status, for the presiding Judge stated that teachers were servants of the State, and could, therefore, not claim arrears as a matter of right or something to that effect.

## SALARY CUTS

During the years of depression, teachers experienced great difficulties. In 1931 a cut of 15 per cent in the salaries of certain teachers was effected. In 1932-1934 salary cuts were effected as follows: 7 per cent per annum was made in the salaries of teachers in town schools and 8 per cent per annum in respect of teachers in country schools who earned salary grants of £50 and more a year. A further cut which did not affect teachers falling under the category of the former, was made by amendment of the regulations. The regulations were, among other things, to the effect that Native teachers taking appointments in the Transvaal during the depression period would be treated as unqualified teachers for salary purposes, and would receive £3 a month instead of £5 10s. for men, and £2 10s. a month instead of £4 10s. for women.

## RESTORATION OF SALARY CUTS

When news broke out that teachers were to be refunded the salary cuts effected during the depression period, there was great jubilation which was shortlived, because the restoration was not generally applied. As a result, correspondence between the Association and the T.E.D. ensued as the following will show:

Addressed to the Secretary, T.E.D., the letter reads: "I am instructed by my Association to write and place on record the Association's appreciation of the action of the Government in restoring the teachers' salary cuts for the period 1932-1934. The Association is, however, of opinion that the restoration of cuts made is not representative of the cuts for the periods 1931 and 1932-1934.

"I shall be pleased if you will furnish me detailed information showing how the amounts owing to teachers were calculated."

(Signed) C. R. NTULI, for General Secretary."

This letter was dated 18th February, 1938.

Reply addressed to the Secretary, T.A.T.A. dated 22nd February, 1938, reads: "With reference to your letter dated the 18th instant, on the subject of the restoration of Native Teachers' Salary cuts, I am directed to inform you that during the period April 1932 to June 1934 in the case of teachers in receipt of salary grants of £50 and over, a cut of 7 per cent was made in the

case of urban teachers and 8 per cent in the case of rural teachers. Authority has been received to refund to the teachers the actual amount so deducted and this has been done in all cases.

No authority has been received to refund to the teachers the cuts which were made during the first three months of 1931 or in the case of teachers who were paid at the salary rate less than would have been payable in the ordinary case in respect of the certificates held by them.

(Signed) H. M. BURROUGH,  
for Secretary, T.E.D.”

## LITIGATION

Between the years 1938 and 1941 there was some restrained relationship between an inspector of schools on one side and a school principal on the other. This state of affairs was so irremediable that the principal had perforce to resort to the courts of law. He sued for defamation of character. As the amount claimed was above that which could be dealt with by a lower court, the case had to be heard in the Supreme Court where the teacher was unsuccessful. The action was brought up by Mr. Matthias K. Molepo against Mr. N. D. Achterberg who was a circuit inspector at Pietersburg. The T.A.T.A. was not satisfied with the decision of the court and had to back Mr. Molepo. An appeal to the highest court in the land was lodged. The case dragged on for some-time, and when it was finally heard the case for defamation of character was proved beyond doubt and the lower court was criticised. The defendant was obliged to pay the amount claimed plus costs. This was an achievement. It was a victory for teachers some of whom were treated with impunity by some of the field officials.

## THE STRUGGLE FOR BETTER SALARIES GOES ON

As the mounting cost of living continued, the teachers experienced more difficulties than ever. Their pleadings were constantly battered against the authorities without any promise of relief. The teachers embarked upon a scheme by which they meant to draw the notice of the general public to their below the bread-line salaries unworthy of the profession. At first it was decided that the teachers go to schools wrapped in blankets—after the Southern Basuto fashion—to signify that they were unable to buy themselves suits or dresses. This became to be known as the “**Blanket Campaign**”. While this proposition was being propagated, another scheme was evolved, viz., that a mammoth demonstration be carried out in the cosmopolitan City of Johannesburg. This new scheme captured the imagination of the majority of teachers, and was more infectious than the former. So in 1944 during the second term, on **Saturday, 6th May**, most of the teachers from the different corners of the Province, men and women converged upon the City early in the morning and assembled at the Bantu Sports Grounds from where a march through important streets was arranged. Placards and banners were hoisted above the heads of the marchers led by women teachers. The singing of the demonstrators echoed and resounded through the innocent looking City, which was concerned with its commercial and industrial activities. City workers, shoppers, typists, clerks, managers and messengers came out to witness this an unprecedented marching crowd and wondered what an invasion the City was experiencing.

The writing on banners and placards is better imagined than described. The traffic authorities endeavoured from the outset to halt the demonstrators, but the force and determination of the crowd pressing forward was too strong for them and had to give way. They had now to guide the marchers and to stop the traffic where it was necessary. The Johannesburg press flashed this campaign in its pages so descriptively that one paper reported teachers as “hungry sheep trotting through the streets of Johannesburg”.

In consequence of this demonstration, an inquiry Committee was appointed by the Administrator of the Transvaal, to go into the question of the teachers' salaries. In July 1944, at the Witbank Annual General Conference, the Mountain came down to Mohammed, metaphorically speaking. The then Minister of Native Affairs, the Hon. Major Piet van der Byl, came to address the teachers at their invitation.

In the course of his introductory remarks, the Hon. the Minister said *inter alia*: “Your grievances were brought to my notice in a tangible, if somewhat indirect and unconventional way, by the mass demonstration of teachers and parents which was staged by your Association

in Johannesburg in the month of May. Subsequently a memorandum addressed by you to the Secretary of the Transvaal Education Department was handed to me by your Chief Inspector". After dealing with the various points raised in the memorandum, he concluded by admonishing the teachers: "I want to say to all teachers that they have chosen for their life's work one of the noblest professions in the world. It is one that demands love, service and devotion. The materials of their labours are not dead and soulless objects such as bricks and mortar, but animate human beings with a complicated physical organization, and a still more complex mental or psychological make-up, which reacts to stimuli in the most unexpected ways and is not infrequently quite divorced from logic or even commonsense.

"The moulding and development of these two phenomena in the young (incidentally, the only period of life when they are still malleable, before the hardening process has set in), lies in your hands largely and therefore, on you rests the gravest responsibilities and the greatest possibilities for good or for evil." The Minister ended by quoting Churchill in one of his famous speeches:

And not by eastern windows only,  
When daylight comes, comes in the light:  
In front the sun climbs slowly, how slowly,  
But westward, look—the land is bright'.

In proposing a vote of thanks to the Minister Mr. Sidney Maseko expressed the gratitude of the Association for the honour the Minister had bestowed upon it by his visit. He reminded the Hon. Guest of the African proverb which meant that the child who did not cry, died in the cradle. He pointed out that it was because of the repeated appeals made by the teachers for better pay which had not been taken notice of, that the Minister's children, the teachers, decided to "cry" in the broad streets of Johannesburg, in order that the public should also know of the sad plight in which they found themselves. Mr. E. M. J. Phago seconded the proposition made by Mr. Maseko and in addition briefly stated *inter alia* that teachers desired the Government to extend and provide more educational facilities to Africans including those for technical education as well. To combat illiteracy, more schools should be opened in many country districts and on farms. Referring to teachers' salaries he stated: "It is the earnest wish of these teachers before you, Sir, who represent the African teaching profession, that a man should be paid according to his qualification, irrespective of colour or race, in other words, equal pay for equal work."

### APPOINTMENT OF FULL-TIME SECRETARY

As the work of an honorary secretary became increasingly difficult, the Executive was persuaded to try to appoint a full-time secretary with a standing salary. This idea was inspired by the system followed by the European counter-part Association. So at the conference held at Emmarentia in July 1945, the retiring president Mr. S. J. J. Lesolang was appointed full-time executive officer (Secretary). No sooner had this been done, a clerk was appointed. An office right in the centre of Johannesburg at Progress Building was rented. These new innovations proved to be too costly and pretentious for the Association and the office of the full-time secretary was abandoned. The clerk remained. This was from July 1946 after the annual conference held at Nigel. The employment of the clerk was also eventually discontinued owing to financial difficulties.

*The Good Shepherd* Magazine which had hitherto been a Quarterly paper, was from March 1945, converted into a monthly paper (marked New Series) up to December 1946. The Executive at the time were over-ambitious in introducing the above mentioned measures simultaneously, and consequently reckless use of funds and serious over-draft were the result.

In July 1947, a new and more devoted Executive was elected at the conference which was held at Lemana. This new executive laboured hard to restore the financial stability of the Association. They denied themselves the usual allowances paid to them. Their work was one of sacrifice and devotion for the good of the Association. Members of the Executive were: J. M. Lekgetha who was president, and it was through his leadership and hard work that stability was eventually maintained; Gilbert Motsepe, a reliable and selfless secretary; J. J. Musi, Treasurer who sat tight on the purse, and the District Secretaries who were public-minded and ever ready to serve their Association at their own financial risks. The writer, by virtue of his office as editor

of the *Good Shepherd* was a member of the executive. By the year 1949, over R1,200 was credit balance in the bank in favour of the T.A.T.A. It can, therefore, be said that the years 1947-1949 were years of reconstruction and rehabilitation.

### A CALAMITY OVERTAKES THE ASSOCIATION

The year 1949 was the year for a mass conference. The unscrupulous individuals in their misguided enthusiasm took advantage of this occasion to whip up emotions, in an effort to vote into the Executive, candidates pre-conceived and enlisted by them, irrespective of their record or experience as members of the Association. The voting was clearly divided into the moderates and conservatives on the one side and the extremists on the other. Those who had come in trailer buses were all threatened to vote as a block or else! Teachers had attended in great numbers. Discussion on unimportant issues dragged far into the night and occasionally other delegates nearly got themselves involved in physical clashes. The less patient teachers who were disgusted at the tactics of one organized group left the conference in despair in the small hours of the morning. The actual election was conducted at 5 a.m. The result of this election was the prelude of the great calamity which overtook the Association in 1950 at the Pietersburg conference. Dr. Jacob M. Nhlapo, who presided over the elections as a returning officer could be pitied trying to pacify opposing groups. He remained at his post despite the chilly air of a winter morning. He did all that for the course of the T.A.T.A. some of whose members could not foresee the doom they were harbouring. It was a heart-rending thing to those who sacrificed themselves for almost half their life-time to build the Association and then see it wrecked in a day.

We are all most grateful to those who, having seen the calamity and the folly of having two organizations, decided on re-unification which has restored goodwill and prosperity to the organization itself in particular, and the nation in general.

## Officers of the Transvaal Teacher's Association

1906 – 1949

#### Presidents:

1906-1908	S. M. Makgatho.
1909-1917	Rev. F. J. Briscoe.
1918-1919	Rev. J. E. Reeves
1920-1926	The Very Rev. W. A. Palmer.
1926-1938	T. P. Mathabathe.
1938-1942	M. K. Molepo.
1942-1945	S. J. J. Lesolang.
1945-1947	E. M. Malepe.
1947-1949	J. M. Lekgetha.

#### General Secretary:

1906-1907	Rev. S. R. Motuba.
1907-1908	Rev. R. N. Nkosi.
1909-1920	T. P. Mathabathe.
1920-1922	Seth M. Mphahlele.
1922-1924	T. P. Mathabathe.
1924-1928	S. M. Rakumakoe.
1929-1930	Noel G. Mokone.
1930-1933	J. R. Rathebe.
1933-1936	L. L. Radebe.
1936-1938	Henry W. Monehi.
1938-1944	M. L. D. Msezane.*
1944-1945	S. H. Maseko.
1945-1946	S. J. J. Lesolang.
1946-1947	S. Talazo.
1947-1949	G. Motsepe.

#### Vice-Presidents:

1909-1910	Rev. W. Behrens.
1910-1911	Rev. S. C. Searle.
1911-1912	Rev. P. Trumpelman.
1913-1917	Rev. W. Behrens.
1918-1920	I. R. Poho.
1921-1922	Edward Mpe.
1923-1924	Isiah R. Rathebe.
1924-1926	T. P. Mathabathe.
1926-1931	I. R. Poho.
1931-1934	A. T. Raborife.
1934-1935	D. C. Marivate.
1935-1937	M. K. Molepo.
1937-1938	J. M. Lekgetha.
1938-1942	S. J. J. Lesolang.
1942-1949	A. E. Mpapele.

#### Assistant General Secretary:

1907-1908	T. P. Mathabathe.
1909-1911	Rev. R. N. Nkosi.
1912	No Asst. General Secretary.
1913-1920	S. M. Mphahlele.
1921-1922	N. M. Ramokgopa.
1922-1924	S. M. Rakumakoe.
1924-1925	S. P. Mqubuli.
1925-1927	T. H. Twala.
1927-1928	J. R. Rathebe.
1928-1929	N. G. Mokone.
1929-1930	E. M. J. Phago.
1930-1931	N. G. Mokone.
1931-1932	L. L. Radebe.
1933-1934	L. G. Ntuli.
1934-1936	H. B. Nyati.
1936-1938	C. R. Ntuli.
1938	? S. P. Kwakwa.*

**General Treasurer:**  
 1909-1911 J. J. Molamu.  
 1911-1912 T. Malefo.  
 1912-1915 I. R. Poho.  
 1916-1919 A. T. Raborife.  
 1920-1927 Rev. C. M. Sehlapelo.  
 1927-1930 E. M. Ramaila.

1930-1932 I. R. Poho.  
 1932-1936 L. R. Motlhabi.  
 1936-1937 J. J. Musi.  
 1938-1949 J. J. Musi.

\*Opposite the names marked as shown, it appears that from 1938 to the early forties S. P. Kwakwa was the General Secretary, and M. L. D. Msezane succeeded S.P.K.

## EDITOR OF THE "THE GOOD SHEPHERD"

### Editor of "The Good Shepherd"

1911 January-June same year: Editors (Joint) Rev. W. Behrens and Rev. E. Reeves.  
 1923-1926 The Very Rev. W. A. Palmer.  
 1926-1927 R. W. Swarbreck.  
 1927-1932 T. P. Mathabathe.  
 1932-1933 H. I. E. Dlomo.  
 1933-1934 T. P. Mathabathe.  
 1934-1936 W. B. Ngakane.  
 1936-1939 L. L. Radebe.  
 1939-1945 E. M. J. Phago.  
 1945-1946 Mr. Moagi.  
 1946-1949 E. M. J. Phago.

### Sub-Editors:

1923-1926 T. P. Mathabathe.  
 1926-1927 I. R. Poho.  
 1927-1928 J. R. Rathebe.  
 1928-1932 W. B. Ngakane.  
 1933-1935 J. B. Kuzwayo.  
 1935-1936 M. L. D. Msezane.  
 1936-1937 H. B. Nyati.  
 1937-1939 Owen de Wet Mlisa.  
 1939-1945 M. N. Mphelo.  
 1945-1946 ?  
 1946-1947 Sampson Nkabinde.  
 1947-1949 M. L. D. Msezane.

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Mr. C. N. Lekalake, President of the African Teachers' Association of South Africa, addressing the Diamond Jubilee Conference, Bethanie, Brits, 25th, 26th and 27th June, 1966.



# TO THE CHORUSMASTER: Part 1

Morokolo Chueu, A.Mus.T.C.L.



Morokolo Chueu

“All that is life and breath,  
Sing to the Lord”

Choral Music is of such a permanent and paramount importance that it is a pleasure to give a few hints to the Chorusmaster. I intend doing so in a series of articles in this magazine. I shall try to avoid long essays but be brief and to the point.

## BREATHING AND PHRASING

How often does one hear the remark “The phrasing was poor”? This remark, though general, has been made so often that it has become a cliché; nevertheless it is true. “Do not take the breath in the middle of the word” is yet another remark heard at our music competitions. The tendency is to breathe anywhere as soon as the breath has been exhausted. I do not think I shall be accused of flippancy if I say that the “plain man” usually thinks of phrasing as not taking the breath in the middle of the word. This is unfortunately not enough. Phrasing involves even more than this, more than mere singing a word with one breath, Listen to what Mendelssohn says in his “Hymn of Praise”:

Since there can be no life without breath the subject of breathing is one of great importance to all of us, and to singers it has a supreme importance. Breathing is the motor power of voice and the motor power of Phrasing. “To phrase” means equally “to breathe”; “to phrase well” means “to breathe intelligently”. It is, therefore, impossible to divorce breathing from phrasing just as it is impossible to separate breathing from voice. I shall take the two aspects together.

1. Posture during breathing: one of the most important requirements of singing is a correct posture and correct breathing depends entirely upon posture of the body. Breathing can be free and unimpeded when the adjustment of the spine and pelvis provide the correct posture. Pull in the buttocks in line with the spine. The weight of the body should be on the balls of the feet and not on the heels. The chest should be held raised without being rigid during inspiration and expiration. The head rests freely on the end of the spine, so that the neck and the organs within the neck, the throat and larynx, are without tension. There should be no faults such as staring eyes, forward thrusting of the chin, lifting of the shoulders, swelling of the blood vessels at the side of the neck. The hands should hang loosely at the sides or held slightly clasped.

2. It is unmusical to pump the lungs full to excess when starting to sing; on the contrary an overfilling of the lungs only stiffens the singing apparatus. Let the breath out in a steady controlled flow; but there must be no waste of breath or gusty escape.

3. Do not inflate the choir like a balloon and explode or burst out in an attempt to sing. Do not start singing with full breath. Take a comfortable breath and “place” the tone first.

4. A Phrase has a curve or shape and the appreciation of a curve is one of the necessities of good phrasing. If you ask a child to recite Mark Anthony’s oration over Caesar’s body, the rendering would probably be monotonous because it would not have sufficient variety of tone to mark rising and falling cadences. The sentences would probably be broken up and rhythm too metrical and mechanical, there would be climaxes at wrong places. In short the contours and curves would not be brought out. In music, one of the essentials in good phrasing is

the sensitive treatment of cadences. There are equivalents in music for commas, semi-colons, full-stops, passages in parenthesis, etc. A good example of these phrase curves is Simelane's *Ekuseni*, the first eight bars. The duty of the Chorusmaster is to follow these contours and thus give every phrase its shape. Can you feel the rise and fall of the voices on these bars, that is the cadences? These eight bars constitute a musical sentence which ends with a final full-stop—the perfect cadence.

5. Note that the composers take care that the verbal and musical accent and phrasing coincide. The Chorusmaster has to make this relationship plain.

6. The Chorusmaster must do more than shape the phrases. Focus your attention on the significant word. In music there are climaxes which should be brought out by the Chorusmaster. This will mean passing through minor crises to the crowning moment of the phrase. Take the piece Adam's *The Anvil*. From bar 72 you pass through a moment of minor crises, you work horizontally up to "Will strike a blow in their country's aid" in bars 85-89, which is the crowning moment and the climax of all those phrases. If you have failed to understand and appreciate this progression of phrases, you are unfortunate.

7. If two phrases occur together with precisely the same notes and time value, the second is sung differently from the first. The second may be sung with a sensitive crescendo or decrescendo, the tone may be warmer, or the words may intensify.

8. Use staggered breathing or "relay breathing" in long passages. Where do we breathe in Staggered Breathing?—in the middle of long note-coming back to that note after a catch breath is taken, in the middle of a word (the only time it is allowed), directly after the person next to you has taken a breath, when singing melismatic passages that move rapidly.

9. In order to give the song that forward movement and continuity it is necessary, at times, that the music should cease to come to points or repose at the expected places, but should flow on for some considerable time without any apparent break. It thus gathers force and impetus as it proceeds, until it reaches its culmination at a point of climax.

10. Poor Phrasing is the one which is lacking in rhythm, flow, shape, vitality; it is obscure. The Phrasing is unbalanced, unrhythmical, too metrical, angular, too level (i.e. without contours).

11. In conclusion here are some of the questions you might answer yourself: What particular technical proficiency is indispensable to the art of good phrasing? How should a song be treated in which verbal phrasing does not coincide with that of the music? Are there any general rules for taking breath in vocal pieces? When should a breath not be taken? How should breath be managed in very long runs, such as some of those found in the works of Handel and Bach?

12. *Quotes: "Phrasing is the acme of refinement in the performance of music."*  
*"In order to obtain beautiful phrasing, read fine poems, and recite passages aloud. This will help to a closer understanding of the elusive quality of rubato."*

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## 1967: PROVINCIAL EISTEDDFODS

Senior A Primary: (Vernacular, English and Afrikaans), 27/5/67, Atteridgeville.

Post Primary: (Vernacular, Afrikaans and English), 3/6/67, Kwa Thema.

Adults' Section: (Mixed, Duets, Trios and Double Quartets), 10/6/67, Atteridgeville.

Sixth National Eisteddfod: Durban, Natal, July, 1967.

# MUSIC SYLLABUS 1967

Section	Language	Title
INFANT SECTION (Sub A & B) JUNIOR SECTION (Std. I & II)	Vernacular	Metswalle
INTERMEDIATE SECTION	Vernacular	Unoni
	English	Don't Bother Me
	Afrikaans	Wiegeliedjie
PRIMARY SECTION GIRLS BOYS	Vernacular	Tshegang
	English	Under the Greenwood Tree
	Afrikaans	Wenend Verlate
SENIOR B	English	The Thistle, the Shamrock and the Rose
	English	Who will First Strike the Deer
POST PRIMARY GIRLS BOYS	Vernacular	Gamashashane
	English	Tshiwandalani (Open Local)
SECONDARY B	English	The Fisherman
	Afrikaans	Ryp is die Lande
ADULT SECTION FEMALE SOLO FEMALE SEXTET FEMALE CHOIR MALE DUET MALE CHOIR MALE DOUBLE QUARTET	English	Song and Flowers
	English	For over Hill and Valley
	Vernacular	Ubani Ongasisho
	English	Open your Window to the Morn
	English	A Song of Hope
	English	Charmaine
	English	Song of the Mountain
	English	Spring and Summer
	English	Are the White Hour for ever Fled
	English	The Forest Rose

## NATIONAL

PRIMARY	English	The Belfry Tower
POST PRIMARY	Vernacular	O! Hay! Ukuzenza Rosie
	English	Werp al jou Bekommernis
	Afrikaans	Kim'aekusho lutho
ADULT SECTION MIXED	Vernacular	The Martyrs of the Arena
	English	Heilig is die Heer
LADIES' DUET LADIES TRIO DOUBLE QUARTET	Vernacular	Thapelo
	English	Soul's Longing
	English	The Streamlets Lullaby
	English	My Friend
	English	O! How Amiable are Thy Dwellings

## ERRATA

N.B. Sec. Afr. *Heilig is die Heer*; bar 59, should be: l, :t, and not l :t and bar 76 should be :m :s and not :m' :s.

Sec. Eng. Martyrs of the Arena; bar 85 (M. 67) Solo up to bar 92 then Tutti from 'Tis the" and Solo again from bar 96 up to bar 100 and Tutti from bar 101 "God of the".

**TRANSVAAL UNITED AFRICAN TEACHERS' ASSOCIATION**  
**RULES AND REGULATIONS**

1. Choir members should be bona-fide scholars of the school under whose name they sing.
2. The conductor should be a member of the teaching staff of the choir.
3. Each choir should have a maximum of sixty voices.
4. Where three songs are prescribed for a section, Vernacular and English or Vernacular and Afrikaans are allowed to be sung. (This means that English and Afrikaans may not be taken together, to the exclusion of Vernacular.) This rule applies for both Provincial and National songs.
5. Although the Syllabus is issued in November, orders will only be attended to as from the closing of schools (from 8th December).
6. CHANGE OF ADDRESS

Orders are to be sent to:

Dispatch Secretary, T.U.A.T.A.,  
30 Habedi Street, Kwa-Thema, Springs.

(Signed) I. E. ZWANE,  
General Secretary, T.U.A.T.A.

**N.B.:** Volume I of Past T.U.A.T.A. Prescriptions will be compiled some time next year and will be made available to conductors at a nominal price.

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**PROGRAMME OF THE EMERGENCY GENERAL EXECUTIVE COMMITTEES AND  
SUB-COMMITTEES OF THE ASSOCIATION: 1966/67.**

DATE	EVENT	VENUE	TIME
4/2/1967	Emergency Executive Committee	Pretoria	10.00 a.m.
11/2/1967	Education Committee	To be decided by the Committee	
	Finance Committee	"	
	Editorial Committee	"	10.00 a.m.
18/2/1967	Music Committee	"	
	Cultural Committee	"	
4/3/1967	Emergency Executive Committee	Pretoria	10.00 a.m.
11/3/1967	General Executive Committee	Pretoria	10.00 a.m.
25/3/1967	Special Conference/Seminar	Pretoria	10.00 a.m.
22/4/1967	Education Committee	To be decided by the Committee	
	Finance Committee	"	
	Cultural Committee	"	10.00 a.m.
29/4/1967	Editorial Committee	"	
	Music Committee	"	
13/5/1967	General Executive Committee	Pretoria	10.00 a.m.
27/5/1967	Primary Schools: Eisteddfods	Pretoria	9.30 a.m.
3/6/1967	Post-Primary Schools: Eisteddfods	Springs	9.30 a.m.
10/6/1967	Teachers' Choirs: Eisteddfods	Pretoria	9.30 a.m.
17/6/1967	Emergency Executive Committee	Pretoria	10.00 a.m.
24/6/1967 } 25/6/1967 } 26/6/1967 }	Annual General Conference	Pending the decision of the General Executive	
<b>Alternative:</b>			
5/8/1967	Emergency Executive Committee	Pretoria	10.00 a.m.
12/8/1967	General Executive Committee	Pretoria	10.00 a.m.
2, 3 & 4/9/1967	Annual General Conference	Pending decision of the General Executive	

**PROVINCIAL EISTEDDFODS' RESULTS**  
**(a) PRIMARY SCHOOLS**  
**ATTERIDGEVILLE: 28.5:66**

Position	Section	Song	District	School
1 2 3	Boys " "	No More of Idle Sighing	S. West Rand East Rand North East	Ndondo Zamani Mayfern
1 2 3	Girls " "	As it Felt Upon a Day	S. West Rand S. West Rand South West	Ndondo Lesetsa Khuma
1 2 3	Senior B " "	Tlang Thaka Tsa Etsho	Zoutpansberg Pietersburg South East Rustenburg	Beaconsfield Kwena Setlaki Bosele Losperfontein
1 2 3	Senior B " "	Brightly Dawns our Wedding Day	Rustenburg Pietersburg East Rand	Losperfontein Kwena Setlaki Daggafontein
1 2 3	Senior B " "	Kom Laat Ons Knielen Voor Die Heer	Pietersburg Pretoria South East	Dibeng Marabane Bosele
1 2 3	Senior A " "	Prijs en Eer Zij Hem	Rand Central North East Warmbaths	Vulamazibuko Endlunkulu Mothle
1 2 3	Senior A " "	The Anvil	Pretoria North East East Rand	Mogale Mayfern Mthonjeni
1 2 3	Senior A " "	Ekuseni	S. West Rand Pretoria East Rand	Ndondo Mogale Mthonjeni

**(b) POST-PRIMARY SCHOOLS 4.6: 1966—SPRINGS**

Position	Section	Song	District	School
1 2 3	Boys " "	I Gave my Harp to Sorrow's Hand	Pretoria East Rand S. West Rand	Hebron Training College Kwa-Phakama High School Wilberforce Tr. College
1 2 3	Girls " "	Winds Gentle Whisper	Pretoria East Rand Rand Central	Mamelodi High School Fumana Secondary School Alexandra Sec. School
1 2 3	Secondary B " "	Yehova Inkosi Yethu	Rustenburg Warmbaths North East	Toloane Secondary School Ratlhahana Secondary Sch. Inkomazi Secondary Sch.
1 2 3	Secondary B " "	The Winds Whistle Cold	S. West Rand Warmbaths Rustenburg Rustenburg Zoutpansberg	George Khoza Secondary Ratlhahana Secondary Sch. } Toloane Secondary Sch. A } Toloane Secondary Sch. B. } Senthumule Sec. School
1 2 3	Secondary A " "	Die Heer is Mijne Sterkte	Rustenburg Pretoria Rand Central	Bafokeng High School Mamelodi High School Orlando West High School
1 2 3	Secondary A " "	Not Only Unto Him	Rand Central Pietersburg South Pretoria	Orlando High School Mokopane Training Coll. Hofmeyr High School
1 2 3	Secondary A " "	Uponi	Pretoria East Rand Rand Central	Hebron Training College Kwa-Phakama High School Orlando High School

**(c) TEACHERS' CHOIRS**  
**11.6:66, ATTERIDGEVILLE**

Position	Section	Song	District	Branch
1	Female Soprano (Solo)	English	Rand Central	Meadowlands
2		"	Rand Central	Meadowlands
3		"	Pretoria	Atteridgeville
1	Male Tenor (Solo)	English	Rand Central	Meadowlands
2		"	Pretoria	Mamelodi
1	Ladies' Duet	English	Rand Central	Meadowlands
2		"	Rand Central	Diepkloof
1	Ladies' Trio	English	Rand Central	Meadowlands
2		"	Rand Central	Alexandra
3		"	Pretoria	Mamelodi
1	Ladies' Sextet	English	South East	Sekhukhuni
1	Male C. Quartette	English	Rand Central	Alexandra
2		"	Pretoria	Atteridgeville
1	Female Choir	English	South West Rand	Moroka
2		"	East Rand	Spring-Nigel
3		"	Pretoria	Atteridgeville
1	Male Choir	English	East Rand	Brakpan-Benoni
2		"	East Rand	Spring-Nigel
3		"	Pretoria	Atteridgeville
1	Mixed D. Quartette	English	Rand Central	Meadowlands
2		"	Rand Central	Alexandra
3		"	East Rand	Brakpan-Benoni
1	Mixed Choirs	Vernacular	East Rand	Brakpan-Benoni
1	Mixed Choirs	Vernacular	East Rand	Brakpan-Benoni
2		"	East Rand	Boksburg-G'miston
3		"	Rand Central	Meadowlands
1	Mixed Choirs	English	Rand Central	Meadowlands
2		"	Rand Central	Alexandra
3		"	East Rand	Brakpan-Benoni

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**READERS' VIEWS**

The Editorial Committee invites views on any topic of interest from teachers (members of T.U.A.T.A., and even non-members).

Articles should not exceed 4,000 words in length, and must be typewritten. Letters should be of reasonable length, and their language temperate.

# Suggested Procedure to be followed by Officials Administering the funds of Branches and Districts.



## PART III

### THE AUDITING OF BOOKS

In the May and September, 1966 issues of *TUATA* Magazine attention was given to the receipt of money up to the closing of the ledger accounts and the preparation of the Trial Balance. In this issue, special attention will be given to the **Auditing of Books** in the Branches and Districts.

**At the Bethanie Conference in June this year, it was resolved that all the Branches and Districts should have their books audited by qualified auditors. The office of auditor in Branches and Districts becomes redundant.** With this in mind, we shall treat the auditor as an external man. At the end of the financial year the treasurer should prepare his books in such a way that the auditor will obtain

all the facts he requires without undue trouble. In order to have proper evidencing and vouching, the following books and records should be handed over to the auditor: (i) All receipt books used during the year; (ii) the Cash Book properly balanced; (iii) the Deposit Book; (iv) all Bank Statements; (v) the Petty Cash Book properly closed up; (vi) the Ledger with all accounts balanced; (vii) the Journal; (viii) all paying out vouchers; (ix) the Trial Balance and (x) the Draft Income and Expenditure Account and the Balance Sheet.

As all these books and records are inter-woven, they will be treated in short as follows:

#### 1. CASH RECEIVED:

- (a) All cash received will be reflected on the duplicates of receipts in the receipt book. (see May issue).
- (b) All cash received and banked will be reflected on the deposit slips and also on the monthly bank statements from the bank.
- (c) Hand over to the auditor all receipt books used during the financial year under review, the cash book and also the *TUATA* Membership Cash Register as additional evidence.

#### 2. CASH BANKED:

- (a) Taking that you have banked all the money received, (see May issue), hand over your deposit book to the auditor.
- (b) As additional evidence that the money has been banked, the auditor will demand the monthly bank statements.
- (c) See to it that money received and money banked are the same.
- (d) Having balanced up your cash book, the difference will show the balance in bank at the end of the financial year. Reconcile your bank and cash balances.

#### 3. VOUCHING OF PAYMENTS ITEMS:

- (a) Taking that all the payments are made by cheque, and that the paying out voucher is completed and then counter-signed by the chairman, secretary and treasurer, attach all returned cheques on the vouchers and arrange them in consecutive order.

- (b) On the paying-out voucher, in addition to the returned cheque, attach all invoices and receipts e.g. if stationery was bought on credit and later paid for. All receipts and invoices should be addressed to the Branch or District concerned not to the chairman, secretary, treasurer or any official concerned. These records should be for the period under review.
- (c) There will however be no receipts for such items as travelling expenses of officials and subsistence paid to them. There will be no receipts for adjudication expenses at the Music Competitions. Despite this, all payments should be reflected on the paying-out voucher and the returned cheque should be attached.
- (d) All cheques and receipts cancelled should not be removed from the books concerned. The auditor would like to satisfy himself and would like to see them still attached on or pinned at the original place.
- (e) Authority should be got from the Executive Committee for entering into such expenses as buying of typewriters, trophies, duplicating machines and also filing-cabinets. The auditor may like to see minutes reflecting authority to purchase these assets.
- (f) **Petty Cash Payments:** The imprest system should be used. All payments of this nature should be evidenced by receipts. The purchase of stamps should be controlled, and it may be necessary to keep a register of mail as an additional control measure. In sending out telegrams, duplicates should be kept, and handed over to the auditor as additional evidence. The use of telephones should be controlled so that Branches and Districts do not pay for private telephones. The auditor should be satisfied that the telephone expenses were justifiable and covered only matters of the association.

#### 4. VERIFICATION OF ASSETS:

- (a) If possible, the auditor should be called to see all the assets of the association. If the depreciation rate is too low or too high, the auditor will recommend a suitable rate.
- (b) It may be difficult for the auditor to see assets such as trophies, as these will be at different schools in the Branch or District. Should the auditor demand to see them, they should be collected from schools. Otherwise, a statement from the Executive Committee showing the true value of trophies should be prepared and handed over to the auditor together with all other records and books.

#### 5. THE LEDGER ACCOUNTS:

- (a) Before handing books for audit, balance all your ledger accounts.
- (b) Extract a Trial Balance (see September issue) on which you are going to work in the preparation of Draft Accounts and the Balance Sheet. The auditor would also like to see this Trial Balance.

#### 6. DRAFT ACCOUNTS AND BALANCE SHEET:

- (a) Before handing over the books for audit, prepare a draft Income and Expenditure Account for the year under review.
- (b) Prepare the draft Balance Sheet as at the last day of the financial year. These will make the work of the auditor easy. Where the work is simplified for the auditor, we expect to pay low auditing charges!

#### 7. WHAT TO DO WITH FINANCIAL STATEMENTS:

It may be too costly if the auditor has to prepare financial statements enough for all members of the Branch or District. Arrangements can be made with the auditor that the statements be duplicated by the Branch or District treasurer and the stencils or duplicated statements be handed to him for his signature and mark.



- (a) In the Branches, all members should be supplied with copies of the audited statements. Every member should have his own copy. After all, this member has paid for his copy!
- (b) At the District Conference, every Branch Report should be accompanied by the audited financial statement. On every copy of the Branch Report given out at Conference, a copy of the audited financial statement should be attached.
- (c) The District Financial Statements should be supplied to all conference members. A good number should be kept for the Provincial Annual Conference.
- (d) At the Provincial Annual Conference, all conference members should be supplied with copies of the audited financial statement of the District. At the time of audit, sufficient copies should be kept for this purpose. Attach copies of the audited statements behind the District Report to be read at Conference so that all conference members should know the financial position of your District.

In the next issue, special attention will be paid to: **The form, and presentation of the Financial Statements.**

T. RAMABOEA.

o o o

## THE ENGLISH ACADEMY OF SOUTHERN AFRICA ORAL ENGLISH COMMITTEE

### REPORT ON THE THIRD ANNUAL DRAMA FESTIVAL

The third Drama Festival run by the Oral English Committee of The English Academy of Southern Africa, was held at the Dobsonville Community Centre, on Friday, 20th September, 1966, and was opened by Mr. R. S. Moys, Inspector of Bantu Education, Krugersdorp Circuit.

Twenty (20) Transvaal African Secondary Schools took part and some 200 participants were watched by an audience of more than 900 scholars and teachers. The standard was high and the competition keen.

The adjudication at the finals was by Mrs. B. McMichael and Mrs. M. D. W. Jeffreys.

There were three aspects of the Festival.

- (i) The **scenes** of 20 minutes' duration, (from set works, which again included some excellent dramatization of prose, were intended to promote a lively appreciation of the works. One scene only was selected from each competing school in adjudications at the schools, prior to the Festival. Most schools prepared more than one entry for these preparatory adjudications, and some prepared five or six. **The standard was generally higher than last year and the three entries placed in the first and second positions were very close to each other in quality.**

Tied for the first place was the Pax Institute, Pietersburg, who presented the grave-yard scene from *Hamlet* and the Naledi Secondary School, Soweto, who presented the one-act play *Christopher Columbus*. They were jointly awarded the Tom Osborn Memorial Award and the Floating Trophy and part of the BP prize.

The second place was awarded to the Morris Isaacson High School, Soweto, who presented a scene from *Julius Caesar*. They received R50 of the B. L. Bernstein Award and the BP floating trophy.

The adjudicators found that the prize winners captured and held the attention of the audience from the start. They excelled particularly in audibility: in pace and quick picking-up of cues as in real speech: in stillness and gestures that were significant: and, most importantly, in that meaningful speech which is interpretation of character.

The best individual performance in the scenes section was an interpretation of *Cassius* in a scene from *Julius Caesar* presented by Wilberforce Training School, Vereeniging. There was thought behind every word this actor spoke and his movements were quick and intended.

Two consolidation awards from the B. L. Bernstein Award were made to entries in the "highly commended" class. These were the Vendaland Institute, Louis Trichardt, for a scene from *The Barretts of Wimpole Street*; and the Jordan High School, Vereeniging, for a scene from *The Merchant of Venice*.

- (ii) The **speech section** was an innovation in the programme intended to promote quick, ordered and lucid thought as well as an appreciation of style in the spoken word.

Of the one-minute impromptu speeches three were selected as particularly good; a speaker from Orlando West Secondary School, Soweto, on "Teachers"; from George Khosa Secondary School, Roodepoort, on the "The Sky"; and from Etwatwa Secondary School, Benoni, on "My Friend is not a Coward".

In the five-minute prepared speeches on a subject from any set work, most competitors failed to recognise any distinction between written and spoken style. The best entry was from Pax Institute, Pietersburg.

- (iii) The **essay competition**, which is the third aspect of the Festival, was well supported but the standard of many of the entries was low. The winner, Miss Elizabeth Ringani, of the Atteridgeville Youth Club, submitted an excellent essay on "What I Like about where I Live".

The committee wishes to record its appreciation of the kind co-operation extended to it by the Bantu Education Department and its gratitude to the many teachers who made the Festival possible.



## THE CHRISTIAN EDUCATION MOVEMENT HELPS TEACHERS

The work of the Christian Education Movement has become known to an increasing number of teachers, ministers and parents during the past five years.

Soon after the re-organization of Bantu Education under a separate Department of State, C.E.M. established a separate African Work Committee charged with the responsibility of doing whatever it could to help maintain a high standard of Christian education in school, church and home.

In November 1963, Mr. E. P. J. Matobako was appointed the first field officer of the Committee. He has been most successful in furthering the interests of the Movement and in winning the confidence of the teachers, who have attended in ever-increasing numbers the lectures and seminars which he has organised. One hundred and fifty teachers recently visited the Great Synagogue in Wolmarans Street, Johannesburg. Under the guidance of the Rev. Mr. Fisher, they were given a new understanding of the Old Testament.

Mr. Matobako also introduced the Movement to the ministers of IDAMASA. He has co-operated with Mr. Mohono of the Bible Society of South Africa in promoting the study of the Bible, and has served the Christian Council of South Africa in its Family Life programme.

His services regrettably terminated in August 1966 and the post of Field Officer has been advertised in *The World* and other journals. Provision is made for a car in order that the work of the Movement can be introduced to outlying areas.

The headquarters of C.E.M. are at 510 Leask House, corner of Bree and Rissik Streets, Johannesburg, P.O. Box 11122, Telephone 23-5404. Both individual persons and schools may become members of the Movement. A quarterly magazine is sent to members and they have the free use of a library which is well stocked with books useful to all who teach religion.

Membership is open to all, irrespective of race.

# THE BIBLE SOCIETY OF SOUTH AFRICA

## ANNUAL ESSAY COMPETITION

Subject: "My Favourite Epistle"

The shield goes for half of the time to Wililam Pitcher College, Manzini, Swaziland. The essay was written by Comfort Mduduzi Nyawo, and for the other half to Rakoko Secondary School Rustenburg District, Transvaal, the essay was written by Leferi Gerson Lebotse. The second position is held by St. Mary's Training College, Lesotho. The essay was written by Irene Maria Matsoso, and the third position, Peka High School, Lesotho. The essay was written by Moses Rajuile.

We wish to congratulate the schools and the students for this wonderful effort. The other students have done well, although they won no prizes. I wish in particular to mention here Annie Myeni, Franson Christian High School, Swaziland; Veronica Phafoli, St. Mary's High School, Lesotho; and Obed Motlana, Hwiti Hoerskool, Pietersburg, Transvaal.

The general standard was high and we feel very encouraged. We wish every student success and a Happy Christmas.

S. A. MOHONO,  
*Organising Secretary.*

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## "A Case for Compulsory Education"

*The Star*, Wednesday, October 5, 1966.

### SCHOOLS FOR ALL TO HALT DELINQUENCY AFRICANS' AID TO BE SOUGHT



**Mr. C. N. PHATUDI**

Inspector of Schools, Johannesburg-East Circuit, Southern Transvaal.

The only way to end the juvenile delinquency which sweeps the streets of all African townships, and of Soweto especially, will be to make schooling compulsory for all African children, Mr. C. N. Phatudi, chairman of the Association of Inspectors and Assistant Inspectors of Bantu schools, Southern Transvaal Region, said today.

The aim of the association is to promote the educational and cultural advancement of the African community.

At present, school-going is not compulsory for African children and neither is it free, said Mr. Phatudi.

"It is our duty and the duty of every responsible African parent to see that school attendance is made compulsory in the near future."

### DOUBLE SESSIONS

He said that in the Witwatersrand-Pretoria-Vereeniging complex there were about 500 schools for Africans. This number was not nearly adequate.

"The lower-primary schools are worked on a double-session basis, whereby a maximum class of 50 pupils attends school for three hours a day and then another 50 for the remaining three hours—under the same teachers," said Mr. Phatudi.

“This is obviously an unsatisfactory state of affairs.”

The present African schools had been put up by Johannesburg Municipality under the Bantu Education Act, but as soon as a suitable scheme had been worked out, parents would be told and asked to build more schools, said Mr. Phatudi.

Mr. Phatudi said that the average parent was greatly interested in the idea, and that all that remained was finding suitable machinery for the venture.

### EXPENSIVE

He realized that the scheme would be expensive and that it would have to be tackled bit by bit. But at the moment there was a levy of only 20 cents each on all African families for school education purposes.

“The training of sufficient teachers would pose another problem, but it is our duty under the policy of separate development to see that the Africans are properly educated,” Mr. Phatudi said.

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## PRETORIA BODY PLANS EDUCATION FOR ALL

*The World*, Wednesday, October, 27, 1965.

### Money Raising Scheme Started

By Peter Nchinyane

If all goes as planned, school fees will be completely eliminated in Atteridgeville and Saulsville. There may be free education for all from sub-A to matriculation level.

This “free education” scheme, is the plan the educationists of Atteridgeville and Saulsville have in mind to help all children go through their secondary school education.

These men recently started what is known as the Atteridgeville and Saulsville Bursary Fund.” An application has already been sent to the City Council of Pretoria and to the Department of Social Welfare to have the fund registered as a welfare organisation.

The N.E.D.A. has no objection, and the Department of Social Welfare is still considering the application.

### ASSIST

The aims of the bursary fund are to assist needy children to help them continue with their secondary education.

When the association starts functioning it won't have anything to do with sons and daughters of the well-to-do, and thorough investigations by officials of the fund will ensure that only deserving cases receive the assistance.

All together there are forty foundation members who started the fund by contributing R1 each.

The president of the “Big Forty” is Mr. W. N. Nduna, Principal of Hofmeyr High School, who is at present on study leave in the United States.

“Our Atteridgeville and Saulsville Bursary Fund is only considered as a foundation stone of the higher ideals we have. We are now planning that every family in Atteridgeville and Saulsville should contribute only 25 cents through their monthly rent irrespective of whether there are children or no children in the family so that in future this fund should not only be a thing for the needy but for all, said Mr. B. K. M. Mthombeni the acting president.

“With 9,000 families in Atteridgeville and Saulsville we hope we can raise enough money to be able to do away with school fees and also be able to buy books for all the children from the sub standards up to Form V.

“This is to try to get all the children away from the streets. No parent will be in a position to say: “I have no money to send my children to school”, added Mr. Mthombeni.

A meeting on the additional “25 cents for the bursary” on the rent was attended by officials of the fund and residents of the Skomplaas, who welcomed the idea.

Mr. Mthombeni foresees that while the best is being done to get every child back to school, the problem of additional schools or classrooms and teachers will also arise. He said the fund will cater for everything.

Everyone will benefit from the fund. Mr. Mthombeni stressed the importance of education in any nation that had its eyes on progress.

The headquarters of the fund are at Mboweni Community School, Atteridgeville.

### GETTING THEM ALL TO SCHOOL

So Inspector Phatudi and his colleagues want every African child to attend school and are raising funds to make that possible. How things have changed.

When men like Mr. Phatudi were schooling, the inspectors were White men who came up suddenly to the school, often frightening everybody including the teachers.

The many disguises these "James Bond" inspectors used to use for surprising the schools were really very amusing.

To-day the inspector is an African, a familiar person whose colour does not frighten the kids; in any case White people are more common among Africans to-day than in those days, so fear is gone.

Instead of the old-style activities of some of the old inspectors—not all inspectors were so amusing—the modern inspector, be he White or African, is to-day tackling the all-important problem of getting every child to school.

In the olden days, only those children whose parents were educated or christianised attended school. Most children were kept out for herding cattle and doing house-hold jobs, looking after their younger brothers and sisters while the parents worked in the fields. To talk about compulsory education for children was a dream which many parents would have opposed.

To-day, every parent wants his kids educated and when the Inspectors urge free and compulsory education for our children, like White children, they speak for all of us. It is one thing, however, to approve of the idea of free and compulsory schooling for all. It is necessary for the people themselves to organise and raise the funds necessary. The Government will help us if we start our own funds. Let us therefore rally round our inspectors, raise funds. Every child needs education.

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*The World*, 14th July, 1966

### A CHIEF WHO MAKES DREAMS COME TRUE

When I arrived in this province over two decades ago, an elderly man who had come to meet me at Krugersdorp station challenged me to visit his home at Phokeng Rustenburg, and see how advanced were the chiefs in the Rustenburg district.

I expressed hope of getting there one day. I think I was very lucky, because after six months of stay in Krugersdorp I got a job with this newspaper. This offered me ample opportunities of travelling around, as all reporters do.

So it was that, in the early 50s I was assigned to Rustenburg, the occasion being that of Dr. Verwoerd's visit to a place called Wildebeestfontein, in the Rustenburg district.

As then Minister of Native Affairs, Dr. Verwoerd had gone out there together with top officials of the department, to meet the Chiefs of the Western Transvaal.

I took the opportunity to drive to Phokeng, which is a stone's throw from Wildebeestfontein. What an eye-opener; I thought I was entering some big town in the Transkei.

### FORWARD

I saw nothing but progress everywhere in Phokeng and the neighbouring village of Luka. Readers will wonder why I am talking about this today.

Well, I was reminded by the news from Bethanie. News of wonderful progress in that village in the district of Rustenburg.

I saw what the Chief and the tribe had dreamed of for so long come true when a secondary school and two primary schools were opened.

The tribe, at the instigation of the young Chief Lerothodi Mamogale, Senior Chief of Bakwena ba Ga-Mogopa, raised all the funds for the building of the three schools.

**And the Chief has introduced compulsory education in his country.**

If all the Chiefs could do what this young Chief has done, we would find ourselves really marching with the times. Well done, Chief!

By all Chiefs, I mean throughout the Republic. My own home included. This is Matatiele.

# "What others say"

*Rand Daily Mail*, Thursday, 3rd November, 1966

**Bantustan education is the policy**

**'BUSINESS' FROM SCHOOLS**

**Africans urged to open rural hostels**

Rural families are being encouraged by the Government to "build up a thriving business" by setting up hostels to accommodate urban African children attending school in the Bantustans, according to the current issue of the *Bantu Education Journal*.

The journal says the Government is against the erection of hostels at each school to accommodate pupils.

The journal says: "To accommodate, feed and control a large number of pupils is a very difficult task. We therefore wish to recommend another method to principals of rural schools.

"With the co-operation of school committees and school boards, a number of small, private hostels can be established.

"This is an opportunity for a man with a large house, with the assistance of his wife to build up a thriving business.

## LARGE HOUSES

"Many of the residents in large rural communities have large houses of Western design, or homes consisting of a number of huts.

"A person who owns such a large house or home can use it as a hostel for high school pupils."

The journal, which is Government owned, says in its editorial there will never be enough urban African high schools. Urban Africans should go to Bantustans for higher education, where their training, high schools and universities have been established.

"The time is past when young Africans were compelled to travel to the cities in search of education. We are now working in the opposite direction.

## HOMELANDS

"Our people in the cities are already complaining that they do not have a sufficient number of high schools. They will have a few high schools. but never enough, because, according to Government policy, most of these schools should be situated in the homelands. They will never get a trade school in the White cities again."

The editorial concludes by saying that Government policy is that urban African students should be pressed to go to the Bantustans for their matriculation and university education.

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*The Star*, 17th November, 1966

## A WAY TO HELP NEEDY AFRICAN SCHOOL PUPILS

*To the Editor of the Star.*

Sir,—*The Star* reported on 31st October that the Transvaal United African Teachers' Association needed contributions to its bursary fund for African high-school pupils requiring financial help to stay at school.

I believe one could raise a large sum of money for this worthy purpose if one could persuade European high-school pupils that this would be a worthwhile form of community service.

There are probably about 20,000 European high-school pupils in Johannesburg alone. If only one-quarter of them committed themselves to a reduction of 10 cents a week in their tuck-shop spending, they would raise enough money to give the required bursaries of R20 a year to 1,000 African pupils who could otherwise not afford to continue their schooling.

This would result in a substantial increase in the number of African pupils who stay on at school. In 1964, out of 1,500,000 at school in South Africa outside the Transkei, only 2,028 were in Standard 9 and 920 in Standard 10.

Organized bodies like schools and clubs are sometimes reluctant to undertake schemes of this nature. If they do, this is obviously the simplest way of collecting such funds. However, here follows a possible method of contributing on an individual basis:

### GROUP OF TEN

Form groups of 10 young people willing to contribute 10 cents a week regularly.

Appoint one of the 10 to handle the money.

Each week buy a postal order for the R1 you have collected.

To save postage and handling, wait until you have collected R4 in postal orders. Then fill in "Rand Bursary Fund" on them, cross them for safety and post them to the Rand Bursary Fund, c/o Leratong Higher Primary School, P.O. Box 44, Orlando, Johannesburg.

Attach a slip of paper to say who is sending the money and state whether regular contributions may be expected from your group.

### COVERING LETTER

If you wish to know who will benefit from the money you have collected, and might wish to meet the pupil or pupils concerned, send a covering letter with your first donation saying that you would like to be told.

Please remember that the fund needs R20 to help one pupil for one year. Therefore the scheme is of little value unless you commit yourself to regular contributions.

Is anybody prepared to pull in his or her belt a little to help other young people in our city who do not get a free high-school education?

F. E. AUERBACH.

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*The World*, Monday, 24th October, 1966

### CONCERT FOR CASH CALL TO PARENTS

The Association of Inspectors and Assistant Inspectors of Bantu Schools (Southern Transvaal Region) have organised a concert to be presented by the Ionian's Mixed choir, to be staged in the Kwa Thema Civic Centre, Springs, on 6th November, at 3 p.m.

Mr. C. N. Phatudi, Inspector of Schools in the Johannesburg East circuit, who is president of the Association, said the primary aim of having the concert was to raise funds to launch a campaign of educating and persuading the African community to start at once on the road of compulsory and free primary education.

The association had, in the past held a concert to raise funds for this project, and the response has been very encouraging.

The Association will be grateful to all parents on the Reef, Pretoria and the Vaal, to support the venture and help take the lead to achieve a national goal.

Mr. Khabi Mngoma's Ionian choir and orchestra will present "Israel in Egypt," an oratorio by G. F. Handel. Programmes are obtainable at the Bantu Education Offices, 4 Faraday Street, (next to Faraday Station), Johannesburg and Mrs. S. P. Kwakwa, Inspector of African Schools, in Boksburg (Telephone: 52-2688).

Other inspectors and assistant inspectors in the various areas will supply the programmes.

# DISTRICT NEWS

The Rustenburg District held its annual general conference on 7th and 8th October, 1966 at Magong.

The Conference was addressed by:

- (a) The President, T.U.A.T.A., Mr. D. M. Mphahlele on "The Image of "T.U.A.T.A."
- (b) The Assistant Inspector of Schools, Rustenburg Circuit, Mr. L. D. Matshego on: "Growth of Native/Bantu in the Last Three Decades."

## EXECUTIVE 1966/67

<i>Chairman</i>	..	..	..	..	..	P. H. M. Mahlaela
<i>Vice-Chairman</i>	..	..	..	..	..	R. G. Loate
<i>Secretary</i>	..	..	..	..	..	F. Mngadi
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<i>Treasurer</i>	..	..	..	..	..	D. W. Nthathe
<i>Auditor</i>	..	..	..	..	..	A. Kgoadikgoadi
<i>Chaplain</i>	..	..	..	..	..	Rev. A. A. Ramasia
<i>Committee Members</i>	..	..	..	..	..	H. M. Mphaka, J. B. Leboho

## WELCOME

We welcome into T.U.A.T.A. the new Carolina-Breyten Branch (District, South-East), formed on the 6th August, 1966.

## EXECUTIVE 1966/67

<i>Chairman</i>	..	..	..	..	..	J. W. T. Mboweni
<i>Vice-Chairman</i>	..	..	..	..	..	Mr. Zwane
<i>Secretary</i>	..	..	..	..	..	Miss C. Buthelezi
<i>Assistant Secretary</i>	..	..	..	..	..	Miss Mkhathswa
<i>Treasurer</i>	..	..	..	..	..	Mr. Madonsela
<i>Vice-Treasurer</i>	..	..	..	..	..	Mrs. R. Mboweni
<i>Music Convener</i>	..	..	..	..	..	Mr. Mbethe
<i>Chaplain</i>	..	..	..	..	..	Mr. Simelane
<i>Sports Organiser</i>	..	..	..	..	..	Mr. Msibi

(Congratulations to the many ladies in the Executive. In this branch, it seems, the ladies are up and doing. What are the many other ladies doing in other branches and districts? Why don't they attend the annual general conferences?)



# Executive

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Mamelodi High School,  
P.O. Box 13, MAMELODI,  
Pretoria.

## **VICE-PRESIDENT:**

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Privaye Bag 1340, SOEKMEKAAR.

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## **SUB-EDITOR:**

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Morris Isaacson High School,  
P.O. Box 10, JABAVU, Johannesburg.

---

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S. L. L. RATHEBE (*Secretary*)  
F. T. MASEMOLA  
S. HLAHLA  
THEO MATHAGU

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J. M. B. DITLHAGE

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