

D/E/12/1

Federal Council of African Teachers' Associations

to which is affiliated:-

The Cape African Teachers' Union,
 The Natal African Teachers' Union,
 The Orange Free State African Teachers' Association,
 The Transvaal African Teachers' Association,
 The Transvaal African Teachers' Union;

And being the Official Mouth-piece for all African Teachers in South Africa.

The General Secretary,
 c/o Bantu Secondary School,
 P.O. Charlestown,
 Natal.
 3/4/56.

Memorandum to the Department of Native Affairs (Bantu Education)
Pretoria pm Important Education Issues and Development - April, 1956.

Pre-Amble

Of all the memoranda we have had the privilege to present, we think this is the most important since it is by and large based upon the practical experiences we have had since Bantu Education came into operation. It merits, on that score, most careful and sympathetic consideration. We wish to assure the Department of our abiding interest in the welfare of our people as far as educational matters are concerned. We have therefore tried to express our convictions with that candid honesty which flows from loving hearts. We are however not unmindful of the difficulties and problems confronting the Department of Bantu Education.

1. Compliment upon Relief of Teachers in Mission Schools.

We are indebted to the Department for having passed on our representations to the Minister of Native Affairs on the plight of teachers mainly in Roman Catholic Schools and for the steps undertaken by His Honour, the Minister, and your Department to effect some relief towards those concerned.

Some of our people had developed serious misgivings as to whether these painstaking memoranda and costly deputations we are constantly engaged upon are worth-while after all. Even though many of our recommendations and petitions have not been accepted, this concession has encouraged us to carry on. We fervently hope that more of our pleadings will be favourably considered by the Department. We are also happy that the Department extended us the courtesy of openly acknowledging the recommendation as having emanated from us. We believe that more of such gestures will be bound to usher a phase of good-will and mutual respect.

We /....

We would, however, like to point out, lest some people misunderstand us, that we bear absolutely no malice towards the Roman Catholic Church. In fact, we proudly acknowledge our deep sense of gratitude for the generous contribution that Church has made towards our education and welfare. But as pointed out in our Memorandum of May, 1955 our sole concern was for the welfare of the teachers affected who were the victims of circumstances not of their creation nor within their control.

2. Vernacular as Medium of Instruction up Standard VI.

In our Memorandum on the Higher Primary School Course of the 20/9/55 we dealt with the issue of instruction through the medium of vernacular in Bantu Schools at great length and we pray that the points we raised therein be reconsidered.

In your letter of the 28/10/55 you state "... it would be interesting to learn if your Council has considered the opposite view viz. that the use of a foreign language as medium is detrimental to the teaching of that language in that the teacher through carrying the double burden of teaching both concepts and language has not the time to correct language errors, and so bad linguistic habits are formed which in time become ineradicable".

We concede that it would not be educationally sound to start with a foreign language at the initial stage. That is why we have no quarrel with instruction through the medium of vernacular from the Infant Classes up to Standard II. But thereafter a bridge-over should be provided at Standards III and IV. At this stage the use of both vernacular and the official languages should be employed so that at the Standard V and VI stage "the double burden of teaching both concepts and language" has been largely obviated.

We believe this will be a better way of equipping the pupils to face the realities of the multi-racial country in which they are bound to live. We also believe that a thorough knowledge of the official languages will promote better race-relations as misunderstandings caused by differing concepts will be minimised.

While education is the development of the individual to the fullest extent it is also true that education is a preparation for life and thus it needs to take stock of the economic realities of the day. Trade, industry, the Civil Service and almost all walks of life demand mastery of the official languages as an essential contributory factor towards efficiency. We are convinced that South Africa will reap every benefit from increasing the productivity of its manpower.

The language problem in South Africa is unique and we appreciate the problems arising therefrom. The nearest parallel we can think of is that of Switzerland with four official languages. As far as we know the pupils start with their mother-tongue as a medium of instruction and at the fourth school year a change over to the other languages is made. Their system appears to work efficiently.

We are once again making an earnest appeal to the Department of Bantu Education to examine the pros. and cons. of the case. Even if the Department does not agree with our point of view we would be relieved if the principle of gradualism in the next ten years be permitted. This will allow the necessary adjustments to be made. As set out in our October, 1955 Memorandum, we have serious misgivings about the immediate practicability of so revolutionary a step in education. Our interest in and concern for educational matters is so profound that we would be grieved to see confusion in that highly-organised field.

We /....

We request an opportunity of discussing other important points arising from the new Bantu Education Syllabuses.

3. School Admission Age:- We have been surprised to find ourselves with a clear instruction in the new attendance register that pupils must not be admitted to school unless they have reached the age of seven. We cannot see what benefit will be derived by this hold-back and we wish to submit in all humility that this will amount to an undue retardation.

The average pupil is sufficiently mature at the age of six to withstand the strain and stress of school life. In some Provinces pupils could be admitted to school so long as they shall have reached the sixth birthday by the 30th June of that year. That meant, in practice, that children of $5\frac{1}{2}$ years of age were admissible. The new requirement steps up the admission age by almost two years. If the instruction is to be literally observed, it means a pupil who will complete his 7th birthday during February or March cannot enter school. He will only be in school during his 8th year of age.

The position becomes even more serious when we remember that Nursery Schools have been closed down. The children will be idle for almost four years of the most formative stage of their lives. They will be thrown open to the diabolical evils of street education while at the most impressionable phase of life. The chances of their growing up to be decent law-abiding citizens of the country are considerably reduced.

We strongly recommend the re-instatement of Nursery Schools and that the school-going age be fixed at six years of age.

4. Automatic Promotions up to Standard II:- We understand it is the intention of the Department to promote pupils automatically at the end of each year from one class to the other till all pupils reach Standard II.

We are not sure what the merits of the proposed procedure are, but we are of the opinion that the system will be detrimental to the educability of some of the pupils. It is a fact that some of the children while being quite intelligent take longer than others to understand the processes of education. This is not because they are too young - but it is a matter of temperament or even the accident of circumstances. For such pupils it would be better for them to repeat the class. It gives them a greater opportunity of grasping the next step in the ladder and it increases their chances of passing at the Standard II stage.

We presume that the Department is concerned about the short duration of school-life of many pupils and would like to make the most of the time they spend in school. But if that be the consideration it would amount to sacrificing quality for the sake of quantity. We cannot imagine how it is hoped to inspan successfully horses, mules, oxen and asses altogether. Is it not likely that the speed of the whole caravan will thereby be reduced to the ox-wagon pace.

We recommend that annual internal examinations for purposes of promotions be retained for all classes.

5. The Double-Session System:- In March, 1954 we pointed out what we foresaw as the disadvantages of the new double shift teaching. We have now observed the system in operation.

While /....

While having the highest regard for the ideals the system purports to achieve, we are convinced that the disadvantages merit serious consideration.

There is not sufficient time to lay firm foundations of the elementary essentials in education. This is especially the case when we remember that promotions will now be automatic in these classes. When the mid-day session starts the teacher is worn out and hence this group tends to be retarded.

We believe that the Platoon System with fresh teachers for the second session would much better serve the aim of providing educational facilities to the greatest number. That would provide a happy mean between quantity and quality. This would at the same time give room to those teachers who have become uncomfortable in Mission Schools.

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Memorandum on the Higher Primary School Course:

(As set out in the Bantu Education Journal, July, 1955)

Earlier in the year we submitted to the Department of Bantu Education a memorandum embodying, inter alia, our views on the Lower Primary School Course.

We appreciate the offer to bring forward criticism, comments and suggestions on the Higher Primary Curriculum, and we have pleasure in presenting our considered views thereon.

1. Teaching through Vernacular Medium:- In our view the content of the syllabi as a whole is richer and more imaginative than in the past, but unfortunately this is detracted by the directive in the "Introduction" (P.242, Par.2): "Strong emphasis must, however, still be laid on the Bantu Languages and the principle of Mother-tongue Instruction must also be applied here in order that the pupil may be able to use his own language for his needs in a civilised society."

We note further that according to the "Time Distribution" the medium of instruction in all subjects except Afrikaans and English will be the Vernacular.

We have the highest regard for the Vernacular and we would be the last to facilitate the decadence of this rich and worthy Bantu heritage. We are also aware of the general effectiveness of the principle of mother-tongue instruction in educational theory.

It was because of these very considerations that we did not raise any objection to instruction through the medium of the mother-tongue in the Lower Primary Curriculum.

But when the medium of mother-tongue is to be extended up to Standard Six we have grave misgivings on various grounds which we might set down as follows:-

(1) We believe that the vast majority of the Bantu people both educated and uneducated do not favour instruction through the medium of the Vernacular in the higher classes. This point was admitted by the Eiselen Commission Report itself (vide Paragraphs 919 and 920).

Even the Commission envisaged a gradual process in the introduction of Vernacular instruction and not so drastic a change as would make this innovation include all Lower and Higher Primary classes all at once. (See Par. 921 (d)). We consider that education should be an evolutionary rather than a revolutionary process, and changes even of the highest merit need of necessity be gradual.

(2) In South Africa we are faced with a peculiar set of circumstances that militate towards the modification of the universal principle of mother-tongue instruction.

The Bantu are a subject people in a multi-racial and multi-lingual country and they realise that many economic avenues will be forever shut to them if they fail to master fluency and accuracy in the speaking and writing of the Official Languages, Afrikaans and English. They realise also that even if the ideal of the present Government of serving their own people in their own areas would ever be attained in the near future, there would still be an urgent need for a masterly knowledge of the Official Languages.

A language can never be learnt in vacuo. It can only be learnt by consistently using in speaking, reading and writing. It is quite evident to us that if the usage of the Official Languages is strictly confined to being a time-table subject, mastery would be out of question for the overwhelming majority of the pupils.

(3) While the Department has been assuring us that there will be no lowering of standards in Bantu Education, we feel that the medium of instruction is one of the decisive steps in this regard.

Bantu Languages with all their virtues as spoken and literary vehicles lack the terminology, technology and accuracy to express Western conceptions and that deficiency will limit per se the scope of their educational field.

The task of providing the requisite terminology in the seven main Bantu Languages is undoubtedly stupendous (See Par. 1002, Eiselen Commission Report). One would expect that such a formidable task would be given a number of years of intensive study by experts if a modest measure of exactitude is to be achieved. So far as we are aware this vital matter is being rushed at a staggering speed to be completed within a few months, in time for 1956. We might be pardoned if we turn and ask, "Why all this haste?"

We are also informed that "arrangements will speedily be made to produce text-books." It is quite clear that so colossal a job will be circumscribed by the prohibitive costs of production. The most that could be done, as far as we can imagine, would be to translate a few text-books on the various subjects and thus the teacher would be severely handicapped in his sources of information and references.

Consequently, the pupils would be cut off from the fundamental streams of Western culture and civilisation and this type of educational isolationism is conducive towards inferior standards. This, we suggest, would be particularly unfortunate in a world whose vastness is ever narrowing. In the modern set-up the endeavour would rather be that of broadening horizons by stimulating the universal instruments of constant contact and communication than a kraaling parochialism induced by a bewildering babel of localised dialects and languages.

(4) It has come to our notice that the Lower Primary Teacher-Training Course will now begin immediately after Standard VI. These teachers-to-be will not have had an opportunity of instruction through the medium of the Official Languages, and hence their comprehension of these will be even more imperfect than at present. In our view, such a state of affairs will inevitably create a vicious cycle of the half-blind leading the blind.

(b) Recommendations: Medium of Instruction:-

(i) In view of all these considerations, we would seriously recommend that after Standard II there be a progressive introduction

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of the Official Languages as media of instruction, as has been the case in the majority of the Provinces.

(ii) We would take this opportunity to reiterate our previous recommendation that at Sub-standard B one of the Official Languages be introduced and determined in accordance with the predominant Official Language in that particular District or Region and "that *mutatis mutandis*, the second official language should be introduced at a later stage (not later than Std. II)." - (Eiselen Commission Report, P. 146, Par. 925 f).

(iii) We feel that at least two subjects on the curriculum of the Higher Primary School Course should be taught through the medium of the Official Languages. Such a concession might help to allay some of our fears about the standard of proficiency in the Official Languages.

2. Religious Instruction:-- While we think this syllabus quite good, perhaps it is rather crowded. There is need to make this subject less theoretical than has been the case in the past. As the syllabus suggests, there should be scope for pictures, maps, and dramatisation, and what is even more important, there should be a conscientious attempt to apply the moral in the lessons to everyday life. To achieve this, more time is required than that set down. That is why we recommend a reduction in the content, especially in the Old Testament section. The results of such abridgment, we contend, would be more effectiveness.

We are not quite satisfied with the rigid divisions between the Old and the New Testaments. It appears to us that the two sections of the Bible are complimentary - the New being the fulfilment and consummation of the Old, and for that reason greater stress need be laid upon the former. We think this relationship should be made much more obvious in the syllabus by placing cograte chapters *pari passu* rather than in water-tight compartments. We might illustrate the point thus: the Promise of the Messiah Gen. 22, Is. 7, 9 and 40 taken in conjunction with the nativity; the Ten Commandments correlated with Christ's Golden Rule and the Sermon on the Mount; the Passion and Crucifixion of the Lord linked with Ps. 22, Is. 53 etc.

3. Afrikaans and English:-- We appreciate the setting of these syllabi with emphasis on the living language as against formal and abstruse grammar.

We wish, however, to return to the medium of instruction theme. It is generally accepted that every teacher is a language teacher in and outside school. In teaching other subjects e.g. History, Geography, Nature Study, etc. he inevitably affects and improves the pupils' use of the language.

Language studies must be fully correlated with the work done in other subjects on the curriculum. The water-tight compartment conception of instruction is out-moded.

Now, in our Higher Primary Course all subjects except English and Afrikaans will be taught in the medium of the Vernacular and it will not be possible for teachers to put into practice these essential principles of language teaching. Modern language teaching lays great stress upon the interdependence of expression and experience. Thus we think proficiency and efficiency are bound to suffer in the Official Languages.

We recommend the Department on the suggestion that a subsidy will be made available to all schools for the purpose of building school libraries. We pray that teachers be given the latitude to recommend the type of books they consider necessary for the pupils. The importance of school libraries cannot be over-estimated.

We /....

We also wish to congratulate the Department on the high standard of the Afrikaans Syllabus. It is certainly a great improvement on the past. On both the Afrikaans and English syllabi we are happy that they lay down a programme which a teacher may satisfy by drawing material from various books and manuals and that emphasis is placed on oral work and speech training.

We would however wish to make some suggestions on these syllabi. We feel that in the more advanced classes of the Higher Primary the classes should begin to shift from language to literature. Prescribed books in the form of abridged copies of the works of classic writers such as Shakespeare, George Elliot, D.F. Malherbe, Totius, Dickens, C.M. van den Heever, etc. These should be prescribed and mastering content should form part of the marks for the final promotion examination.

No mention is made of comprehension and paraphrasing work in Standard VI. In our experience this aspect requires emphasis as pupils have always found it difficult to grasp. We suggest that an effective and practical method of dealing with these would be to summarise some of the library books read by each pupil in the form of a well-prepared talk to members of the class who will have read other books. This will have an additional benefit of stimulating the interest of the listeners towards reading the particular books for themselves.

Certain aspects of the English syllabus require a much greater emphasis, as examples: the necessity for a finite verb in every sentence; variations of tense; wider practice in the usage of Prepositions; detailed analysis of simple sentences; expansion of sentences to include enlargements and extensions; analysis of easy complex sentences. There should be practice not only in writing business letters but also friendly ones in an easy natural form especially letters of invitation, congratulations, thanks, and descriptive letters. (In life there will still be many occasions for the writing of such letters.

4. Bantu Languages:- We suggest that by the time the pupils pass Standard VI they could have done more work in general than envisaged in the syllabus. The pupils should be able to attempt even the more abstract compositions such as the reflective and argumentative type and the pupils should have been introduced into the main styles of writing e.g. the pensive and the humorous variety. The pupils themselves should be able to create an atmosphere in their own essays.

At the Standard VI stage the scholars should attempt to translate into the Vernacular some classic passages from the Official Languages, and occasionally they might be made to interpret some carefully-prepared speech or selected passage which will be read aloud by the teacher or another pupil.

5. Arithmetic:- The introduction setting out the aims of the Arithmetic Syllabus is a good one. The syllabus itself with a bias towards practical problems is appreciated.

6. Social Studies:- We are not happy with the aims of this subject as stated in the "Introduction". (Vide P. 269).

Paragraph (a) gives an impression, possibly inadvertently, that emphasis should be laid on tribalism as the ideal e.g. "The realisation ... that he is a member of a particular community." (emphasis ours). This seems to imply that his "particular community" par excellence is quite apart and distinct from the rest. In a multi-tribal, multi-racial and multi-lingual country this seems to us an unfortunate emphasis.

Then /....

Then the injunction continues to set down the loyalties expected of the pupils and it stops short at "his tribe" (Departmental emphasis) and significantly does not proceed to "his nation, his compatriots, his country and the world of which he is a unit". This type of strait-jacketed "loyalty and co-operation" smacks of Chauvanism so eloquently demonstrated in the slogan, "My people, right or wrong!"

We think paragraphs (b) and (c) unduly stress the sub-ordination of the individual to society, stampeding, "the child to do naturally and therefore willingly what society has prescribed as correct, good and commendable." We cannot reconcile ourselves to the view that man is an instrument of society to foster and perpetuate its norms. Here there is no room for the genius of a Socrates or a Galelio.

The directive conflicts with Professor A.H. Murray's Remarks in the Eiselen Commission Report which we propose to quote at some length, (Vide pp. 169 and 170).

"The conception that education has a 'social purpose' and that its function is to preserve and propagate the group's 'culture' conflicts with the Christian standpoint that man is an end in himself and his social institutions merely means to aid him to a better life.

"..... Since human beings achieved the condition of freedom in which they thought for themselves, it has often happened that that education has turned against the 'culture' of the group by way of self-criticism passed by reasonable thinking members of the community upon its way of life.....

"..... Above all, Education is not there to prepare the individual for some pre-conceived form of society or another. Society follows the natural temper of man, who does not come into being for society's sake and who is a social or political being only because he is a rational being."

The point is reiterated by Prof. Murray, "..... Education does not proceed from pressure that is brought to bear on the individual by 'the community'. It has little to do with the community; indeed, it originates with the demands the individual makes on his environment."

Time Allocation:- We appreciate that combining History with Geography may fit into the modern idea of correlating subjects that are complimentary, but the combination makes the subject very wide. It is too much to expect the teacher to do justice to all the sections of Social Studies: Geography, History and Social Life, Citizenship and Good Conduct and Safety First, all that in 150 minutes per week. Proper teaching and due emphasis are rendered impossible.

We are not happy with the statement that at Standard VI World Geography: "Additional details, besides those already known to the pupils, need not be given and explanations should not be attempted". How this is possible in a class composed of intelligent pupils is too difficult to imagine. We can only attribute this rather extraordinary limitation to the severely meagre time allocated to the subject as a whole.

History, Social Life, Citizenship and Good Conduct:- This group introduces rather far too many controversial aspects of present-day life which are part and parcel of the stock political ammunition: e.g. physical appearance and any other characteristics of the various peoples; the need for pasture and the migratory habit; share (of the Bantu) in local government; why we need the services of the headman, the chief, etc.; need for influx control; instruction and guidance in connection with the Personal Reference Book - why and how used; Union Parliament - Senate and House of Assembly Bantu representation in fair detail; Bantu Authorities and their functions, etc.

Topics such as these are difficult to deal with in an objective and scientific manner as they are "very much with us". After all, truth is many-sided and treatment will depend very largely upon the outlook and orientation of the tutor. But it remains at all times highly explosive material. The danger here is two-fold; that of indoctrination towards docility or subversive incitement. In our view both these methods of approach are undesirable and the best we could recommend is the entire exclusion of topics with such unpredictable potentialities.

We think this section lays inordinate stress upon the tribal structure and culture. We believe this might tend to inculcate parochialism and, what is more, it is a moot point whether the institution of tribalism has in fact a future in Bantu society of the 20th Century.

On the other hand, we have nothing but admiration for the introduction of the Safety First Section. It supplies a very practical need.

7. Health Education:- We appreciate the stress on the Hygiene section of this syllabus but we think the Physiology side has been far too scantily treated whereas Physiology is a fundamental prerequisite for a deeper understanding of the Hygiene and First-aid aspects. Much good would be served by including a brief study for an instance of the tooth, the alimentary canal, the eye and the ear.

This subject would correlate magnificently with certain aspects of Nature Study. Thus, an outline study of the history and habits of the house-fly would be very appropriate in connection with chapters such as: "The Home" and "Food and Water".

The comments we made in connection with the Lower Primary Hygiene Syllabus still apply at the Higher Primary stage. This syllabus could lay more stress on factors such as malnutrition as being a contributory factor to many diseases and how such could be overcome. Prevalent diseases such as tuberculosis, dysentery, etc. should surely have a place in the syllabus.

8. Nature Study:- In view of the fact that Geography and Gardening are already included in the curriculum, we would advise that concentration be made on the Biological and Physical Science side of Nature Study. The syllabus tends to overstress the utilitarian aspects at the expense of the aesthetic and academic. We appreciate the importance of Agriculture but the other phases of learning should also receive due attention.

We would like to see a greater focus on the natural phenomena in the child's environment. At this stage a pupil should be able to appreciate the beauty of flowers around him and understand something of its general construction and life. They should also have been introduced into the mystery and majesty of plant-life generally, e.g. technical branches of the subject such as photosynthesis, respiration and tropism could be simplified to suit their degree of development.

9. Music:- Taking into account the fact that the Bantu have a natural talent for Music, we consider that it would not be out-of-place to introduce the Contralto and Tenor parts at the Standard II and IV level.

The drafting to higher classes of pupils whose voices are more mature may have undesirable psychological effects and is not recommended. Those who will be left behind might develop an inferiority complex which might be very harmful at the adolescent stage.

10. Tree-Planting and Soil Conservation and Gardening:- We have the impression that the Department is keen to correlate cognate subjects such as Geography and History, but we are bewildered when this is not the case with regard to Practical Subjects. In our view Tree-Planting and Soil Conservation forms a natural part of Gardening and we can see no good reason why these should not mutatis mutandis be integrated and the composite subject would be so arranged as to occupy 150 minutes or at most 180 minutes per week. The time so saved would be added to some other subjects such as Social Studies.

We believe the Department should evolve a happy mean between hand and head work.

11. Handwork and Practical Wood-work:- These subjects require a certain amount of aptitude and we would be happy if due allowance would be made for those pupils who, with the best will in the world, are simply incapable of producing works of art with their hands while their performance in other subjects may be excellent.

12. Conclusions:- We have tried to make our comments and recommendations reasonable and practicable in the hope that they will help the Department of Bantu Education to give the Bantu Child the best and noblest that is possible in education.

I have the honour to be, Sirs,

Yours faithfully,

(Sgd) P.V. Mbatha,
General Secretary,
F.C.A.T.A.

Bantu Secondary School,
P.O. CHARLESTOWN,
NATAL.
20/9/55.

D/E/12/1
CONFIDENTIAL

FEDERAL COUNCIL OF AFRICAN TEACHERS' ASSOCIATIONS

to which is affiliated:

The Cape African Teachers' Union,
The Natal African Teachers' Union,
The Orange Free State African Teachers'
Association,
The Transvaal United African Teachers'
Association.

The General Secretary,
2330 Buku Street,
Western Native Township,
Johannesburg.
3rd June, 1960.

MEMORANDUM SUBMITTED TO THE HONOURABLE,
THE MINISTER OF BANTU EDUCATION,
PRETORIA ON THE 3RD JUNE, 1960.

CONDITIONS OF SERVICE

1. We recommend (a) that in the dismissal of a teacher, Regulation 15(3) i.e. "That the decision of the School Board shall be final", be repealed; (b) that there should be an appeal board created to review the decisions of the School Board; (c) that the teacher be allowed legal representation at the Appeal Board; (d) that in all cases of dismissal a teacher should be given full reasons.
2. We recommend that married women teachers who have been in the employ of the Department up till December, 1959, be retained in the service with the usual benefits enjoyed by other teachers.
3. We urgently appeal to the Honourable, the Minister of Bantu Education to review the salary scales of all teachers with a view to (a) effecting a general rise of at least 50% to afford teachers a minimum living wage; (b) consolidating the C.O.L.A. in the basic salary; (c) extending to teachers in Secondary and High Schools, special allowances at present paid to teachers in Training Schools. This would attract into Post Primary Schools those teachers who are suitably qualified to teach in such schools, but are presently employed in the Primary Schools.
4. Since 1955 the Council has repeatedly requested the Department to institute a suitable pension scheme for teachers as recommended by the Inter-Departmental Committee (vide 648 page 125) on Native Education, 1935-1936 and latterly by the Eiselen Commission on Native Education (vide 970 page 152).

In this regard we wish to add that when we met the Under-Secretary for Bantu Education on the 29th March, 1954, he made the Council understand that the Department was willing to consider pensions for teachers.

We now humbly appeal to the Honourable, the Minister of Bantu Education to pursue the matter.

5. Council interprets Government Notice No. 86 of the 14th January, 1955, paragraph 3, empowering the Minister to withdraw the subsidy in respect of any teacher without giving reasons, to be the right to dismiss a teacher.

Council therefore requests the Department to clarify the position of the actual employer of the teacher.

6. This Council humbly appeals to the Honourable, the Minister of Bantu Education to abolish the Unemployment Insurance Fund in as far as it affects teachers since Council is not aware of any benefits derived by teachers since it was introduced.
7. Council observes that School Boards are employing teachers in private and provisional posts. We recommend that the Honourable, the Minister of Bantu Education increase the Bantu Education grant to meet the increasing population in the schools.
8. Council asks that provision should be made for ordinary leave such as obtained in Natal Government Schools (vide Ordinance 233 of 1934, Chapter VI paragraph 11, part I), and study leave and furlough as they existed in the Cape.
9. Council requests the Department of Bantu Education to issue Teachers' salary cheques so that they reach the teachers not later than the last day of the month for which they are being paid for service rendered.

Farm Schools

1. Council submits that all Education is the responsibility of the State. To that end, Council humbly and strenuously appeals to the Government to take upon itself all the responsibility which presently is entrusted to the farmers.
2. Since most farm schools do not cater for all educational needs of the tenants, Council requests the Department:
(a) to waive influx control and allow pupils to pursue such studies as are not provided for in their farm schools; (b) to induce farmers not to refuse pupils from farms where it is impracticable to create facilities for them e.g. if school A. has one pupil for Standard Six and school B. has say ten pupils, the former pupil should be admitted to school B.
3. We request the Department to place farm teachers on the same salary scales as teachers in Community and State schools.

School Fees (Stipulated Contributions)

1. Council recommends the abolition of all school fees in the Primary Schools i.e. up to and including Standard Six as "These Contributions are a considerable burden on the resources of Natives Further, as European education is free in all provinces, the imposition of fees in Native Primary Schools cannot be justified". (vide Inter-Departmental Committee on Native Education 1935-1936, paragraphs 371-372).

Increased poll tax from £1.0.0. to £1.15.0. and the introduction of income tax for those earning above £180 p.a. (all for educational facilities) make the paying of fees rather onerous for the parents.

Subsidies for Practical Subjects

1. The matter of subsidies for practical subjects leaves much to be desired, and is bound to lower the standard of work in these subjects in the schools.

Council would be happier if the Department took full responsibility for subsidising these subjects.

Double Sessions

We reiterate our objection to the double session system for the following reasons:

1. We think the only permanent solution to the schooling problem is free and compulsory education for all sections.
2. The school day for each group of infants being limited to only three hours including Assembly and Break, makes it inevitable that the three R's will suffer.

There is not sufficient time for thorough grounding even in the essential subjects and this, we fear, is leading to the lowering of standards and the weakening of the whole academic structure.

3. Other important subjects such as religious instruction and hygiene are crowded out. This is detrimental to sound education.
4. The infant school teachers, who are mostly ladies, are so heavily committed that it is altogether impossible for them to apply themselves to the teaching of sewing in the rest of the school, if they have to face a double session in the major subjects. In the circumstances, the later session suffers.
5. As a result of the double session system, children are left for longer hours without parental control as they either begin or end a school day at 11.00 a.m.

Examinations

1. We are not in favour of a determination of the ultimate courses a pupil may follow being done at the Standard Two level.
2. We recommend that the system of examining children by an external examination at the Standard Two level is not in accordance with modern educational practice and should therefore be discontinued.
3. Council recommends that the grading of passes in the Standard Six examinations be first and second class only: further that all pupils who pass the Standard Six examination in these classes be allowed to continue with Secondary School education.
4. Council learns with appreciation that in the Cape examiners and/or sub-examiners are appointed and paid for marking Standard Six scripts; and that teachers who handle Standard Six classes have no hand in marking of these scripts.

We therefore request the Department to extend this commendable practice to all provinces.

5. Council notes with deep concern the very poor Matriculation results obtained by pupils in schools under the Department for Bantu Education and requests the Department to remedy the situation for Council considers the following to be some of the causes of the bad results:

- (a) under-staffing i.e. high quota per teacher requiring teachers to teach from Form I to Matriculation;
- (b) poor equipment e.g. lack of suitable laboratory and library facilities.

Council suggests that the Department study the conditions obtaining in European schools and apply them in our schools.

6. Council requests the Department to conduct supplementary examinations for teacher training pupils in March and not later than June of each year in order that there shall be as little delay as possible in completing training.

Vernacular as Medium of Instruction

(a) Primary Schools

We reiterate our views as expressed in our Memorandum of the 3rd April, 1956:

"We are once again making an earnest appeal to the Department to examine the pros and cons of the case (vernacular as medium of instruction up to Standard VI). Even if the Department does not agree with our point of view, we would be relieved if the principle of gradualism in the next ten years be permitted. This will allow the necessary adjustments to be made:"

Also as set out in our October, 1955 Memorandum, "We have serious misgivings about the immediate practicability of so revolutionary a step in education. Our interest in and concern for educational matters is so profound that we would be grieved to see confusion in that highly organised field."

(b) Post Primary Schools

- (i) Whereas instruction is given through the medium of the vernacular in the Lower and Higher Primary Schools;
- (ii) Whereas the mother tongue instruction is envisaged at the Junior Certificate level of the Secondary area (vide page 3 paragraph III(i) sub-section (I) of the Bantu Education Syllabuses for Junior Certificate, 1957);
- (iii) And whereas paragraphs V sub-section 3(a) of the aforesaid draft syllabus enjoins that "Candidates who intend obtaining, at the Matriculation level, exemption from the Matriculation examination, should acquaint themselves with the requirements of exemption as set out in the handbook of the Matriculation Board and should, at the Junior Certificate stage, consider these requirements when selecting their subjects for the Junior Certificate examination";
- (iv) Now therefore Federal Council observes as follows:

that /.....

that in view of the "technical difficulties which render their effective use impracticable" admitted in paragraph III sub-section (i), the Bantu languages now used as media of instruction in the Higher Primary Schools (Std.VI), will fail to prepare the pupil for the Junior Certificate course;

that even if the technical difficulties referred to above are ultimately overcome at the Junior Certificate and Matriculation levels, secondary education will in turn fail to prepare the pupil for the more technical university education.

Council therefore recommends that the use of official languages as media of instruction in the High Schools should be retained.

Draft Syllabus for Junior Certificate 1957:

Our recommendations are as follows:

- (a) that the compulsory subjects for the Commercial Junior Certificate Course should exclude Social Studies and that three subjects instead of two should be chosen from optional ones (vide page 2 sub-section (4)(b)(vi));
- (b) that students taking Bookkeeping should not be compelled to take Commerce (see "Special Note" on page 31) as this limits their choice from the optional subjects;
- (c) that Mathematics be taken from Form I;
- (d) that appropriate certificates be issued to candidates who pass the Commercial and Clerical Junior Certificate examinations.

Official Languages

1. We recommend that the second official language be introduced in Standard One instead of Sub. B. Our observation is that introducing it earlier than Standard One confuses the children.

Vice Principals and Clerks

- (a) Council wishes to place on record its appreciation of the creation, however long overdue, of posts of vice-principals in Bantu schools as published in Government Gazette No. 5988 of 20th December, 1957 (vide page 22 paragraph 6 sub-section (i)(b));

we are only sorry that the appointments have not yet been effected;

- (b) the need for clerks in Bantu Post Primary Schools has become more urgent. The increased clerical demands on the principals of such schools now make it humanly impossible for them to supervise the teaching staff and the pupils' work. It is probably that this state of affairs is one of the causes of bad results in some of our schools.

The position is even worse in Secondary Schools which have teacher-training classes.

School Boards

1. We repeat what we said earlier about the responsible positions school board secretaries hold and urge the Department to pay them higher salaries commensurate with their great responsibility.

2. The Council recommends that in the interest of efficiency the minimum number of teachers entitling a school board secretary to have an assistant be lowered from 170 to 120.
3. Council humbly wishes to draw the attention of the Department to the financial losses incurred by school board members when attending school board meetings. The allowance of 10/- per member per day is no incentive to a man who loses £1.2.6. by being absent from his employment.

Council therefore recommends that this allowance be raised to £1.10.0. per member per day.

Field Officers

1. Federal Council respectfully requests the Department of Bantu Education to appoint lady supervisors for needlework and homecraft in every inspectorial circuit.

The present system demands more from lady supervisors than from men supervisors.

2. Council notes that the Department of Justice has provided Government transport for its officers who have to travel in the course of their duties. We further note that the Department of Bantu Administration and Development offers the same facilities for its information officers; but that the Department of Bantu Education offers these facilities only to inspectors, administrative organisers and organisers of special subjects.

Council humbly requests the Honourable, the Minister to extend these facilities to sub-inspectors and supervisors.

Medical Inspection of Schools

Council would be pleased if the Department of Bantu Education could implement paragraph 631 of the Inter-Departmental Committee on Native Education 1935-1936 viz. "The Committee recommends that action be taken as soon as possible for the appointment of medical inspectors and trained nurses. The Committee is further of the opinion that in this field the employment of Native medical officers and Native nurses would be advantageous".

Council refers the Honourable, the Minister of Bantu Education to chapter 4 of Ordinance No. 23 of 1942 (Natal Education Ordinance) which implemented the system of medical inspection of schools.

Teacher Training

Federal Council recommends:

1. that Junior Certificate be the minimum entrance qualification for teacher training;
2. that the system of attaching teacher training courses to High Schools be discontinued in favour of the establishment of separate training schools with their own staffs and buildings.

We are very disappointed that our sincere efforts under very trying conditions appear not to have been appreciated by the Department. We regret, being a loyal organisation, that nothing has been done by the Department since its establishment to encourage us and show us that we are trusted servants. The transfer of education lost the teachers many privileges enjoyed by us under the provinces, but we thought that we could look forward to better things. Accordingly, we placed every year before the authorities our grievances, but whereas amendments to the regulations and the act itself in cases where they were required by the Department have been made without any hesitation, nothing that we have complained about or recommended has been given the slightest attention.

Have we not deserved better of our Department?

It is in this light that we now appeal to the Honourable, the Minister of Bantu Education.

H.H. Dlamlenze,
GENERAL SECRETARY,
FEDERAL COUNCIL OF AFRICAN TEACHERS'
ASSOCIATION

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