

THE HISTORY OF THE TEACHERS ASSOCIATION OF SOUTH AFRICA AND
THE ROLE IT PLAYED IN THE DEVELOPMENT OF EDUCATION FOR
INDIANS IN SOUTH AFRICA.

by

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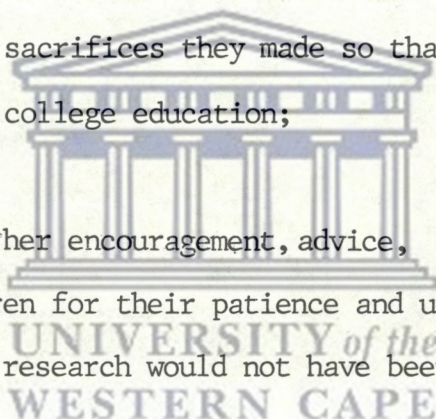
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I declare that the History of the Teachers Association of South Africa and the role it played in the development of education for Indians in South Africa is my own work and that all sources I have used or quoted have been indicated and acknowledged by means of complete references.

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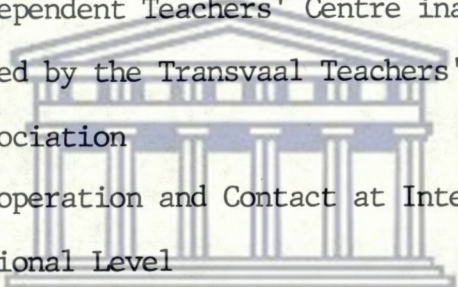
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CHAPTER 1

A BRIEF HISTORY OF TEACHER ASSOCIATIONS IN SOUTH AFRICA AND ABROAD

1.1 INTRODUCTION

A teachers' association is essentially a society, the members of which are united by mutual interests or for a common purpose. A teachers' association performs its business in terms of what it is specifically required to do. What its specific tasks are arise out of the individual and the collective needs of its members. The needs are generally deep-seated and deep felt. When an association plays a conspicuous part in need fulfilment, it establishes for itself a role. A teachers' association is generally characterised by the role or roles it plays.

A teachers' association is basically an autonomous or semi-autonomous group which has an historical background. The historical background implies that the formation of a teachers' association was in terms of certain social and/or economic factors and/or political factors. It is difficult to find any well-recognised teachers' association which has not been born out of all three factors operating simultaneously.

In our country the provincial teachers' associations for blacks, coloureds and whites are typical of associations that have been formed because of the socio-economic status of and the political dispensations for their respective members. Teachers' associations in other countries have also been influenced by the above and other factors.

1.2 THE DEVELOPMENT OF TEACHERS' ASSOCIATION IN ENGLAND

1.2.1 Introduction

There are as many as seventeen teachers' organisations in England.^{1*} These organisations operate on trade union lines but regard themselves as professional organisations. These organisations negotiate officially with a public authority in salary matters and also offer legal protection for their members.²

1.2.2 The Establishment of the National Union of Teachers

The Education Act of 1870 made many teachers realize that they needed a larger organisation than the many smaller and early organisations that had existed. The Education Act promised much for education. Thus in 1870 the "National Union of Elementary Teachers" was established.³ Its primary objective was to unite all teachers in a single, professional body. In 1889 the word "elementary" was dropped from the title.⁴

1.2.3 Aims and Objectives of the National Union of Teachers

The Union was intent on improving the professional status of the teacher. One way of doing this was to raise the entrance qualifications to the teaching profession which the Union fought for. The Union negotiated for better salaries and conditions of service which would enable teachers to enjoy a standard of living commensurate with their professional status. A pension fund for teachers, their widows and orphans was striven for.

* All references appear at the end of the thesis

One of the principal aims of the Union was to unite the teaching profession.⁵

The above are the aims of England's largest teacher organisation and these aims are fairly similar to other teacher organisations in England.⁶

1.3 THE DEVELOPMENT OF TEACHERS' ASSOCIATIONS IN THE UNITED STATES OF AMERICA

1.3.1 Introduction

In the United States of America professional organisations exist at the local, state, national and international levels. Membership of the teachers' organisations in the United States is voluntary, unlike Canada where it is compulsory.⁷

1.3.2 Local Professional Organisations

The local professional organisations are the most numerous and it is in these that most teachers display interest and involvement. These local groups are concerned chiefly with such matters as teacher welfare, personnel policies, rights, responsibilities, ethics and public relations.⁸

1.3.3 State Professional Organisations

Professional organisations are to be found in each of the fifty states. These are essentially legislative and policy making bodies whose functions are carried out by the many commissions and committee members.⁹

In general their objectives are to advance the interests of the teaching profession and improve public education in a particular state.

1.3.4 Aims and Objectives of the Professional Organisations

The aims and objectives of teachers' organisations in the United States of America are similar to those in England. They are mainly concerned with the advancement of the teaching profession and the furthering of education in the United States.

The objectives, for instance, of the Teachers' Union (of New York) were social protests that emphasized inadequacies in the conditions of both the teaching profession and the world outside the school.¹⁰

1.3.5 The Unionization of Teachers in the United States

The decade of the 1960s was one of great change in the teaching profession. At the beginning of the decade, it would have been difficult to find a more conservative and acquiescent group than school teachers; in terms of participating in an illegal strike, perhaps no less likely group existed. Today all that has changed. In cities across the United States, teachers are demanding a voice in the determination of their salaries and working conditions, and, when these demands are ignored, teachers are using militant tactics, including strikes, to force compliance by school boards. Such changes are, in part, the result of a determined effort made by the American Federation of Teachers to unionize educational employees.¹¹

1.4 TEACHERS' ASSOCIATIONS IN THE REPUBLIC OF SOUTH AFRICA

1.4.1 Introduction

When the four provinces came together to form the Union of South Africa in 1910, each province already had an established system of education and it was decided, therefore, to give the control of primary and secondary education and the responsibility of the training of teachers to the provinces, while requiring them to adhere to a centralised policy.¹² Each of the provinces was also responsible for the appointment of teachers. Teachers' associations have also developed on racial lines because of the separate systems of education for the racial groups.

1.4.2 Development of Teacher Associations in South Africa

1.4.2.1 Teacher Associations in the White Community

In the Republic of South Africa there are nine recognised teachers' associations which represent the teaching profession in the service of the white Education Departments.¹³

The nine white teachers' associations are affiliated to the "Federal Council of Teachers' Associations in South Africa" which acts on behalf of the entire organised White teaching profession in the schools of the Republic and South West Africa. This Federal Council represents teachers on various bodies such as the National Education Council. Though the Federal Council of Teachers' Associations does not enjoy statutory recognition, the Minister of National Education acknowledges the Federal Council as a negotiating body.¹⁴

The Act of Parliament (Act No. 116) passed in 1976 creating the "South African Teachers' Council for Whites" is the culmination of many years of negotiation between the various white teachers' organisations and the government. This Council was formed to serve and promote the interests of the teaching profession.¹⁵

1.4.2.2. Teacher Associations in the Coloured Community

During the latter half of the 19th century teachers classified Coloured were free to belong to the South African Teachers Association (S.A.T.A). When segregation of schools reared its head in the 19th century, the Superintendent-General of Education suggested that African and Coloured teachers give attention to the establishment of teachers' associations which would specifically attend to "their own needs".¹⁶

On 23 June 1913 the "Teachers' League of South Africa" (T.L.S.A.) was formed. The T.L.S.A received official recognition from the Cape Provincial Administration.¹⁷ A clash between the T.L.S.A and the Administration led to withdrawal of official recognition in 1949.¹⁸

The "Teachers' Educational and Professional Association" (T.E.P.A) was formed in 1944 as a result of a clash of personalities in the "Teachers' League of South Africa".¹⁹

The advent of the sixties witnessed an escalation of concern

about political and social conditions in the country and many leaders seriously believed that the time had arrived for a national convention of all racial groups in an effort to get to grips with the problems of the country. The leadership of T.E.P.A , particularly Dr R E van der Ross, stood in the vanguard of this move.²⁰

The convention took place in Malmesbury in 1961, but soon after, T.E.P.A's official recognition was withdrawn because of its involvement in the convention.²¹ The T.E.P.A and T.L.S.A disagreed fundamentally on whether there should be dialogue with the authorities. As a result of this dis-sention, a new teacher association, the Cape Teachers' Association (CTA) was formed in 1963. By 1963 there were thus three teachers' organisations in the Cape rivalling with one another.²²

In 1967 the T.E.P.A and the C.T.A formally disbanded and formed the "Cape Teachers' Professional Association" (C.T.P.A). The new association received official recognition in 1970.²³

At a meeting held in 1969 the " Cape Teachers' Professional Association " and teachers' organisations of the Transvaal, Natal and Orange Free State agreed to federate into "Union of Teachers' Associations of South Africa" (U.T.A.S.A).²⁴

This association now plays a vital role in the development of education for its community.

1.4.2.3 The Development of Teachers' Associations in the African Community

The first African teachers' association was formed in the Transkei in 1880. The Transkei Teachers' Association (TTA) was not only the first professional association but was also the first organisation of any type to be successfully launched by Africans for the promotion and protection of their rights. The Cape Education Department granted this body official recognition.²⁵

The TTA established branches in eleven districts in the Transkei. Attempts were made to amalgamate all the Teachers' associations in the Transkei but this took many years to achieve.²⁶ A number of Ciskein teachers' associations formed the "Cape Native Teachers' Association" in 1920. This association (CNTA) was subsequently recognised by the Cape Education Department. In 1927 the word 'Native' was eliminated from its title and the association thereafter became known as the "Cape African Teachers' Association" (CATA).²⁷

In the Transvaal the two teacher associations, the Northern Transvaal Native Teachers' Association (NNTA) and the Southern Transvaal Native Teachers' Association (STNTA) was formed in 1906, amalgamated to form the Transvaal African Teachers' Association (TATA) in 1926.²⁸ All the teacher associations in the Transvaal finally united in 1957 to form the Transvaal United African Teachers' Association (TUATA).²⁹

In Natal two African teachers' associations existed before 1918, the Coast Teachers' Association and the Northern Natal Teachers' Association. The aims and objectives of these associations were similar and it was not surprising that they merged to form the Natal Bantu Teachers' Union in 1919.³⁰ The Union continued to grow in strength and it changed its name to the Natal African Teachers' Union (NATU) in 1968.³¹

In 1962 the African Teachers' Association of South Africa (ATASA) was formed with five affiliates: Cape African Teachers' Union, the Natal African Teachers' Union, the Ciskei Teachers' Union, the Orange Free State African Teachers' Union, and the Transvaal United African Teachers' Association.³² ATASA is the only teacher organisation in the country that is affiliated to the 'World Confederation of Organisations of the Teaching Profession' (WCOTP).³³ It is playing an important role in the development of education and has pledged to fight for the following:

- a) The need for a uniform system of education for ALL racial groups in the country under one minister.
- b) Equal distribution of per capita expenditure for ALL racial groups.
- c) Free and compulsory education for ALL children up to the age of 16.

1.5 CONCLUSION

The primary reason for the development of teachers' organisations was to provide a vehicle through which teachers could promote their professional interests. In England and the United States the teachers associations developed and were organised on trade union lines but remained as professional organisations.

In South Africa teacher associations in the white and black communities have developed to become guardians of the profession, the community, and also education. However, an important difference between black and white teacher associations is the formers' forthright stance on government policy. The black teachers' associations in this country have been well-known, especially since the 1950s, for their fight for equal salaries and equal conditions of service. In fact, the black teacher associations have been vociferous in their condemnation of all matters of racial discrimination.

In general the purpose of all teachers' associations is to advance the interests of the teaching profession and to promote public education. The Natal Indian Teachers' Society (later to be known as the Teachers Association of South Africa) also aimed to fulfil these objectives when it was established in the 1920s.

CHAPTER 2

A BRIEF HISTORY OF INDIAN EDUCATION IN SOUTH AFRICA WITHIN THE
BROAD CONTEXT OF EDUCATION IN SOUTH AFRICA

2.1 ARRIVAL OF INDIANS IN SOUTH AFRICA (1860)

2.1.1 Origins and Nature of the Indian Community

2.1.1.1 Introduction

The infant colony of Natal in the 1850s had great mineral and agricultural potential. Agriculture offered the greatest potential. The year 1850 marked the beginning of much of Natal's later history and prosperity when Edward Morewood planted the first sugar-cane on the Umhlali River about 35 miles north of Durban.¹

For all the development that was taking place in Natal, land was plentiful, experience was not lacking and money was available. But it was the question of labour that presented the greatest obstacle to the continuance of the expansion of the sugar industry. The attitude of the Zulu towards labour had a serious effect on the employers of labour.²

The native policy of Theophilus Shepstone did not solve the labour problem, either. Shepstone's system was the restoration of tribal authority by the method of segregation and retribalization. The Zulus were unwilling to enter into long-term contractual wage earning employment. The number of Zulus employed in 1857 was only 6000 while about 300 000 labourers were required.³

Of importance, too, was the attitude of the European to manual labour. Their reluctance to engage in manual labour in the sub-tropical climate of Natal also caused a problem.⁴

These factors which contributed to the shortage of labour in Natal were weighty enough in their separate effects to call for assistance from outside the colonial borders.

2.1.1.2 Request for Indian labour

The large scale importation of cheap indentured Indian labour had solved the labour problems of other tropical and sub-tropical sugar-planting colonies.⁵

The planting interests on the Natal coast prevailed upon the government of the Colony to commence negotiations with the Government of India with a view to obtaining a similar supply of Indian labourers in Natal. Many years passed by before any agreement was reached. In 1859 the Natal Legislature passed three laws which set up the early machinery for the importation of Indian Labourers.⁶

The three measures which started off Indian immigration were the Natal Laws 13,14 and 15 of 1859. By its willingness to permit emigration of Indian labourers to Natal, the British government had incurred the responsibility of keeping a benevolent watch on the future welfare of its subjects in South Africa. And the Natal Government, in having persistently appealed to India and to Britain for permission to import this labour, completed the triple entente that gave birth to Indian immigration to Natal.

These events show that the Indian labourer did not come uninvited. They show, too, that the approving stamp of the British government was given.⁷

2.1.1.3 Arrival of Indians

The first 340 Indian labourers arrived in the 'Truro' on November 16, 1860. The 'Belvedere' arrived on November 26. The Emigration Agent distributed the labourers to the various parties who had requested them. The supply was only equal to about one-third of the number applied for.⁸

Immigrants continued to arrive until 1866 when a general depression in Natal caused by the world-wide collapse of markets after the American Civil War put a stop to it. With the return to normal prosperity in Natal in 1872 the need for imported labour once again became imperative. In India the returning immigrants carried home complaints of unfavourable conditions of work in Natal. In view of these complaints the Natal Government appointed a Commission in 1872 to enquire into the problems.⁹

2.2 EDUCATION FOR INDIANS

Despite the advantages gained from the Indian presence, the white colonists of Natal did very little (outside of their contracts) for the new Indian subjects.¹⁰

According to Huttenback,¹¹ education for the young should have been a vital social concern, for already in 1885 almost a quarter of the Indians in Natal were children. (7430 out of 29 581). By 1892 children numbered 11 988 out of a total

Indian population of 40 510.¹² At the insistence of the Secretary of State for the colonies from 1878 to 1880, Natal Law 20 of 1878 was passed to provide "for the promotion of education among the children of the Indian immigrant population."

The various acts governing emigration from India and detailed with regard to the protection and care from the time of recruitment in India to the time of allotment in the colony, but no mention or reference is made for education of Indian children. There is no documentary evidence to support the contention that the education of the Indian child was a contractual obligation of the Natal government.¹³

In the contract entered into between employer and employee in Natal there is no undertaking by the employer that he would make provision for the education of the child of the employee.¹⁴ Thus even as late as 1877 there was no control of the education of Indian children, and therefore no system of education.

It was, in fact, hardly to be expected that the Government of India would insist on such a provision in the colony, when no educational provision was made in India at the time for the classes from which the emigrants were largely drawn. Considered in the light of the mid-nineteenth century view as to the education of the labouring classes, such an omission is hardly surprising. Even in England the legal provision for universal elementary education was made only in 1870, and it

was some 20 years later that any real benefit was derived from this measure.¹⁵

2.2.1 The Beginnings of Education for the Indian Child (1860-1878)

The eighteen years between 1860 to 1878 form a distinct phase in the development of Indian education in Natal. The whole period is characterised by crude, poorly-organised and sporadic efforts to provide education for the Indian children settled and born in the colony.¹⁶

The politically and economically dominant group of European settlers had formulated an educational policy for themselves. The principle that the state was responsible for the education of its children became the basis of Natal policy.¹⁷ The application of this principle was not extended in practice to the children of Indian settlers until 1869. The entire system of education in Natal was mainly based on a scheme of grants-in-aid; as a result, the education of Indian children was promoted by philanthropic bodies, religious organisations or individuals.

The Superintendent for Education, Warwick Brooks, in his reports for 1869 and 1870, draws the attention of the government to the need for education of the Natal-born Indian.¹⁸ Only the threatened prohibition of emigration in 1872 stimulated the government to show some concern for the

existing working conditions of the Indian labourers.¹⁹

2.2.2 Christian Missionary endeavours in Education

Rev. Father Sabon, a Roman Catholic priest obtained assistance from private sources (when official Natal government help was refused) to start a school in 1867 with thirty pupils.²⁰

The real pioneers in Indian education were, however, Wesleyan missionaries. The Rev. Ralph Stott established a day school in 1869. In 1869 he also received a grant-in-aid. This year may therefore be looked upon as the origin of the government-aided school system.²¹

In its infancy Indian education suffered from a lack of suitably qualified teachers. In 1874 an Education Commission appointed by Lt. Governor Musgrave in 1873 recommended that the Protector of Indian Immigrants should secure the services of efficient, trained teachers.²²

Up to the end of 1878 there were only two Indian schools which had a continuous existence from 1867: Stott's day and evening schools in Durban and the Rev. Sabon's school also in Durban.²³

The following comparative statistics for 1878 give an indication of how matters stood at the end of what may be regarded as the first phase of Indian education.²⁴

TABLE 1

GOVERNMENT EXPENDITURE ON EDUCATION FOR WHITES AND INDIANS, 1878

	<u>WHITES</u>	<u>INDIANS</u>
Population in Natal	23 000	17 862
Pupils in State and State-aided schools	2 501	48
Percentage of population in school	11	0.26
Number of schools: State	6	nil
State-aided	57	2
Total Government expenditure	£8 817	£40.13s. 9d.

The law to provide for the promotion of education among the Indian immigrants in Natal was passed in 1878, and is known as Law 20 of 1878.²⁵

2.3 THE EVOLUTION OF THE INDIAN EDUCATIONAL SYSTEM

Education Laws 15 and 16 of 1877 were enacted to place the organisation and administration of European education in Natal on a more satisfactory basis. These laws were not to be applied to the schools established for Indian children.²⁶

For the first time in the history of Natal laws were enacted for the education of the European child which were not to be applied to the education of the Indian. Therefore, 1877 marks the inauguration of a new educational policy based on race in the colony.²⁷

This new legislation, by the explicit separation of Indian and European education, opened the way for a differentiation of educational facilities and financial provisions. The principle provisions of Law 20 of 1878 stated that a Board of Education, entitled the Indian Immigration School Board, was constituted for the purpose of promoting and supervising the education of children of Indian parentage.

The Board was responsible to the Lt. Governor and Legislative Council, and although its constitution included two members of the Council of Education, established in 1877, to control and administer European education, it was a separate body. The foundation of segregation in education was thus laid.²⁸

On the Board were the Colonial Secretary, the Protector of Indian Immigrants and the missionary, Rev. Ralph Stott. Certain other details need to be noted about Law 20 of 1878.²⁹

- a) The Indian Immigrant School Board was empowered to establish only primary schools,³⁰ and
- b) The finance of Indian education was separated from the finance of the European education.³¹

By 1894 a total of 3 Board schools had come into existence, and during the period 1879 to 1893 there were forty aided schools.³²

The advent of the Rev. Dr L P Booth in 1883 resulted in swift expansion. Dr Booth showed great initiative in the promotion of the education of girls. By 1893 he had established four girls schools - three in Durban and one in Pietermaritzburg.³³

The enactment of Law 5 of 1894 begins the next period in the evolution of the system of Indian education. This was the period of "Education under Responsible Government". This law abolished the Council of Education and the Immigrant School Board and education was under the direct control of the Department of Education responsible to Parliament.³⁴

The policy of developing a separate system of schools for the children of indentured Indian labourers was continued and extended. Indian demands for educational facilities, however, became stronger. The main responsibility for the provision of education facilities still fell upon the shoulders of private bodies, particularly the missions.

This became necessary because the government (of Natal) discontinued the admission of Indian boys to European schools in 1899. This meant that Indian children could not proceed beyond Standard Six. To meet this need the Minister of Education decided to "give a grant, or if need be, to establish a school in Durban equal in efficiency and otherwise" for "Indian children requiring a higher education than at present obtainable."³⁵

In accordance with this decision, a Higher Grade Indian School was established in Durban in 1899. In 1902 a Higher Grade Indian School was established at Pietermaritzburg.³⁶

In 1908 the provincial vote for Higher Grade Indian School education was considerably reduced and that for the training of teachers, which was commenced in 1904 at the St Aidan's Training College Durban, was withdrawn. The vote for primary education was increased, but the all round expenditure was less than in previous years.³⁷

In the year 1909-1910 there were 5 government and 30 government-aided schools. The enrolment was 3 284 pupils, of whom 324 were girls. The average school life of a pupil was 2-3 years. More than half the pupils in attendance were below Standard II.³⁸

An Education Commission appointed in 1909 drew attention "to the grave disabilities" under which the Indians of Natal were placed as regards education. These disabilities which comprised, inter alia, overcrowding, a shortage of schools and a shortage of trained teachers, kept many children out of school.³⁹

The Education Commission recommended that, in regard to the children of indentured Indians, it should be made compulsory for the holder of any estate where there were twenty or more children of indentured employees between the ages of five

and twelve, to provide them with elementary education at the employer's cost using teachers of their own nationality.⁴⁰

In 1910 the Union of the four provinces of South Africa was inaugurated. In spite of the Commissions' recommendations and although Natal gained a new status, there was little improvement in education for Indians.

In 1912 there were 7 295 pupils in school.⁴¹ Hundreds of pupils were turned away for want of accommodation. Education could not be extended to Indians in any measurable degree for lack of necessary funds.

In 1921, the Superintendent of Education, H R Dukes, stated:

The fact must be faced that we have a large and increasing Indian population entirely unprovided for and totally neglected... Perhaps the most pressing matter in connection with Indian education is the lack of proper training for the teachers. The Department has done its best with the establishment of training classes at three or four centres, but this is not satisfactory since those attending can only give part time attendance and buildings and equipment for this very necessary work are not in existence.⁴²

2.4. CONCLUSION

Although Indian education needed much improvement no great strides were made. Indian teachers themselves were hamstrung

by poor salaries and qualifications.⁴³ Enough concern was shown by them to decide to do something for themselves and their children. Their efforts resulted in ad hoc committees to discuss matters of common concern. These were the beginnings of a teacher organisation.



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CHAPTER 3

HISTORY OF THE FORERUNNERS OF THE TEACHERS ASSOCIATION OF SOUTH AFRICA

3.1 INTRODUCTION

The problems faced by Indian pupils and teachers since 1860 stressed the need for co-operation among teachers. Various attempts were made to get teachers to work together.

3.2 FOREFUNNERS OF TASA

3.2.1 Early Organisations and Committees

At the close of the last century an organisation called the Natal Indian Teachers' Union was formed.¹ This body remained in existence for about three years. After the demise of this body there was no association to represent teachers for a number of years. Whenever the need arose ad hoc committees were formed to present the case of teachers.

One such committee was formed in 1918 with the Rev. B L E Sigamoney as Chairman, Mr B Udit as Secretary, when they made a presentation of an illuminated address to Mr Cecil Ballance (Superintendent of Education for Natal) in appreciation of his long and devoted service to Indian education.²

3.3 FORMATION AND FOUNDING OF THE NATAL INDIAN TEACHERS' SOCIETY

A meeting of Indian headmasters and assistants employed in the Government Schools of Natal was held at the Depot Road Government Indian School Durban, on 20 November 1920.³ Messrs S Naidoo and V N Thumbadoo were the conveners of the meeting.

There were present Messrs Anand Rai, M K Naidoo, Ephraim Thomas, Alpheus Rowley, R D Jithoo, V N Thumbadoo, A J Rai, T Thotharam, K M Joseph, Reuben Joseph, R A Naidoo, Jaffer Khan, R Balram, S N Naidoo and Miss E Peters.⁴

Mr Ephraim Thomas was duly elected to the chair. The circular convening the meeting was read. The agenda for the meeting was as follows:

1. The formation of a Teachers' Body.
2. House allowance.
3. Scales of salary
4. General⁵

Mr S Naidoo acted as pro-tem secretary. A copy of the resolutions connected with the formation of a "Teachers' Body" was read by Mr A Rai. The following resolution was proposed by Mr Alpheus Rowley and seconded by Mr V N Thumbadoo: "That this meeting unanimously endorses the formation of a Natal Indian Teachers' Society (Government Indian School Section) and affirms its steadfast determination in loyally making it a living and active body".⁶

The following officials were elected at the meeting:

1. President - Mr A Rai
2. Vice-President - Mr E Thomas
3. Treasurer - Mr A T Rai
4. Secretary - Mr S N Naidoo⁷

The meeting decided that the council of the new body be constituted by "one representative from each school".¹⁸

Nothing more was heard about this body for a while. In 1921 an attempt was made to form a permanent organisation in the Durban and District Teachers' Association. Apart from taking up the question of teachers' salaries, little else was attempted before this body went out of existence.⁹

In 1925 a Teachers' Reception Committee was formed with the express purpose of organising celebrations for school children on the occasion of the visit of His Royal Highness, The Prince of Wales. Two teachers, Messrs A Rai and Mr T M Naiker, were among six representatives chosen to be present at the official civic welcome.¹⁰

Immediately after this, teachers as a whole felt that a permanent body be formed in the interests of Indian teachers and Indian Education as this seemed an urgent need.

Mr C C Naidoo, first assistant secretary of the Society (who held office for 2 years) stated that teachers at the time were officials of sports bodies. As they controlled these bodies they met regularly for meetings. During the visit of the Prince of Wales, the Football Association was entrusted with the task of organising the welcome celebrations as the Natal Indian Congress had decided against participation.¹¹

When the celebrations were over, Mr C C Naidoo, a teacher and former President of the Football Association who, with other teachers was involved in the welcome celebrations mentioned above, suggested to Mr T M Naiker that a teachers' body be formed. Thus the Reception Committee invited all schools for an inaugural meeting.¹²

Thus, at a general meeting of teachers, held at the Cross Street Girls' School, the Natal Indian Teachers' Society was re-established. The following officials were elected at the meeting:

1. President - A Rai
2. Vice-Presidents - V N Thumbadoo, E Thomas, V Vinden, S J Ramena
3. Secretary - T M Naiker
4. Assistant Secretary - C C Naidoo
5. Treasurer - G Mungar
6. Executive Council - S M Moodley, B Barnabas, W S Seethal,
L J Harris, M N Perumal, G Harris,
Miss Porten.¹³

In its first year the Society received official recognition from the Natal Provincial Executive (letter of recognition dated 26 March 1926).¹⁴ The officials of the newly-formed society saw the advisability of registering the society and this was achieved on 3 August 1926.¹⁵

3.3.1 Immediate aims and objectives of the Natal Indian Teachers' Society

Education for Indians was in need of great improvements. The annual reports of the Superintendent for Education (submitted to the Natal Provincial Administration) reflected the inadequacies prevalent in Indian education.

In 1921, for instance, the Superintendent, H R Dukes, reported as follows:

Little or no extension of the education afforded to Indians has taken place for lack of the necessary funds... Meantime, the fact must be faced that we have a large and increasing Indian population entirely unprovided for and totally neglected.¹⁶

A resolution passed by the Province of Natal on 2 June 1921 established an Education Committee whose terms of reference were to report on the "whole question of education in the Province including its administration."


The Committee, reporting in 1922, on Indian education stated: "This is a question of very many difficulties...."¹⁷

Inspector W R Murray Brown reported to the Superintendent of Education in 1924 that "in schools for Asiatics the numbers are practically stationary, but the attendance does not represent half the children in the province. For some years not additions have been made to government schools and there is little doubt that every classroom added in Durban would be filled at once..."¹⁸

The above report further stated that "the training of Indian teachers is in a most unsatisfactory condition. An institution is badly needed if the supply of competent teachers is to be kept up. Its existence is in the present financial stress improbable, unless the Indian community provided and financed it".¹⁹

The problems cited in the preceding paragraphs are some of the matters that the newly formed Society felt it had to deal with and try to solve with the assistance of the relevant authorities.

In tabular form the aims and objectives of the Society were to be:

- 
- a) Extension of education facilities
 - b) Free and compulsory education
 - c) School accommodation
 - d) Continuation and technical classes
 - e) Adult education
 - f) Arts and crafts exhibitions
 - g) Scouting and Guiding
 - h) School sports and athletics
 - i) Promotion of nursing
 - j) Professional matters
 - k) Teachers salaries and conditions of service
 - l) The keeping of interest in education by calling of conferences, the holding of meetings and such other means as may be considered desirable.²⁰

3.4 THE CONSTITUTION OF THE NATAL INDIAN TEACHERS' SOCIETY AND ITS SUCCESSORS

For the efficient functioning and running of any organisation there have to be certain guidelines. These guidelines cover such areas as qualifications for membership and number; the management of the organisation; the composition of the management committee and any other committees which the organisation may set up from time to time, as well as the control of finance etc. These guidelines for the Natal Indian Teachers' Society were enshrined in its constitution.

3.4.1 The Name of the Society

It was decided that the name of the newly constituted Society was to be the 'Natal Indian Teachers' Society'²¹ as the Society would extend its activities throughout Natal and the name at the time was appropriate.

3.4.2 The Coat of Arms of the Society

The coat of Arms of the Natal Indian Teachers' Society was designed in 1932 by Professor B J Trevedi. Prof Trevedi of India was, at the time, art master at Sastri College.²²

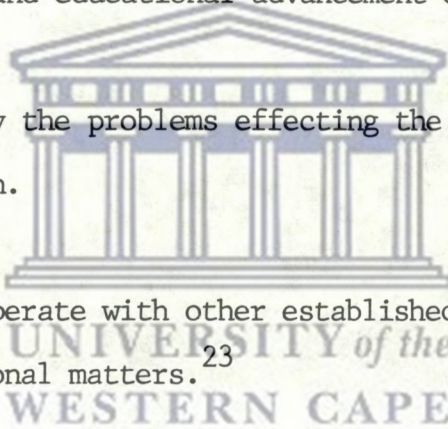
Prof Trevedi included the laurel wreath and the torch of knowledge for its association with knowledge and education.



3.5 THE AIMS AND OBJECTIVES OF THE SOCIETY ACCORDING TO ITS CONSTITUTION

The objects of the Society were to be as follows:

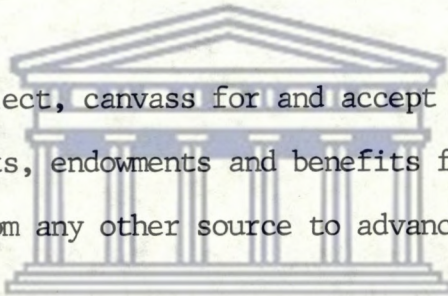
- a) To protect and further the interests of the Indian school teachers employed by the Natal Education Department, and to voice collectively their opinions of matters pertaining to education.
- b) To create, develop and maintain a high standard of professional efficiency, and devise such means as will promote the social and educational advancement of its members.
- c) To study the problems effecting the education of Indian children.
- d) To co-operate with other established organisations in educational matters.²³



When the constitution was amended in July 1958 the aims and objectives were changed as follows:

- a) To protect and further the interests of its members, to voice collectively their opinions on matters pertaining to education and to strive for improvements in conditions of service.
- b) To promote the social, cultural, educational and sporting advancement of its members.

- c) To encourage the development of aesthetic aspects of the child's life and to help promote his physical and spiritual development.
- d) To study and/or make representations on matters affecting education.
- e) To co-operate with other established organisations on educational matters.
- f) To acquire, own, alienate and mortgage property.
- g) To collect, canvass for and accept subscriptions, donations, bequests, endowments and benefits from its members, bodies and from any other source to advance the aforesaid aims.²⁴



3.6 MEMBERSHIP

The constitution stated that:

- a) All teachers employed in Government and Government-aided Indian schools in Natal shall be eligible for membership.
- b) Teachers applying for membership shall do so in writing and shall submit such information as may be required.
- c) The Executive Council shall consider all applications for membership.²⁵

The amended constitution of July 1958 read as follows:

- a) All Indian teachers employed in Provincial Government, Government-aided, Registered Private Platoon Schools and Training Colleges in Natal shall be eligible for membership of the Natal Indian Teachers' Society through a

Branch situate in the area of their schools.

- b) Branches shall cause membership registers to be prepared in duplicate in the month of February of each year, one of which shall be forwarded to Headquarters and the other retained by the Branch.
- c) New members shall be enrolled on a form completed in duplicate, one of which shall be forwarded to Headquarters and the other retained by the Branch.

When a teacher accepts membership it implies that he abides by all the rules of the Society.

3.7 NATAL TEACHERS' UNION

Schools for Indians were designated as Government or Government-aided schools. Aided schools were controlled by managers who also paid the salaries of teachers employed in these schools.²⁶

From its inception the Natal Indian Teachers' Society vigorously pursued the case of equitable salaries for Indian teachers. Its efforts resulted in some relief in 1929 for the teachers in aided schools, and in 1933 for those in Government schools.²⁷

The services of a government-aided school teacher were not recognised for vacation or sick leave purposes.²⁸ Trade Unions among Indian workers were being formed at the time and were recognised by the Government. The unskilled

municipal employee - a union member - received an equivalent of R12,00 (twelve Rand) per month, whilst a qualified Indian teacher holding a third class post received only R10,00 (ten Rand)²⁹ The Government-aided school teacher saw no prospect of improvement in his salary as long as he remained a member of the Natal Indian Teachers' Society.

The desire for a new approach as a means of redressing their grievances was expressed by a member, Mr S Panday, at an Executive Meeting of the Society on 20 February 1941.³⁰ Mr Panday outlined the purpose of the proposed movement and pointed out what he considered certain advantages if the aided school teachers formed a separate organisation.

The Executive agreed that a Special General Meeting be convened for Saturday, March 8, 1941, to consider Mr Panday's proposal.³¹ The meeting took place at the Dartnell Crescent Girls' School. Speaking of the formation of a Trade Union for aided school teachers, Mr Panday stated that "this movement was actuated by a sense of justice and fairplay." Mr Panday moved: "that this Special General Meeting of the Natal Indian Teachers' Society gives permission to the State-aided Indian Teachers to form their own Union."³²

Mr R Perumal seconded the motion and it was carried unanimously. Thus the Natal Teachers' Union was formed. The first step taken by it was to submit its demands to the school managers for improved salary conditions.³³

When the managers failed to respond the Union applied to the Minister of Labour for a conciliation board in terms of the Industrial Conciliation Act. This application had far-reaching consequences. The Provincial Executive was constrained to accept all government-aided school teachers under its wing as from 1 April 1943.³⁴

The salary scales and conditions of service that were to come into effect on 1 April 1943 were rejected at an Executive Meeting of the Natal Indian Teachers' Society held on 4 April 1943.³⁵ The Chairman stated that the proposals were designed to break the Natal Teachers' Union. Mr E Thomas suggested a union of the Natal Indian Teachers' Society and the Natal Teachers' Union to precipitate a crisis.³⁶

The Chairman proposed a practical scheme to show the Natal Education Department its disapproval of the salary scales and conditions of service. The Chairman, Mr V S Naidoo, suggested the "paralysis" of Sastri College by asking all teachers on its staff to resign whilst other teachers remained in service. If this was accepted, teachers should pay ten shillings per month towards a "fighting fund".³⁷

At a Special General Meeting of the Natal Indian Teachers' Society, the Chairman once again stated his plan to "paralyse" Sastri College. He now suggested an amount of one pound per month towards the "fighting fund". This suggestion did not meet with the approval of the Natal Teachers' Union.³⁸

The Chairman further suggested that all teachers in government schools resign from the Society and join the Natal Teachers' Union. The Executive of the Union did not seem prepared to accept this suggestion.³⁹

The Executive of the Natal Teachers' Union wrote to the Natal Indian Teachers' Society requesting it to disband and join the Union. This letter was discussed at an Executive meeting held on 30 March 1943.⁴⁰ The Executive decided to discuss the matter at a Special General Meeting which was held on 29 May 1943. The meeting was non-committal on disbanding until advantages of joining the Union were clearly spelt out.⁴¹

The Executive of the Society received a letter from the Natal Teachers' Union accepting the Constitution of the Society. This letter was discussed at the Executive Meeting held on 16 May 1944.⁴² At an Executive Meeting of the Society held on 3 June 1944 it was decided that the Natal Indian Teachers' Society and the Natal Teachers' Union merge to form one unified body.⁴³

The Natal Teachers' Union passed a resolution at an Executive Meeting of 19 August 1943 which read:

That in view of our absorption into the service of the Provincial Administration and the subsequent refusal on the part of the Education Department to grant us recognition owing to the existence of an already recognised organisation, namely the Natal Teachers' Society, representing state employees

in Indian schools in Natal, the Natal Teachers' Union hereby resolves to dissolve itself as from the 19 August 1944, in terms of its constitution.⁴⁴

The Natal Teachers' Union urged its members to continue the struggle for the amelioration of the lot of the Indian Teachers. In a circular letter addressed to its general membership the Union stated:

Every effort must be made to effect general improvements in Indian Education. The Indian child must not be allowed to lag behind his European counterpart. The thousands of Indian children who have been refused admission owing to shortage of schools cannot continue to grow in ignorance. Every Indian teacher should be prepared to make his contribution to a solution of our educational problems. This can best be done by joining the Natal Indian Teachers' Society. Having done so we must reorientate its policy to meet the exigencies of the times. The experience gained by us as members of a registered trade union must enable us to put forward a more militant struggle for the attainment of our legitimate aims and aspirations.⁴⁵

3.8 THE TRANSVAAL INDIAN TEACHERS' ASSOCIATION

In October 1931 a small group of Indian teachers in the service of the Transvaal Education Department, led by the Anglican priest, Rev. B L E Sigamoney, formed the Transvaal Indian Teachers' Association (TITA). Membership was open to all

active or retired Indian teachers, and students in training were allowed to enrol as associate members. The Administration and control of the association was vested in an Executive Committee of seven members.⁴⁶

The Association hoped to protect the interest of its members by making representation to the authorities concerned in matters related to their professional calling. The Association set out to cultivate the value of education among Indian parents in particular and the community in general and to improve the standard of education in the community.⁴⁷

In the early stages, very few Indian teachers showed interest in the activities of the Association, and for nearly two decades after its formation, the body was controlled and organised by not more than ten teachers who continued to hold office for a considerable period. At first the Transvaal Education Department seemed reluctant to grant recognition to the Association, largely due to the large number of teachers who were not members of the Association. However, in 1932, the Department was prepared to grant some form of recognition to representations made on behalf of Indian teachers.⁴⁸ The Association continued to function without statutory recognition.⁴⁹ On 1 April 1967 the Association merged with the Natal Indian Teachers' Society to form the South African Indian Teachers' Association.⁵⁰

3.9 SOUTH AFRICAN INDIAN TEACHERS' ASSOCIATION (SAITA)

3.9.1 Take-over of Education by the State - 1966

Education for Indians in Natal prior to 1 April 1966 came under the control of the Natal Education Department. On 1 April 1966 Indian primary and secondary education, and also teacher training at the college level, came under the control and administration of the Education Division of the Department of Indian Affairs. Indian primary and secondary education in the Transvaal was taken over on 1 April 1967.⁵¹

3.9.2 An Historic Meeting

A meeting that the Natal Indian Teachers' Society regarded as 'historic' took place at Newcastle on 23 May 1964 between Mr P R T Nel, Chief Planner for Education in the Department of Indian Affairs, and representatives of the Natal Indian Teachers' Society and the Transvaal Indian Teachers' Association.⁵² Decisions of far reaching importance were taken on the matter of Indian Education pertaining to the transfer of education from the Province of Natal to the Central Government. These decisions were based on an agenda that was supplied by Mr Nel who later became the first Director of Indian Education. Some of the matters discussed were based on the following agenda:⁵³

a) List of Standing Committees

- i) Salaries and Pensions.
- ii) Teacher Training (Rectors & Officials and one Teachers' Representative)

- iii) Educational Libraries.
 - iv) Audio-visual and other teaching aids.
 - v) Syllabus Committees.
-
- b) Annual Joint Conferences
(Inspectorate and Teachers' Association representatives)
 - c) Promotions Board and Promotions
 - d) Conditions of Service
 - e) School Committees: Elected by parents of each school
 - f) Differentiation and variety in Education
 - g) The functions and tasks of Teachers' Societies.
 - h) Free compulsory education to Std VI in Natal.

3.9.3 Opposition to take-over

When the transfer of Indian Education from provincial control was announced, the Natal Indian Teachers' Society was one of the first bodies to state its opposition to the move. The Society felt that the Provinces should continue to cater for the education of all sections of the community, that a common education policy for the province ensures that the same principles of education would be applied to all sections of the community.⁵⁴

A leading member of the Community at the time, Mr J N Singh, a Durban attorney, told a meeting of the Stanger Branch of the Natal Indian Teachers' Society on 10 June 1962:

We might have our quarrels with the Provincial Council on certain aspects of the education of

our children, and the financing of our school, and teachers' salaries but we are certainly against the Government take-over of our Education.⁵⁵

The Society made it clear that its opposition to the take-over did not imply that it was completely satisfied with the Provincial Administration's handling of education. Repeated calls to the administration for the provision of free and compulsory education and for representation on their salary boards and examination committees were to no avail. The Society was not at all satisfied with teachers' salaries which it believed should have determined only on the basis of work, qualifications and experience and not on racial considerations.⁵⁶

But in spite of the above reservations, the Society acknowledged that tremendous progress had been made in Indian Education in the previous twenty years. There were, for instance, 122 000 Indian children schools at the beginning of 1963 and at the end of 1962 there were 3 663 Indian teachers. The annual increase in pupil enrolment for the six years prior to 1962 was 5 600 and in respect of teachers, 243.⁵⁷

The Government's motivation for the take-over of Indian education was examined by the Society. One reason advanced by the Government was that both Technical and University Education was then controlled by the Indian Affairs Department and it was therefore reasonable to expect primary and secondary education to be governed by the same Department,

thereby ensuring that the Indian Affairs Department catered for the complete education of every individual.⁵⁸

There appears little doubt that while many educationists and organisations were against the contemplated move, the majority of Indians in Natal were in favour of Indian education being transferred from Provincial control to the Central Government. They argued that the Natal Provincial Administration did not fulfil its obligations towards Indian education as it should have done. The Transvaal Indian Teachers' Association, vigilant about educational matters, not only had a series of meetings with the Chief Planner, but also submitted a memorandum to the Minister of Indian Affairs on various aspects of the "take-over". This Association particularly expressed concern that in the process there should be no diminution in rights and privileges enjoyed by Indian teachers under the Transvaal Provincial Administration. Both the Chief Planner and the Minister of Indian Affairs emphasised that there would be no loss of existing rights and privileges and, on the contrary, there would be an extension of educational facilities for Indians throughout the Republic.⁵⁹

3.9.4 The Need for a National Organisation

When the control of Indian education passed from the provinces to the Central Government, the need was clearly indicated for provincial teacher bodies to give way to a national organisation. In the Transvaal two bodies, namely the Transvaal Indian Teachers' Association and the Transvaal Asiatic Teachers'

Association were at variance with each other in their claims to represent local Indian teachers. Representatives of the Natal Indian Teachers' Society were successful in completing negotiations with the representatives of teachers in the Transvaal and, in 1967, at its last annual meeting gave way to the formation of the South African Indian Teachers' Association (SAITA).⁶⁰

3.9.5 Change of Name of Natal Indian Teachers' Society to South African Indian Teachers' Association - S.A.I.T.A

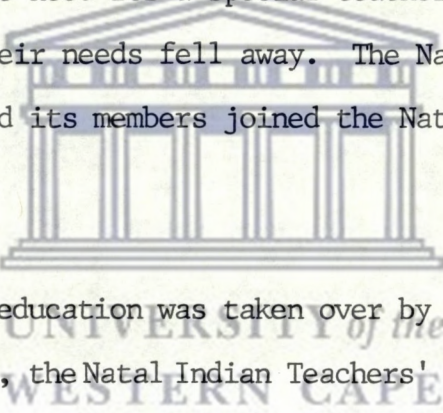
At a special general meeting of the Natal Indian Teachers' Society held on 1 April 1967, a decision of great importance and significance was taken. The title Natal Indian Teachers' Society (N.I.T.S) was changed to South African Indian Teachers' Association (S.A.I.T.A) and the membership clause of the Constitution altered to make it possible for "all teachers employed in Indian educational institutions in the Republic of South Africa" to join.⁶¹

The Society felt that this was a correct and progressive step and was in keeping with developments in the country. As all teachers in Natal and the Transvaal were employees of one Department since 1 April 1967, and all provincial barriers had been transcended as far as professional matters were concerned, it was felt right and proper that the name of the Society should reflect its South African character by calling itself the "South African Indian Teachers' Association."⁶²

3.10 CONCLUSION

The founding of a teachers' organisation was an important development in the history of education for Indians in Natal, as it represented a growth of professional consciousness.

The Natal Indian Teachers' Society was formed in 1925. When teachers in the aided schools felt that their cause was not fully taken care of by the Natal Indian Teachers' Society, the Natal Teachers' Union was formed in 1941. This new organisation was constituted on trade union lines. When aided school teachers were recognised by the Natal Education Department, the need for a special teachers' organisation to cater for their needs fell away. The Natal Teachers' Union disbanded and its members joined the Natal Indian Teachers' Society.



When Indian education was taken over by the Central Government in 1966, the Natal Indian Teachers' Society changed its name to the South African Indian Teachers' Association because the body now had as its members teachers from across the borders of Natal.

CHAPTER 4

THE ORGANISATIONAL STRUCTURE OF THE TEACHERS ASSOCIATION OF SOUTH AFRICA

4.1 CHANGE IN NAME OF THE SOUTH AFRICAN INDIAN TEACHERS' ASSOCIATION (SAITA) TO THE TEACHERS ASSOCIATION OF SOUTH AFRICA (TASA) AND ITS ORGANISATIONAL STRUCTURE

At the fifty-fourth annual general meeting of the South African Indian Teachers' Association held on 3 July 1979, the first constitutional amendment to be adopted was that which provided for the name of the Association to be changed to the Teachers' Association of South Africa (TASA).¹

Until 1967 the organised teacher movement for Indian teachers in Natal was identified as the Natal Indian Teachers' Society, while Indian teachers in the Transvaal constituted themselves into the Transvaal Indian Teachers' Association. With control over the Indian education passing from the provinces to the central government these provincial teacher bodies constituted themselves into the South African Indian Teachers' Association (SAITA).

The latest change in the name to the Teachers Association of South Africa (TASA) was motivated by the view that the new name was designed to retain the national character of the Association. There was clarity in this designation in that it would be recognised as a body of teachers in South Africa. The dropping of the racial identity as indicated in TASA's former name was regarded as a positive approach to the spirit

and mood of the times in South Africa.²

Thus clause 1 of the Constitution of the South African Indian Teachers' Association as amended at the Annual General Meeting of 3 July 1979,³ reads:

Clause 1:

TITLE: That the words "The South African Indian Teachers' Association be deleted and in their place the words, "Teachers Association of South Africa" be inserted and the words "or TASA" be added to the end of the clause.

Clause 1 of the Constitution as amended and adopted at the Special General meeting of the Association held on 13 September 1980 reads as follows:

1.0 TITLE: The Association, which has taken over the rights and assumed the obligations of the Natal Indian Teachers' Society and has succeeded to the assets of the Transvaal Indian Teachers' Association and which was previously known as the South African Indian Teachers' Association, shall be called "Teachers Association of South Africa" or "TASA" and shall hereinafter be referred to as "The Association".⁴

4.2 OBJECTS OF THE ASSOCIATION

According to paragraph 2 of the Constitution of the Association as amended and adopted on 13 September 1980, the objects of the Association shall be:⁵

- a) to advance, promote and represent the interests of its members and to voice collectively their opinions on matters pertaining to education and to strive for improvement in their conditions of service.
- b) to promote the maintenance of high standards of professional integrity and the development of a high standard of professional efficiency.
- c) to encourage the development of the aesthetic aspects of the child's life, and to help promote his physical and spiritual development.
- d) to study and/or make representations on matters affecting education.
- e) to establish one or more Scholarships and/or Brusary Funds for the benefit of members and/or deserving persons.
- f) to co-operate with other established organisations on educational matters.
- g) to further the study of all matters related to education and for this purpose to arrange conferences, seminars, meetings and the like and the establishment of groups, clubs or societies and to affiliate with other organisations having similar aims.
- h) to aquire by purchase, exchange, donation, lease or in any other manner movable or immovable property and/or shares in one or more companies and to dispose of the same by scale in any such manner and to invest any money of the Association in such securities or on such security or borrow against one or more securities of the

Association as may be approved by the National Council.

- i) to promote and/or establish funds or schemes or subsidiary agencies and/or to provide for group insurance whether life of otherwise, medical aid and other purposes for the benefit of teachers and/or their families or dependants.
- j) to disseminate information relating to education and for the attainment of the objects of the Association or for the advancement of education to publish leaflets, magazines, brochures, booklets or other publications as the National Council may from time to time deem expedient.
- k) to establish and maintain a Teachers' Centre for the Benefit of its members.
- l) to do all other things not inconsistent with the foregoing, as are in the opinion of the National Council, conducive to the attainment of the aims and objectives of the Association.

4.3 COAT OF ARMS

The Association wished to register its coat of arms with the Bureau of Heraldry in 1981. However, the Bureau expressed the opinion that the torch within a laurel wreath was not, in itself, sufficiently distinctive for registration. The Bureau suggested that TASA redesign its coat of arms and include as far as possible elements from its existing badge.⁶



The Bureau of Heraldry, thus redesigned the Coat of Arms and

registered it in March 1985.⁷ The colours of blue, gold and silver have been used since the Teacher Association's members are based mainly in Natal which is a coastal province, blue and white being the colours normally associated with water. The ionic columns could be seen as symbolic of learning, a seat of learning at University etc. They in turn support the golden lotus flower which, with its eastern origin is a direct reference to the eastern origins of teachers in the Teachers Association of South Africa. The ionic columns could also be seen as supporting the flower of youth which is one of the primary functions of the teacher. The crest which is placed above the helmet is in fact an adaptation of the old badge of the Association. The helmet supports the crest. The mantling draping down from either side of the helmet is very largely decorative but in ancient days was used to protect the wearer of the helmet from the rays of the sun.

4.4 MANAGEMENT OF TASA: COMPOSITION AND FUNCTION.

4.4.1 Introduction

The head office of the Teachers Association of South Africa has a mixture of amateur and professional staff. Members of the National Council and the General Purposes Committee (GPC) who direct policy, devote considerable time and energy to the affairs of the Association. A great many of them travel long distances to attend the meetings of the General Purposes Committee and the National Council. These members are, however, teachers in the service: their professional careers are in the schools and colleges, and they conduct the Association's business mainly in their spare time. Full-time staff at

the Association's headquarters consists of the Secretary-General, Under-Secretary, a Secretary for Professional Matters, a Private Secretary, a Girl Friday and a Secretary for Financial Affairs.⁸

The National Council of the Association operates through the system of Branches, Co-ordinating Council for Professional Matters, Subject Societies and Regional Councils.

4.4.2 The Officers of the Society

In terms of the Constitution of the Teachers Association of South Africa, adopted in 1980, the officers of the Association are the President, a Deputy President, a vice-President for Regions, a Vice-President for Financial matters, a Vice-President for Professional Matters, a Vice-President for Publications, and a Vice-President for External Matters.⁹

4.4.3 Election of Officers

The officers of the Association are elected annually by members along the following lines:¹⁰

- a) The officers of the Association shall be elected from amongst the members by postal ballot prior to the Annual General Meeting.
- b) Only a member in good financial standing with the Association and whose name appears on the official register as at 31 March of the year immediately preceding the Annual General Meeting shall be eligible to vote in the ballot for officers.

- c) In an election a member may not be a candidate for more than one office.
- d) For the conduct of the postal ballot the National Council shall at its meeting appoint two (2) electoral officers, lay down their duties, prescribe the manner in which they shall work and do all things necessary to ensure that a fair ballot has been conducted.

4.4.4 President Emeritus

This was an honorary post not provided for in the Constitution and therefore no rights flowed from the title. The rights of officials holding the title of Honorary Life Vice-President of the Association had been entrenched into the constitution. The position of President Emeritus had been conferred by virtue of a resolution and it is no more than a privilege. Due recognition of this privilege had been accorded during the 1967 Annual General Meeting of the Society.¹¹ Dr A D Lazarus was conferred with the title, President Emeritus.¹²

4.4.5 The National Council

Prior to the establishment of the National Council in 1977, the Executive Council was the policy-making body. When the Society was founded in 1925 provision was made for an Executive which included the officers of the Society. The management of the affairs of the Society was vested in the Executive Council.¹³

The Constitution of the Teachers Association of South Africa states that the National Council shall consist of the following persons:¹⁴

- a) the officers of the Association
- b) branch representatives elected by the respective branches either at their annual or committee meetings on the basis that each branch shall elect one representative for the first 200 or less of its members and in addition one representative for each separate group of 150 members above the first 200.
- c) certain members, 5 in number, who shall be assessed by the General Purposes Committee as having rendered outstanding service to the Association.
- d) three members elected by the Co-ordinating Council for Professional Matters.

Clause 8.4 of the Constitution states that "The Management of the affairs of the Association shall be vested in the National Council."¹⁵

4.4.6 The General Purposes Committee

The officers of the Association and two (2) members of the National Council appointed by it at its first meeting form the General Purposes Committee of the Association(GPC).

The General Purposes Committee acts for and on behalf of the National Council.¹⁶

4.4.7 Co-ordinating Council for Professional Matters

The Co-ordinating Council for Professional Matters was established in 1972.¹⁷ The functions of the Council are:

- a) to co-ordinate activity of the Subject Societies of TASA in the arrangement of meetings, conferences, seminars and activities,
- b) to organise and administer Resource Centres,
- c) to establish and maintain contact with teachers throughout the Republic of South Africa.¹⁸

The Co-ordinating Council now, not only co-ordinates the activities of the Subject Societies, but it also plays a prominent role in directing attention to the problem areas in education. During the year 1981, for example, the Council examined the problem created by a highly centralised and bureaucratic education system that is generally not sensitive to individual and community needs. A paper on the "Role of the Inspector/ Adviser was published for teachers."¹⁹

In 1980 the Council arranged Management Workshops for teachers. This was intended to help teachers who were holding management posts in schools. The proceedings of the workshops were published in book form and were available to teachers.²⁰

Other activities arranged by the Council were in conjunction with the subject societies.

4.5 THE BRANCHES OF THE ASSOCIATION

The National Council of the Teachers Association of South Africa operates on a system of branch representation.²¹

Prior to the system of branches, the Executive Council of the Society was elected from the general membership at the Annual General Meeting.²²

4.5.1 Origin of the Branch System

In 1929 an inaugural meeting was held at the St Anthony's School in Pietermaritzburg. The teachers who attended this meeting decided to establish a branch of the Natal Indian Teachers' Society. This was an historic occasion for it saw the birth of the first of the many branches of the Society. Mr Vincent George was elected chairman and Mr N Nulliah was elected the first Honorary Secretary. The meeting was attended by the President of the Society at the time, Mr T M Naicker. He was accompanied by Mr M K Naidoo, the Secretary.²³

It would appear from the records of the Society that the Pietermaritzburg Branch ceased to exist for a while up to May, 1933. The Executive of the Natal Indian Teachers' Society at its meeting on 19 May 1933 discussed a written request by teachers in Pietermaritzburg for the 'revival of the Pietermaritzburg Branch of the Teachers' Society.'²⁴

The Executive Council agreed that the Honorary Life Vice-President, Mr T M Naicker, and the secretary and treasurer

should be present at a Branch meeting at Pietermaritzburg. An executive council member, Mr S N Naidoo, was also requested to accompany the delegation.²⁵

The delegates reported to the Executive meeting of 18 June 1933 of their visit to Pietermaritzburg and the "revival" of this Branch.²⁶ No more branches were established until the idea was revived again some fourteen years later.

4.5.2 More Branches established

Mr Simon David, a member of the Association, said that while he appreciated the work done by the officials of the Society he felt that the Executive was too detached from the general body of teachers. The Society, he said, was too heavily centralised in the Executive. He suggested that the Society should be decentralised by the creation of branches in several parts of Natal. Mr N G Moodley and Mr R N Singh supported Mr David's suggestions which were made at the Society's 21st Annual General Meeting held on 9 July 1947.²⁷

At the Special General Meeting held on 21st August 1947, Mr David's suggestions for a system of branches were discussed. A sub-committee consisting of Messrs S David (Chairman), B Wooddeeth (Secretary), R P Soni

and R Rambaran was established to investigate the feasibility of the Branch system.²⁸

The 'Branches' Sub-Committee report was tabled for discussion at the Executive meeting of the Society held on 23 August 1984. After a full discussion the Executive took the following decisions:

- a) That branches be established in the following branches: 3(three) on the North Coast, 2 (two) on the South Coast, 1 (one) in Durban, and 1 (one) in Northern Natal.
- b) That a new constitution be drawn, or alternately, the present constitution be amended so as to make provisions for the management of the proposed scheme.²⁹

The Secretary of the Society reported to the Executive meeting of 7 April 1949 that 15 (fifteen) branches had been established to date.³⁰ The Executive Meeting of 6 October 1949 decided that the tentative delimitation of Natal into 15 Branch areas be finalised. As a result of this delimitation, schools would become units in a Branch as delimited and could not seek association in the Society through any other branch. Branch delegates were to attend meetings of the Executive Council of the Society.³¹ Today there are 33 branches throughout the Republic.³²

4.5.3 Activities of the Branches

Since the inception of a fully-fledged branch system in 1949, the various branches have always organised activities for teachers and pupils.³³

As early as 1950 the Secretary reported to the Annual General Meeting "that the more active of these (branches) had concerned themselves with the matter of salaries, socials, excursions, exhibitions, inter-school sports, school accommodation, etc."³⁴

4.6 THE REGIONAL COUNCILS

The innovation of establishing regional councils throughout the country to bring together groups of branches that are contiguously placed took place between 16 May 1980 and 7 June 1980.³⁵ To direct and stimulate the activities of the regional council, the 1980 Constitution made provision for the election of a vice-president for Regions.³⁶ The objects of Regional Councils will be to conduct an in-depth examination into educational principles and matters of policy within the the Association; to stimulate and co-ordinate the activities of the branches within the region; and to prepare for decision-making at National Council Meetings.³⁷

The following regional councils were established:³⁸

- a) Transvaal which comprised all 7 (Seven) branches of the province.

- b) Cape which comprises the 3 (three) branches of the Cape Province.
- c) Chatsworth North comprising Welbedacht, Pinetown and Silverglen branches.
- d) Durban Central comprising Durban Central, Mayville, Sydenham and Umgeni Branches.
- e) Durban South comprising Isipingo, Clairwood, Merebank and Chatsworth branches.
- f) Lower South Coast comprising Port Shepstone, Umkomaas, and Umzinto Branches.
- g) Natal Midlands comprising the Pietermaritzburg, Estcourt and Umvoti branches.
- h) North Coast comprising the Phoenix, Tongaat, Verulam, and Stanger Branches.
- i) Northern Natal comprising the Dundee, Ladysmith and Newcastle Branches.

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WESTERN CAPE

4.6.1 Activities of the Regional Councils

The activities of the Regional Councils are closely allied to the activities of the Branches.³⁹

6.7 ADMINISTRATION: PERSONNEL AND OFFICE

4.7.1 The Appointment of a Full-time Secretary

The Society advertised for a full-time Secretary in 1964, but this post was not filled, until July 1967. The appointment in 1967 was for a full-time Secretary and Treasurer.

Mr E R Naidoo was the first incumbent of the post.⁴⁰

On 14 March 1970 Mr E R Naidoo left the service of the Association. The Executive Council was keen to have the vacancy filled by a teacher-member of the Association. Mr D Nair, who served the Association as Honorary Treasurer for a period of 3 years, was appointed to the vacant post. Mr Nair assumed office on Saturday 6 June 1970.⁴¹

Mr D Nair retired from the Service of the Association on 31 January 1983. Mr Nair had been Secretary-General⁴² for 12 years and had played an important administrative role in the growth and development of the Association.⁴³ Mr S T Jaggernath was appointed Secretary-General of the Association on 1 December 1983 and is the present incumbent of the post.

The Constitution of the Association lays down the duties of the Secretary-General which are, *inter-alia*, the following:⁴⁴

- a) The Secretary-General shall convene all meetings of the Association, and be responsible for the proper record of proceedings thereof.
- b) The Secretary-General shall deal with all the Association's correspondence.
- c) The Secretary-General shall be responsible for giving publicity to routine matters of the Association to the press.
- d) The Secretary-General shall issue press statements on matters of the Association other than policy.

- e) The Secretary-General may interview members with regard to their welfare in the profession.
- f) The Secretary-General shall be responsible for the proper administration of the Association's offices.

4.7.2 Acquisition of Office Premises

As early as 1932 arrangements were made for the Society to have its own office. An office in Pembroke Chambers was rented by the Society for one pound a month from 15 August 1932.⁴⁵ Thereafter the Society's office moved to Hoosen's Buildings.⁴⁶ Presently the Association has its headquarters at the Teachers' Centre, a building of which it is a shareholder.

4.7.3 Extension of office staff

As the activities of the Society became more widespread and demanding, calls were made on the Executive to appoint a full time clerk to carry out the varied functions of the Society. One such call was made by the Chairman of the Society, Mr B D Lalla at the Annual General Meeting in 1949. He asked the Executive Council to consider the appointment of a full-time paid clerk 'to alleviate the burden of the secretaries of the Society'.⁴⁷

The first full-time typist/clerk was appointed in December 1964.

The following full-time positions were held at the Secretariat

in 1983:⁴⁸

- a) Secretary-General
- b) Under Secretary
- c) Secretary for Financial Matters/Bookkeeper
- d) Secretary for Regions
- e) Secretary for Professional Matters
- f) Secretary for External Matters/Publications
- g) Typist/Receptionist/Secretary to President
- h) General Factotum
- i) Recreation Centre Supervisor

As at March, 1985, the following full-time posts were held at the Secretariat:

- a) Secretary-General
- b) Private Secretary to Secretary-General
- c) Computer operator
- d) Secretary for the Co-ordinating Council
- e) Receptionist/Girl Friday
- f) Secretary for Publications and External Matters
- g) Clerk
- h) Secretary for Financial Matters
- i) Assistance to Secretary for Financial Matters
- j) General Factotum.⁴⁹

4.8 MEMBERSHIP

According to the Constitution of 1925 (as amended in 1941, 1943, 1945) all teachers employed in Government and Government-Aided schools in Natal were eligible for membership. Teachers applying for membership had to do so in writing. The

Executive Council considered all applications for membership. At a meeting of the Executive Council on 2 October 1941, it was decided to limit membership to "actively employed Government school teachers."⁵⁰

The Executive fo the Society decided at a meeting on 26 May 1951 that subscriptions be paid by stop-order.⁵¹ Previously, moneys were paid in directly by staff and branch representatives.

The President reported to the Annual General Meeting of 7 July 1950 that a membership of the Society was "over a thousand". This was the first report since the decentralisation of the Society into branches. The figure of a thousand was not an exact figure as many branches had not submitted membership returns.⁵²

An exposition of the present constitution of the Association reveals that membership is open to all teachers in the Republic of South Africa irrespective of race.⁵³

SAITA News of December 1970 commented that the "membership of the Association is increasing regularly".⁵⁴

The following membership figures were quoted:

TABLE 1

July	1945	277
July	1955	1 632
July	1970	4 443
August	1970	4 465
September	1970	4 546
October	1970	4 575

At the end of May 1972, SAITA's membership tally was in excess of 5 000. As a professional Association open to the smallest ethnic group in the Republic, SAITA claimed to enjoy the active support of the largest percentage of its potential membership - 5 200 members out of 6 000 Indian teachers in the service of the Department of Indian Affairs.⁵⁵

TASA's present membership is 7 520 (April 1986) out of a potential of 10 987 (excluding lecturing staff of the University of Durban-Westville who are also eligible for membership).⁵⁶

4.9 ASSOCIATE MEMBERSHIP

The Association makes provision for teachers to become associate members. Any teacher retired from the service or teacher trainees at any recognised teacher education institution may become an associate member of the Association. An associate member has a voice at any general meeting or conference of the Association but shall not have the power to vote.⁵⁷

4.10 FELLOWSHIP OF RETIRED TEACHERS

As many as 70 retired teachers attended an inaugural meeting

on Thursday 2 September 1982 at the Teachers' Centre to form their own organisation known as the Fellowship of Retired Teachers (FORT).⁵⁸

The officers of the Durban-based Fellowship were Mr S K Naidoo (Chairman), Mr P Paruman (Vice-Chairman), Mr R R Singh (Secretary-Treasurer) with six members on the Committee. The possible activities of the Fellowship were to be, inter alia, the following:

- a) Planning socials, tours, talks and excursions
- b) Making representation, through TASA, for increased pension benefits, housing subsidies, membership of Medical Aid schemes, concessions on railways and airways etc.⁵⁹

FORT had more than 160 members as at October 1984. The Fellowship has also extended its activities to areas outside Durban. A branch was formed in Stanger in 1984.⁶⁰ TASA has provided for FORT to be represented at its National Council Meetings provided that all members of FORT are associate members of TASA.⁶¹

4.11 FINANCE

As a source of income the Association (and its predecessors) relies heavily on subscriptions paid by its members and the interest accrued from its investments. The demands made upon the income of the Association are great. The salaries of the administrative and clerical staff, publications of the Association, postage, maintenance and running of the offices, as

well as the travelling and entertainment expenses of National-Councillors to council meetings are all met by the Association. Increased financial demands, therefore, usually result in increased subscriptions .

4.11.1 Subscriptions

The subscriptions paid by members when the Society was established in 1925, was one shilling and sixpence (1s 6d) per month.⁶² In 1930 the subscription was two shillings (2s) per month.⁶³

At an Executive Meeting held on 11 September 1941 it was felt that in order to facilitate the work of the society a revision of the constitution was necessary. A sub-committee was established at this meeting to study the present constitution and make suggestions.⁶⁴

On 2 October 1941, the Sub-Committee's report was tabled for discussion at the Executive Meeting.⁶⁵ On the question of subscriptions, the sub-committee recommended that the clause relating to subscriptions be substituted with the following: An amount of 2 and a half per cent of a member's gross salary for the first twelve months after registration, and thereafter a monthly subscription of one and a quarter percent of a members's gross salary be paid as subscription.⁶⁶ This recommendation was accepted by the Executive. The revision of the Constitution was left to a General Meeting of teachers

called for the purpose.

A general meeting was called on 3 November 1941 to amend the constitution.⁶⁷ A total number of 152 teachers attended this meeting where 132 teachers voted for the following amendment to the Sub-Committee's suggestion: "Each member shall pay a monthly subscription amounting to one and a quarter percent of his/her salary."⁶⁸

Mr V S Naidoo, the President, while regretting the lack of support for "two and a half percent" of the gross salary, stated at the meeting that he was gratified to note that 152 teachers had taken an interest in this matter of subscriptions.⁶⁹

As the activities of the Society were increasing, so too were the demands for more funds. The President and Honorary Secretary, Mr N K Sham, were disappointed that the motion of a two and a half percent of the gross salary was defeated. the President, Mr V S Naidoo, the Honorary Secretary and the Assistant Secretary, Mr A N Lazarus thereafter resigned their posts.⁷⁰ Mr N K Sham stated that "he was not satisfied that teachers were prepared to make a sacrifice in their own interests."⁷¹

Mr A N Lazarus withdrew his resignation later on in the same meeting. At an Executive Meeting held on 13 December 1941,

the President expressed pleasure at the number of registrations for new members and decided to withdraw his resignation. The Honorary Secretary, Mr N K Sham also withdrew his resignation.⁷²

The above illustrates how strongly certain officials of the Society felt on the matter, while Mr Sham's observation might hold true for the time, subsequent events in the Society and its continued growth reveal that teachers were prepared to make sacrifices for the Society.

In SAITA News of April/May 1978, the need for increased subscriptions, was motivated by an article entitled, "Are they (subscriptions) adequate?"⁷³

The question of an increase in subscriptions has always received a mixed reaction from members. Hence the need to properly motivate for an increase.

The article in question states that in three major areas of development alone, the Association's annual income needs to be increased by at least R25 000,00 viz. Administration (printing, stationery, postage, travelling), Conference expenses and professional growth. The proposal was for an increase with effect from 1 August 1978 from the existing R1 to R2 (two rand) per month. The Annual General Meeting of the Association held on 27 June 1978 approved of the above proposal.⁷⁴

Thereafter, subscriptions were increased in September 1980.⁷⁵ Though teachers in categories below 'c' had no change in their rates, those in category 'c' and above, including those in promotion posts, were to pay R3,00 per month.

The increase was warranted to take care of the following essential areas of expenditure:

- inflation in salaries
- increase in travelling expenses for delegates' attendance at 5 meetings of the National Council held annually
- maintenance of headquarters where the rent bill alone is R1 300 per month
- the need to strengthen the Special Reserve Fund and Regional Development Fund accounts and
- the need for more funds to promote professional activities.

Mr C A Naidoo, the Vice-President for Financial Matters, in a statement to the National Council of TASA on March 10, 1984, impressed upon the Councillors the urgent need to take cognisance of the escalating costs of administering the Association.⁷⁶

Mr Naidoo, in his report to Council, gave examples of excesses already reached in the 1983/1984 budget. He said that by the end of the financial year on March 31, 1984, the General Fund Account would be overpaid to the extent of R50 000,00. The main areas of expenditure being the following:⁷⁷

TABLE 2

	<u>Budget</u>	<u>Actual Expenditure</u> <u>as at 31.3.84</u>	<u>Estimated Expenditure</u> <u>as at 31.3.84</u>
Salaries	R50 000	R56 087	R66 447
TASA News	R13 000	R17 986	R21 000
Printing &			
Stationery	R 9 000	R14 127	R17 500
Rent	R24 000	R25 681	R32 641
Conference	R 4 500	R10 361	R10 361

6.11.2 Budget Estimates: 1984/5

The National Council examined closely the new projection tables prepared by Mr Naidoo and Mr Dave Maharaj, the Secretary for Financial Matters.⁷⁸ The budget estimate for the 1984/5 Financial Year total R345 550 which is R150 000 more than that of the estimates for the present financial year. The escalation cost was general.

Increased expenditure had been projected for the Regional Development Fund Account and the Special Reserve Fund Account. Branch delegates in rural areas will then receive travelling subsidies. More loans for the Special Reserve Fund were being made to teachers, more especially those who have gone back to College full-time to upgrade their qualifications to M + 3.

The National Council at its meeting on 10 March 1984⁷⁹ agreed that an increase in the subscription rates was necessary

and agreed to the following table:

TABLE 3

<u>Category</u>	<u>1 September 1984</u>	<u>1 September 1985</u>
C and higher	R6,00	R8,00

There were 14 Councillors who indicated that they supported a direct increase from R4 to R8. The above proposals were presented to a Special General Meeting on June 9, 1984 which approved the increases.⁸⁰ The increase came into effect on 1 September 1984.

4.11.3 Tax Savings

The National Council took note that subscriptions were tax deductible and intended issuing members with a statement of subscriptions paid by member for each tax year.⁸¹

That the financial affairs of the Association have expanded tremendously over the past 60 years can be gauged from the accompanying financial statements for the years 1933,⁸² 1965⁸³ and 1984⁸⁴ respectively.

TABLE 4

	<u>Income</u>	<u>Expenditure</u>
1933	£ 119:2:8	£ 119:2:8
1965	R 9 427	R 9 427
1984	R324 507,12	R319 780,38

4.12 CONCLUSION

The dropping of the racial identity gave way in 1979 to the name, "Teachers Association of South Africa" (TASA). This was regarded as a positive step to the spirit and mood of the times in South Africa.

The management of the affairs of the Association is in the hands of the General Purposes Committee and the National Council assisted by a Secretary-General and the Administrative staff. The National Council represents the various branches of the Society; the Regional Councils at the moment are represented by the Branch representatives.

The Association relies heavily on subscriptions paid by members as source of income. The money thus derived is used for the running of the affairs of the Association and its various activities.

CHAPTER 5

THE TEACHERS ASSOCIATION OF SOUTH AFRICA - ITS SERVICE TO ITS MEMBERS,
EDUCATION AND THE COMMUNITY

5.1 INTRODUCTION

Since its establishment as a teacher organisation in 1925, TASA and its forerunners, SAITA and NITS (Natal Indian Teachers' Society) have engaged and involved themselves in various activities that were intended to enhance and improve the lot of the teacher and his charges. In the early years of the history of the Association, various sub-committees were formed to serve the interests of the members and the pupils and ultimately the community at large. Whenever there was a specific matter that needed attention, a sub-committee was formed to investigate and submit its report to the Executive of the Association.

5.2 SUB COMMITTEES AND ACTIVITIES OF THE NATAL INDIAN TEACHERS SOCIETY AND ITS SUCCESSORS

The Secretary's annual report for 1932 lists the following sub-committees: The Statistics Branch, Literary and Educational Branch, Pension Provisions, Provident Fund, Boy Scouts, St John's Ambulance, First Aid Committee, Ladies Auxiliary.¹ Other committees were established when the need arose.

5.2.1 The Statistics Branch

This committee was regarded as a very important adjunct of the Society. This committee was required to gather and collate whatever information was required by the Society so that it could make proper and effective representations to the relevant authorities.

The Secretary of the Society reported to the Annual General Meeting in 1933 that 'for facts and figures relating to Indian education and financial matters the Executive always looks to this branch for its guidance.'²

5.2.2 Literary and Educational Branch

The objects of this committee, as its name suggests, were to promote literary and educational activities among teachers. The publication of the Natal Indian Teachers' Society's first official organ, The Bulletin, was entrusted to the above Committee which released the issue on a monthly basis. In 1932 it was decided to discontinue publication of The Bulletin and replace it with the Indian Educator. These publications stimulated interest and schools were better informed of the activities of the Society. The Bulletin was re-issued in 1934.³

The Literary and Educational Branch arranged lectures and courses that would benefit teachers. Four lectures were held in 1934.⁴ The lectures were entitled, 'Teaching of New Geography', 'Education in Ancient India', 'Douglas Social Credit System', and 'The Need of the Co-operation of Non-European Races'. Advocate A Christopher delivered a lecture in 1937 on 'Some thoughts on Indian Education'.⁵

5.2.3 Provident Fund

As there was no Pension or Provident Fund for the benefit of teachers employed in Government-Aided School, this committee had before it the task of persuading the Natal Education

Department and the Provincial Administration to institute a scheme whereby the Administration would contribute a percentage for pension provisions to the teachers in aided schools. The Administration, however, did not agree to the suggestions because of financial stringencies.⁶

5.2.4 Boy Scouts and Girl Guides

This committee's report for 1934 lists two items of interest: a successful camp was held in Durban North in December 1933 and the Boy Scouts provided a Guard of Honour to H R H Prince George when he visited Durban in March 1934.⁷ Regular camps were organised and a spirit of fellowship was engendered.

In June 1934, as a result of a meeting of principals of suburban Government-Aided Schools, the Suburban Indian Boy Scouts and Girl Guides' Association was formed, with Mr H S Done as its first President. This new body infused new spirit into Indian Scouting. In December 1934 the first camp was held at Pietermaritzburg by 240 scouts. The interest that this created resulted in more Scout Troops being formed in several Natal centres. The Natal Indian Boy Scouts' Association came into existence in February, 1935. Mr H S Done was elected President of this Association.⁸

Meanwhile, there had risen the problem of recognition. In March 1936, the South African Scout Council offered to 'extend' the movement among non-Europeans. In 1936, Lord Baden-Powell, Chief Scout, was present at the Annual Rally of 1 700 Scouts and 250 Guides. The Chief Scout, in the course of his remarks, indicated that the Indian movement

would soon receive the recognition sought.⁹

At the end of 1936, the South African Indian Boy Scouts and Girl Guides received full recognition by the South African Boy Scout and Girl Guide Council. The South African Indian Scout Association was then affiliated to the International Bureau in London, with its own Deputy Commissioner and other officials.¹⁰

The inaugural meeting of the Natal Indian Girl Guides Association was convened by the Natal Indian Boy Scouts and Girl Guides Association on 20 February 1937. Mrs R A Banks was elected President, and among those who took the Tenderfoot promises and became Guiders were Mrs E Thomas, Miss R Soodyall, Mrs Lois Vinden and Miss D Isaacs who were all active members of the Society.¹¹

5.2.5 The Ladies' Auxiliary

The Ladies' Auxiliary was established to help the Society in all its activities. While still in its infancy in 1929 it had exercised considerable influence over the lady members of the Society. Meetings were held on every Thursday and Saturday.¹²

A concert organised by the members in July 1929 added twenty-three pounds to the funds of the Society. Another variety concert was held at the Emmanuel Hall in August 1929.¹³

The Auxiliary possessed some really fine musical talent, one

of the members being a Licentiate of the London College of Music, Miss S L Lawrence.¹⁴

The recommendation by the members of the Ladies' Auxiliary that domestic science classes be established for Indian girls had materialised. This was received with great enthusiasm by the lady members of the Society and the community.¹⁵

The Secretary of the Society reported in 1932 that "the example set by this band of enthusiastic ladies should arouse interest among the new teachers to take a more active interest in the welfare of the Society."¹⁶

The Ladies' Auxiliary continued with its activities but poor attendance and support in the 1940s eventually led to its disbandment in 1948. Miss S M Lawrence, the organiser of the Auxiliary, suggested to the Society that lady teachers be co-opted into the various sub-committees of the Society as all her attempts to resuscitate the Auxiliary had failed. Her recommendation was accepted by the Executive of the Society.¹⁷

5.2.6 St John's Ambulance First Aid Committee

A sub-committee was formed in 1932 to encourage teachers to learn first aid as this knowledge would help them if emergencies arose in school. The Secretary of the Society reported that 17 candidates were successful in their First Year's Course and have been the recipients of certificates issued by the St John Ambulance Association.

These first-aiders played an important role at school functions

and also public meetings.¹⁸

5.2.7 Coronation Celebration Sub-committee

That the Natal Indian Teachers' Society played a vital role in the affairs of the community was evident in its participation in matters other than educational.

The Society participated in the Celebration of the Coronation of King George VI in 1937. The Society's sub-committee for the celebration co-operated with representatives of the Natal Indian Congress, Colonial Born Indian Settlers Association, Municipal Employees' Association and Durban Indian Sports Ground Association to formulate a programme for the event. The Society was placed in charge of the Children's Celebrations.¹⁹

At the Society's Executive Meeting on 1 June 1937 it was reported that the Celebrations were a resounding success. A letter from the Mayor of Durban expressing appreciation for the Society's role in the Celebration was read and noted.²⁰

The Chairman of the Society also reported on the colossal task undertaken by the Society to celebrate the occasion, and to cater for 13 000 school children was no easy task.²¹

5.2.8 Carnegie Trust Fund and Circulating Non-European Library

Towards the end of the year 1929, a movement was established by Dr C T Loram to devise ways and means whereby the non-Europeans

in Natal would also share the benefits from the Carnegie Library Fund. As a result of Dr Loram's effort a committee was formed, and Mr Maurice Web and Mr F H Rookes were elected Chairman and Secretary respectively.²²

In keeping with the Society's aims and of wanting to help Indian education, Mr A Rai (Honorary Life Vice-President of the Society) represented the Society on the above-mentioned Committee, and below is part of his report presented to the Sixth Annual Conference of the Society held at Sastri College in July 1931:²³

The Carnegie Trust Library (Non-European Section) Committee has been working steadily, and with the funds at their disposal have been endeavouring to do their best to obtain the maximum value for money expended on the purchase of books. The Natal Education Department is also assisting in this connection by voting a certain sum of money monthly towards distribution charges and for the construction of distribution boxes. The idea is that schools that have been selected as depots will receive two boxes for, say, three months or six months, thereafter on return another set would be despatched, and so on. Books specially selected to meet the requirements of the readers are being received, and the boxes are also on hand.²⁴

The report continued:

The following is a list of depots as far as Indians are concerned for the present, the list being tentative, for with the growth of the service additional depots would be established: M KGandhi Library, Durban; Sastri College, Durban; Verulam Government-Aided Indian School; Fairbreeze Government-Aided Indian School; Stanger Government Indian School; Clairwood Government-Aided Indian School; Umzinto Government-Aided Indian School; Port Shepstone Government Indian School; Sydenham Government-Aided School; Pinetown Government Indian School; Malvern Government-Aided Indian School.²⁵

The report further stated: " It is hoped that at the beginning of next term (August 1931) books would be despatched to the various centres, together with instructions regarding use and return."²⁶

The Natal Teachers' Society recorded its appreciation of the services of the Committee, and also thanked the Superintendent of Education for the assistance given to further the work of this Circulating Library.²⁷

5.2.9 School Accommodation

The question of accommodation for pupils in both primary and secondary schools engaged the attention of the Society from its establishment in 1925 to the late 1970s when the problem was eventually solved.

The School Accommodation Sub-Committee reported to the Executive Meeting of the Society on 7 October, 1937 that "the matter (accommodation) was serious and that it was necessary that Mr Macleod (Inspector of Education) should be seen personally and asked to stay his hand until something could be done to find the necessary accommodation for the children..."²⁸

The Chairman felt that the parents should be informed of the seriousness of the position and asked to co-operate with the Society to find a solution.²⁹

The Association over the years has made regular and urgent representations to the authorities to solve the accommodation crisis in Indian Schools.

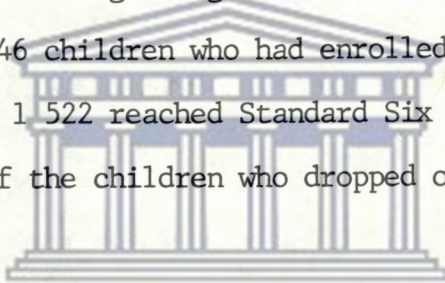
In his Presidential Address to the Eighth Annual Conference, Mr T M Naicker stated that since the Society's founding it had demanded universal education for the Indian community. He was convinced that as a result of the Society's efforts, accommodation and the number of schools had doubled since 1925. That there were 13 government and 70 government-aided schools with a total enrolment of 18 000 pupils was, he felt, as a consequence of the Society's efforts in this regard.³⁰

In 1934 the President noted with appreciation that as a result of representations made by the Society, the Provincial Administration, for the first time, voted an additional sum of

£10 000 (ten thousand pounds) and that this augured well for the future expansion of Indian education in Natal.³¹

The Education Commission of 1937 investigated the problem of accommodation.³² It found that the average life of the Indian school child was so short that "it would appear that the vast majority of Indian Children do not acquire the rudiments of primary education."³³

Thousands of children had been sent to school but had not been kept there long enough to receive an adequate education. Thus, of 6 146 children who had enrolled in sub-Standard One in 1931 only 1 522 reached Standard Six in 1936. A large proportion of the children who dropped out of school was girls.³⁴



As early as 1940 the idea of a platoon system of education (2 school sessions using the same plant) was mooted.³⁵

The Executive felt that the system (which was soon after established) should not be allowed to take a firm footing. The President, Mr V S Naidoo, suggested that "an assurance be obtained from the Department to the effect that the system be only a temporary measure."³⁶

However, the problem of accommodation in the 1940s and 1950s was only partly solved by the Platoon System which was to be adopted wherever the school plant would permit its operation.

Instruction in these schools was to be reduced to four hours by careful pruning of the curriculum to make it possible for both schools to proceed to the same level.³⁷

The 115 531 primary pupils of 1965 were accommodated in 255 schools. This gives an average of over 450 to a school, a rather high figure when it is considered that only about one quarter of the 255 schools had an enrolment of over 450.³⁸

The high average is accounted for by the running of the double shift or " platoons " at a number of schools. In 1965 the double shift system existed at 119 schools. The Afternoon classes (or second shift) of these schools had a total enrolment of 30 423 pupils.³⁹



TABLE 1

No of Pupils in Platoon Schools in 1966

	<u>No of Platoon schools</u>	<u>No of afternoon pupils</u>
Government schools	29	9 670
Government-Aided Schools	<u>90</u>	<u>20 753</u>
	<u>119</u>	<u>30 423</u>

Since the take-over of Indian education by the Central Government in 1966, the Department of Indian Affairs devoted most of its energies to solving the problem of accommodation in Indian schools.

In 1966 the school population in Natal was 134 152. This population increased to 159 620 in 1975 representing an increase of 18,18%. In the Transvaal the school population grew from 21 814 in 1967 to 22 569 in 1975, representing a growth of 3,46%.⁴⁰

On transfer of Indian education in Natal there were many more state-aided schools than state schools. In April 1966 there were 66 state schools and 215 state-aided schools.⁴¹

Mr R S Naidoo, in his Presidential address at the 47th Annual Conference, appealed to the authorities to upgrade and update the facilities of aided schools and to eliminate the 'platoon' system if the introduction of the 'Differentiated System' of Education was to be successful.⁴²

That the authorities had heeded the Association's calls there was no doubt. As at March 1975 there were 148 state schools and 150 state-aided schools. Since 1966 and up to 1975 the Department of Indian Affairs built 69 primary and 23 high schools. This is apart from the programme of modernizing and extending facilities at 37 existing primary and high schools.⁴³

The school building programme provided for the natural growth of the school population, the elimination of platoon classes, the resettlement of Indians brought about by the Group Areas Act and the replacement of schools and classrooms that were in an unsatisfactory condition.⁴⁴

In 1981 there were 221 000 Indian pupils accommodated at 414 schools throughout the Republic. Of these, 8 400 were accommodated in 247 platoon classes at 46 primary schools.⁴⁵ The Department managed to reduce the number of pupils in platoon classes in 1982 to 6 000 who were accommodated in 175 classes at 32 schools. This was achieved by opening 32 new schools in 1982.⁴⁶

The Director announced on 19 April 1984 that the platoon school system had finally been eliminated. This was a happy day for the Association and Indian education as a long struggle had come to an end.⁴⁷

5.2.10 Natal Indian Schools' Building Trust

The Society realised that the accommodation position was serious and decided to establish a school building fund. At an Executive Meeting held on 26 May 1951 a sub-committee was established to draft details of the School Building Trust Fund Scheme for presentation to the community.⁴⁸

The objective of the Trust Fund was to collect funds from teachers to build schools. This was adequately summed up by The Teachers' Journal of June, 1952 which stated: "There is only one solution to the problem of accommodation in general. Schools must be built, and at as fast a rate as possible".⁴⁹

Because of the crisis situation Dr A D Lazarus, President of

the Society, pioneered the founding of the Natal Indian Schools' Building Trust. When the Trust Deed was registered on 28 November 1953 some hundred teachers were contributing to the Fund by stop order against their salaries. The Deed records that the original donors were Dr A D Lazarus and Messrs P Naidoo, V K Naidoo, A N Lazarus and B D Lalla.⁵⁰

The Trust appealed to the Indian community of Natal for funds. The appeal was also directed to Indian teachers who were asked to give up one or more of their annual increments in favour of the Trust.⁵¹ The response was overwhelming - from teachers and pupils. Pupils at schools were encouraged to buy Building Fund stamps and this proved a popular and successful venture. In November 1954 Mr D G Shepstone, the Administrator of Natal handed over to Dr Lazarus, President of the Natal Indian Teachers' Society, a cheque for £10 494 17s.3d (ten thousand four hundred and ninety-four pounds/seventeen shillings and three pence) being proceeds of stop orders against teachers salaries in favour of the Trust.⁵²

As at July 1960 an amount of £25 000 (Twenty-five thousand pounds) was raised. In the main the cash in-flow was employed to provide additional plant at existing schools in pressure areas. A heavy responsibility rested on branches which were required to examine and report on the many applications for assistance.⁵³ The July 1960 issue of The Teachers' Journal records how the funds of the Trust were utilised:⁵⁴

110 applications were received for assistance
46 grants totalling £20 314 were voted
24 further applications were under consideration
2 loans (not grants) were authorised.

The grants ranged from £100 (a hundred pounds) to the Kanhie School to £1 000 (one thousand pounds) to the Hindu Tamil Institute School and Clare Estate Primary School. In the Pietermaritzburg area, Howick West School received a grant of £700 (seven hundred pounds) and the New Hanover School a vote of £400 (four hundred pounds.)⁵⁵

The required guarantee for a loan was not forthcoming from the proprietors of the Waschbank School which was under threat of legal proceedings for debts incurred in maintaining the school in the sum of R3 737,10. In return for an advance of this sum made by the Trust it took transfer of the School on a gentleman's agreement that the school committee would repossess the school within five years upon repayment of the loan. Some twenty years later when the agreement had not been honoured the school was sold to the state and the accruing revenue of R11 500 had been invested in the name of the Trust. The school is now state-controlled.⁵⁶

The Trust also received a donation of land in Reservoir Hills in Durban from the Modern Town Planning Commission for the erection of a school. The seven-classroom school costing

£13 000 (thirteen thousand pounds) was built in 1961 from Trust Funds plus a fifty percent grant from the Provincial Administration. Owned by the Trust, the school was named the Dr A D Lazarus Primary School in honour of and as a tribute to the founder and chairman of the trust.⁵⁷

The role played by the Trust at a time of urgent need cannot be over-emphasised. However, the reaction of many people in the Community to the Building Trust was not always complimentary. For example, the Leader's political columnist stated that:

It is unfortunate that the Teachers' Society has, by mooting its Trust Fund, shifted the responsibility for education on to the Indian people themselves - even if they do not admit this ... Let the authorities fulfil their duty to the Indian community, and let the teachers stick to teaching.⁵⁸

In the final address by an official of the Natal Education Department to the 39th Conference of the Society, before Indian education was taken over by the government, Inspector Mr S L C van der Walt, said that he had always been impressed by the contribution which the Indian community has made towards the building of schools for its children. He stated that as at 1965 there were 219 schools that were built with help from the community. He also informed Conference that since 1951 the Indian community had contributed R1 600,000

as its share of the cost of erecting schools.⁵⁹ (The Natal Education Department contributed one rand for every rand of the community's donation.)

5.2.11 Arts and Crafts Exhibitions

To foster and stimulate interest in Arts and Crafts in schools the Natal Indian Teachers' Society from its very early years inaugurated a biennial Arts and Crafts Exhibition. The first such exhibition was held in 1929.⁶⁰

The Secretarial report presented to the Annual General Meeting of 1934 stated that the Biennial Arts and Crafts Exhibition for 1933 was opened by the Mayoress of Durban, Mrs Percy Osborn, and was held as usual in the Carlisle Street Government Indian School.⁶¹ The range of exhibits displayed were all of a very high standard and was the subject of comment in the various reports of the judges.⁶² The number of exhibits totalled 3 000 and 5 Government and 24 Government-Aided schools participated in the Exhibition.⁶³

In 1966 the Daily News, a Natal evening newspaper, commented on the work submitted by pupils of 50 Indian schools of Natal at the Annual Art and Crafts Exhibition of the Society.⁶⁴ The standard was high and won praise from the panel of judges, the report continued. According to Mr Baillie - Searle, who judged the entries of the arts section, the general standard was high. Mr G How (handicrafts judge) said that the standard

of work, especially for those between the age groups of 10 to 14 years, was very good indeed and, with few exceptions, showed careful attention to finish, colour and general design. Of the needlework exhibits, both Miss P Osborn and Mrs Begbie said the work on the whole was attractive and the finished appearance satisfactory.⁶⁵

The 1968-1969 Committee for Arts and Crafts, functioning from Pietermaritzburg, was charged with the responsibility of organising the Association's first National Exhibition which was opened by the Director of Indian Education, Mr P W Prinsloo, on Saturday 31 May 1969.⁶⁶

The exhibition was held during the week 31 May to 5 June 1969 at the Royal Agricultural Show Hall in Pietermaritzburg. There was magnificent response from the branches of the Association in Natal and the Transvaal.

The following brief summary of the exhibits displayed gives some indication of the volume of work involved:

<u>Department</u>	<u>Number of Exhibits</u>
Art	811
Needlework	809
Handwork	404
Technical	400
Homecrafts	80
Industrial	54
Photography	37
Creative Writing	250

The judges all commented favourably on the high quality of the work produced in the schools.⁶⁷

5.2.12 Nursing

With the growth of greater hospital facilities, the demand for nurses increased. The Society, in order to encourage Indian girls to take up nursing as a career, instituted a bursary scheme in 1947.⁶⁸ A sum of £30 (thirty pounds) was made available for the year 1948. The bursary was to be awarded to any girl who possessed the Primary School Certificate and thereafter proceeded for nurses training.⁶⁹

The Executive Meeting of 10 September 1949 agreed that a campaign should be launched to accelerate the rate of recruitment to the nursing profession. Assurances of financial support for the campaign were given by the representatives of several branches.⁷⁰

Mr R W Nobin stated that the Pietermaritzburg Branch was planning to hold a concert in December (1949) to raise £200 (two hundred pounds) of which part would be given to help the Society's Bursary Scheme for trainee nurses. Mr S Dwarika stated that the Stanger Branch had set aside the sum of £10 (ten pounds) to help any Std VI girl in the district, who wished to become a nurse, to sit for the Junior Certificate Examination.⁷¹

Recognising the importance of advertising the aims of the society and the need to raise more funds for the scheme, the Society established a sub-committee for the purpose.⁷²

The bursary scheme was later (1960) incorporated into the Scholarships and Bursary Scheme of the Society.⁷³

5.2.13 School Sports and Athletics

While organised games were played in all schools the first effort to provide games on a competitive basis was made in 1920 by the Durban and District Indian Schools' Football Association - a body initiated by teachers.⁷⁴ For a long time soccer was the only game fostered by this body, but in recent years the officials have interested themselves in athletics, hockey and cricket.

The success of the Durban Association led to the formation of similar Associations in the rest of Natal. In 1939 it was necessary to co-ordinate these bodies and the Natal Indian Schools' Football Association came into existence. Natal competitions were organised annually.⁷⁵ In 1950 the Natal Indian Sports Association was formed by teachers to foster athletics and other branches of sport.

Today organised school sports in Natal is under the aegis of the Natal High Schools Sports Federation. The 1984 officials were all members of the Association. Mr P C Samuels, the President of the Teachers Association of South Africa, delivered the key-note address at the 26th Annual General Meeting of the Federation on Saturday, 3 March 1984 at the Teachers' Centre.⁷⁶

Mr Samuels, a former President for six terms of the august School Sports body, gave a brief overview of the past 25 years of the Federation. He made specific reference to the role of the Natal Indian Primary Schools' Sports Federation, a body run by school principals and teachers, in the formation of the Federation.⁷⁷

Mr M Singh, the Federation's President, in his address said that it was up to the affiliates of the Federation to be resolute to uphold the principles, aims and objectives of the Federation. His remarks were made in reference to attempts by the Division of Indian Education of the Department of Indian Affairs to take over control of all school sport.⁷⁸ 'That these arrangements are in an advanced stage of development cannot be doubted but their actual implementation will depend on our affiliates and how resolute they are to remain an integral part of Natal High Schools' Sports Federation', said Mr Singh of the impending take-over.⁷⁹

5.2.14 Red Cross Society

Kunwarani Lady Maharaj Singh, wife of the Agent-General for India in South Africa, saw the need for voluntary aid duty work among Indian women. Through her efforts the first Red Cross class was started in August 1933. The movement began with six teachers - Ms M Moodley, Ms M A Lawrence, Ms E Peters, Ms S M Lawrence and Ms E Thomas. As at 1950

there were five Senior Detachments and over 300 Juniors to the Red Cross Society. In 1949 three members of the Natal Indian Teachers' Society were awarded the King's Medal for long and efficient service.⁸⁰

Miss Sylvia Lawrence was presented with the 50 year Service Award and the 7th Clasp Award to the Voluntary Services Medal at the annual inspection of the Red Cross Corps, held at the Red Cross Hall (Durban) in September 1984.⁸¹ This is the first time Natal had gained a 50-year medal. Miss Lawrence, who is the only surviving member of the 117 Pioneer Detachment still on active service is a lecturer in first aid and home nursing.⁸²

In recognition of her service to the community, Miss Lawrence had been awarded the Nadaraja Award from the Indian Academy of Durban, the 'Aspro Award of Merit' and the Papal Medal from Pope John Paul II.⁸³ She retired from her position as headmistress of the H S Done Girls' School several years ago and is active in teachers' and community affairs.⁸⁴

5.2.15 Music Festivals

The Society formed a Music Sub-Committee in 1957.⁸⁵ The objective of the committee was to promote a love and appreciation of music by teachers, pupils and the community.

The Music Festivals were held annually in Durban. The third Festival was held in August, 1959, at the Durban City Hall.⁸⁶

Six hundred pupils from 22 Natal government primary and secondary schools and students from the Springfield College participated, in what was regarded as the biggest Indian Music Festival.⁸⁷ The programme included massed choirs, solos and 10 individual items. The singing was under the direction of Phillip Britton, organiser for music for the Natal Education Department.⁸⁸

A special performance was given for an adult audience.⁸⁹ Miss S M Lawrence, chairperson of the Society's Music Sub-Committee together with Mr Patrick Quirk, music lecturer from Springfield College of Education, produced the opera, 'MIKADO' by Gilbert and Sullivan as one of the items to celebrate the Indian Centenary in 1960.⁹⁰

The 5th Annual Music Festival was held at the Durban City Hall on August 1961. Folk songs were rendered by 800 children. The mass choir was drawn from all schools where music was taught. The choir was conducted by Mr Patrick Quirk, music master at Springfield College of Education.⁹¹ The Graphic (Indian weekly) reported that Miss Lawrence⁹² and Mr P R Singh deserved credit for fostering music in the Indian community.⁹³

5.2.16 Teachers' Vacation Course at Sastri College -1931

A vacation Course for teachers was held from Monday, 6 July 1931 to Friday 10 July 1931 at Sastri College. Lectures were held on Arithmetic, Kindergarten and Hygiene. During the

course various activities were organised for the teachers. Tennis matches and a soccer tournament were organised for the participants.⁹⁴

5.2.17 Workers' Continuation Classes

Under the supervision of Mr S M Moodley and the co-operation of a splendid band of enthusiastic teachers, Continuation Classes for workers had been conducted for nearly two years at a great sacrifice. The Classes which produced very good results were conducted with the assistance of the Indian Workers' Congress.⁹⁵

5.2.18 Emergency Measures during the War:

The following resolution, after lengthy discussion at an Executive Meeting of the Society on 14 June 1940, adopted upon the motion of Mr T M Naiker and seconded by M E Thomas:

That the Natal Indian Teachers' Society hereby resolves and offers its services to co-operate with the Government, the City Council and the Indian Community in the event of a National Emergency in undertaking the following:

- a) Evacuation of children
- b) Rendering First Aid
- c) Assisting the Civil Population
- d) Raising and distributing Funds and necessities generally and to assist in all matters incidental thereto.⁹⁶

5.2.19 Teachers' Centre and NITS Investments, Ltd

Many teachers felt that the Natal Indian Teachers' Society should establish a Teachers' Centre. In 1947 the staff of the Umgeni Primary School suggested that the Society build a Club-House cum co-operative store. The teachers of this school were prepared to contribute to this project.⁹⁷ The staff of the Greyville School were prepared to pay five shillings per month for 3 years towards the project. The teachers of this school also felt that the project should be income-producing eg. buildings to include flats that could be rented.⁹⁸ However, the Executive made it clear that they were not interested in a business venture but would support the idea of a Teachers' Centre - headquarters and home for the Natal Indian Teachers' Society. Mr Lalla, the President, fully supported the idea of a Teachers' Centre.⁹⁹

Dr A D Lazarus (awarded a honorary doctorate by Natal University in 1984) moved a resolution, seconded by Mr S Khan "that general meetings of teachers be held at various centres to enlighten teachers about the proposed centre and get them to support the scheme."¹⁰⁰

The support for the scheme gained ground. By June 1947 the Teachers' Centre Fund stood at £73-9-6d (Seventy three pounds nine shillings and sixpence).¹⁰¹ The Executive Council decided

that a deputation consisting of the Chairman, Secretary, and Dr A D Lazarus interview the City Council for a grant of land for the proposed Teachers' Centre.¹⁰²

The Executive Committee thereafter appointed Mr B D Lalla and Dr A D Lazarus to a Committee to devise ways and means of raising the necessary funds for the establishment of a teachers' Centre.¹⁰³ Whilst many teachers were ecstatic about the project (initiated by Umgeni and Greyville members) there were others who had certain reservations about it. Mr Simon David pointed out that the primary objection from some teachers was that the proposed centre would produce no monetary return to the contributors.¹⁰⁴ Mr David suggested that a limited liability company be established. It was agreed that the scheme be a self-supporting, non-profit-making enterprise.¹⁰⁵

In the order of priorities it was not before the objectives of the Natal Indian Schools' Building Trust and the streamlining of the Branch machinery had received due attention that the Society was able to turn its attention once again to the idea of its own home - a Teachers' Centre.¹⁰⁶ At the annual conferences of the Society in 1957 and 1958, Mr R S Naidoo, the Treasurer, was invited to lead discussion directed towards the formation of a Public Company in which teachers would participate as shareholders. The plan was received enthusiastically and to consolidate the interest of teachers, Dr A D Lazarus, the President, addressed

members at branch meetings held throughout Natal.¹⁰⁷

By 1959 the officers of the Society began negotiations for the purchase of fixed property (a Church Building) in Durban. In extent the land was 7 210 square feet and the purchase price was fixed at £30 000 (sixty thousand rand). June 11, 1960 was a day of historical importance in the development of the Society and its successors, for it was on this day that seven members constituted themselves as the founder members of NITS Investments, Ltd.¹⁰⁸ The original signatories to the Articles of Association were Dr A D Lazarus, Mr R G Pillay, Mr P Naidoo, Mr R S Naidoo, Mr V K Naidoo, Mr M Joseph and Mr B D Lalla. Mr R M Naidoo, auditor of the Society, accepted office as Company secretary.¹⁰⁹

The company was registered on 14 July 1960 with a share capital of R200 000,00 (two hundred thousand rand) made up of 10 000 ordinary shares of twenty rand each . Teachers were canvassed throughout Natal to purchase the shares and the Company was only registered when the teachers gave their whole-hearted support to the project.¹¹⁰

Negotiations were begun for the purchase of the fixed property bounded by three road frontages of Albert Street, Beatrice Street and Fountain Lane in Durban. A bond of R24 000 was registered

with the South African Permanent Building Society.¹¹¹

This purchase would not have been possible, in the first instance, if it were not for the confidence displayed in the project by two of the Company's original directors, Messrs R S Naidoo and R G Pillay who were prepared to guarantee the bond against their own private fixed properties.¹¹²

As the weeks, months and years rolled on, and not without some degree of coaxing and cajoling the comparatively lowly paid Indian teacher was persuaded into acquiring shares for which he paid in monthly instalments of varying sums. The Natal Education Department and later, the Department of Indian Affairs, co-operated with the Company by allowing share capital subscriptions to reach the company by way of a stop order on teachers' salaries. When the Centre was opened in 1978 the Company was receiving an average capital income of R20 000 per month.¹¹³

From the inception, the primary objective of the Directors of NITS Investments was that its property should eventually be developed into a permanent and ostentatious Centre¹¹⁴ for the teaching fraternity while at the same time it should be sufficiently productive economically, so as to provide a reasonable return to investors.¹¹⁵

Enquiries and consultations with the architect pointed conclusively to the distinct advantage of developing such a valuable site to its fullest potential. The Directors studied many blueprints and finally, the shareholders in 1974 approved of an ambitious multi-storey project that was to cost over R1 300 000,00 (One million three hundred thousand rand). Thus it became necessary to increase the company's capital from the original R1 200 000,00. The registration of the new capital was completed and a team of canvassers called on teachers and met with considerable success in the scale of the new share issue.¹¹⁶

The 15-storey Teachers' Centre was completed in 1977 some three years after building operations began. Friday 30 June 1978 was a red-letter day in the life of the South African Indian Teachers' Association. It marked the official opening of the four floors which constituted SAITA's headquarters. Mr P C Samuels, President of the Association performed the honours.¹¹⁷

From the humble beginning of operating from the staff rooms and other make-shift arrangements at Pembroke Chambers, Valbro Chambers, Kajee's Building CNR House, SAITA proudly moved into its new home, as it were, in premises which the Association owns in part and in concert with its members.¹¹⁸

The Teachers Association of South Africa (successor to SAITA)

now occupies four floors of the building which presently constitutes the TASA headquarters. In the present form it represents a dream come true. Today TASA carries out its multifarious duties and functions from this prestigious building. Not only the building, but its activities that emanate from here, has certainly enhanced TASA's status as a teacher organisation and helped it to play a vital role in the development of Indian Education in South Africa.

5.2.20 Death Benefit Fund

In 1968 the Association put into operation a scheme whereby dependants of deceased members would benefit by the payment of an outright grant of R100,00. The following were some of the conditions attached to the scheme:

- a) A sum of R100 (subject to review) is to be paid to the dependants of deceased members.
- b) The benefits apply only to in-service members (retired and associate members are excluded).
- c) The payment is to be regarded as a gratuity, payable on the death of a member .
- d) The benefits are to be payable to the surviving spouse or other dependents. Should a deceased member leave no dependents, no payment shall be made.
- e) The scheme is to be reviewed annually.¹¹⁹

Presently the amount payable is R175,00.¹²⁰

5.2.21 Medical Aid Scheme

For a number of years the Natal Indian Teachers' Society had been exploring the possibility of setting up some fund or other for the purpose of giving financial assistance to teachers who have been boarded out of the service by the Natal Provincial Administration on medical grounds.¹²¹

In 1956 the Teachers' Benefit Scheme was launched and subscriptions collected from prospective members. But before the scheme could begin to operate negotiations took place between the Society and a number of companies for a type of insurance which would cover a teacher who was boarded out of the service on medical grounds. Finally, the Society obtained the best offer from the Union Guarantee Insurance Company. However, the Teachers' Benefit Scheme was discontinued in 1960.¹²²

The Insurance and Benefit Fund Sub-Committee then suggested, and the Executive agreed, that the Sub-Committee consider the possibility of setting up a Medical Aid Scheme. This was to be a scheme to be wholly funded by the Society by way of monthly subscriptions on a stop order basis.¹²³

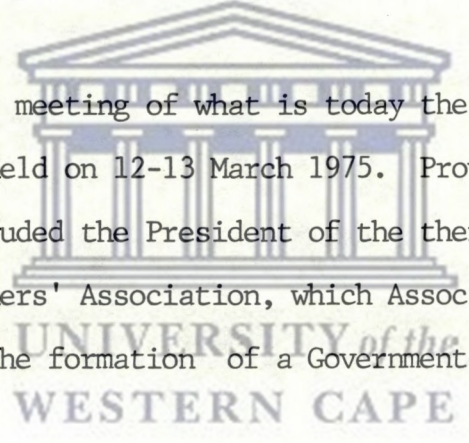
Prior to February 1974 the Cabinet of the Government of the Republic of South Africa had become aware of the need for an organised medical scheme for non-Whites in the Public Service.¹²⁴

A conference was subsequently held on 1 February 1974 in the

office of the Registrar of Medical Schemes. Among those present at the conference were representatives from the Central Council for Medical Schemes, nearly all Government Departments, the Post Office and the four Provincial Administrations.¹²⁵

The Conference agreed that there was a distinct need for a medical scheme for Indian staff, particularly among the middle and higher income groups, who were able to pay for more than the facilities available under free hospitalisation and out-patient services.¹²⁶

An inaugural meeting of what is today the Sanitas Medical Scheme was held on 12-13 March 1975. Provincial Committee members included the President of the then South African Indian Teachers' Association, which Association had decided to support the formation of a Government-sponsored medical scheme.¹²⁷



The inaugural meeting held in March 1975 spawned the National Indian Medical Scheme (NIMS). Perhaps a fair description of NIMS at that time was that of an Indian Medical Scheme run by a predominance of Government officials.¹²⁸

However, two significant developments emerged:

Firstly, administration of the medical scheme was privatised through the appointment of a privately-owned, profit-motivated

medical aid administration company.¹²⁹

Secondly, teachers soon became the dominant members on the Scheme and through the well-organised offices of the Teachers Association of South Africa, effective control of the Management of Sanitas was gained by teachers.¹³⁰

As Sanitas, the Scheme has grown from small, financially shaky beginnings into a large (10508 voluntary members) financially sound, vigorous and competitive scheme.¹³¹

5.2.22 Bursaries and Scholarships

The Association assists teachers who need financial assistance to further their studies. Presently, the amount granted is R500 per teacher. Up to March 1985 this was an interest-free loan payable when the course of study had been completed.¹³²

In recent years many in-service teachers have decided to improve their qualifications by attending the Training Colleges on a full-time basis. The Association decided that applications for subsistence loans would be R1 200 (one thousand two hundred rand).¹³³

The Vice-President for Financial Matters reported that an amount of approximately R40 000 would be available in the special Reserve Fund from April 1985 for loans to teachers

in order to upgrade their qualifications.¹³⁴

Due to the increased demand for study and subsistence loans during the financial year 1984/85 the Association found difficulty in accommodating these applications from the amount budgeted for this purpose. It was therefore decided to utilize investment funds with the following interest charge applicable:

- a. Study Loans: interest rate of 12,5 per cent per annum from 13 April 1985. In the case of part-time students the interest would be levied with immediate effect and in the case of in-service members the interest would be levied after a period of two years - calculated on the basis of simple interest.¹³⁵
- b. Subsistence Loans: interest rate of 18 per cent per annum from 9 March 1985.¹³⁶

The Association has been recently considering the allocation of a second subsistence loan because of the many financial problems facing in-service students. It is anticipated that this facility would materialise shortly.

During the period August 1984 to July 1985 a total of 33 study loans amounting to R17 250 were awarded. Subsistence loans on a monthly basis amounted to R5 200 for the above period.¹³⁷

5.2.23 A Socio-Economic Study of Indian Teachers in South Africa

This study was undertaken in 1971 at the request of the South African Indian Teachers' Association by the University of Natal. The Association was anxious to obtain information relating to its members, particularly about aspects such as regional distribution of membership, age and sex, professional and academic qualifications, accommodation and income and expenditure.¹³⁸

The study revealed significant data. There was, for example, a large number of state-aided schools in Natal, but none in the Transvaal. This suggested a difference in educational tradition in the two provinces. The existence of many more rural schools in Natal pointed to a different way of life for for a considerable proportion of its population.¹³⁹

In the Transvaal there was a larger proportion of pupils in high schools than in Natal. This indicated a difference in the economic status of the populations of the two provinces. Further, the Transvaal required teachers with higher qualifications for its high schools. This was revealed in the larger percentage of Transvaal teachers in the higher ranges of the salary scale.¹⁴⁰

Three factors determined a teacher's salary: years of service, qualifications and sex. Attention had been drawn in the report to the differences in each of these factors. The report showed, for example, the preponderance of teachers in the

smallest category of years of service, viz. 0-12 years. This had, of course, an important bearing on average salaries.¹⁴¹

Though more than 90% of teachers were professionally qualified, over 40% had an academic qualification of J.C.+ 2 year or M + 1 year or less. Each successive year should increase the proportion of older and better qualified teachers in the profession, thus enhancing average salaries.¹⁴² If there was to be a drain from the profession, it was likely to occur in the ranks of younger teachers.¹⁴³

The report included an analysis of the number of teacher trainees in respondents' households. This information was deemed to be of significance to the Association if it decided to assess whether these households were providing a satisfactory quota of future teachers.¹⁴⁴

It was evident that by professional standards the salaries of Indian teachers were low. The fact that there was not a larger proportion of deficits in the study of their budgets meant that teachers had to cut their suits according to their cloth. The best indication of this was the low average cost of accommodation (R29,66) of heads of households. This meant inferior accommodation and there was little doubt that the anticipated increase in salaries would have been applied by many teachers, as a matter of priority, to the improvement in their standard of accommodation.¹⁴⁵

5.2.24 Economic Services for Teachers

The Association undertook a variety of enquiries in an effort to offer as many economic benefits to teachers as possible.

The most significant move was the formation of a company solely owned by the Association. The company, Teachers Economic Benefit Scheme (Prop.) Limited (TEBS) was officially registered on 6 May, 1985 under the Companies Act with the Registrar of Companies. The Company, which is the brain-child of the Teachers Association of South Africa and which is the sole shareholder, has as its main objective the extending of economic benefits to members. ¹⁴⁶

The Company would initially sell household goods which the member could purchase at competitive discount prices upon the presentation of a membership card. The Company would utilize the fourth floor of the Teachers' Centre for showroom purposes. ¹⁴⁷

5.2.25 Research Bureau

The General Purposes Committee of the Teachers Association of South Africa found no satisfactory way of dealing with the numerous complaints received from members in respect of the working environment in general and about the prescriptive nature of supervision in particular.

The Association therefore established a Research Bureau in 1980 to enquire into areas that were causing teachers stress. ¹⁴⁸

Complaints , for instance, from teachers in the Junior Primary Phase in certain geographical areas and from teachers of English corroborated what members of the executive were hearing from teachers all over the country. The question that, therefore, had to be answered was: Were teachers being under undue stress?¹⁴⁹

The Research Bureau's first directors were Mr P C Samuels (President) and Mr M F Cassim (Vice-President for Professional Matters).¹⁵⁰ The Research Bureau's first major investigation was an enquiry into "certain areas of work conditions of teachers." The General Purposes Committee asked the directors to design a questionnaire for the investigation. This was prepared and subsequently approved by the National Council of the Association. The office of the Director of Education was also asked to examine the questionnaire and it was found to be acceptable.¹⁵¹

Some 390 members returned the questionnaires duly completed. This constituted 41,05% of the sample selected. The Researchers concluded that teachers were unhappy about the method of supervision of their work by inspectors, the system of merit assessments and their salaries. The Research findings were forwarded to the Director of Education.¹⁵²

Major changes in the salary structure of teachers were implemented in 1981.¹⁵³ The Department of Education and Culture is presently conducting research into aspects of

assessment and promotion of teachers. The role of inspectors and subjects advisers is also being probed and redefined.¹⁵⁴

In 1981 the Research Bureau undertook a pilot study into the work of the Junior Primary teacher.¹⁵⁵ The Research Bureau, in its efforts to reduce the day to day workload of the teachers at schools, published in 1983 a comprehensive and compact record book called "The Compendium of Teachers' Records".¹⁵⁶

This new publication contained provision for the data that had been maintained hitherto in the Mark Book, Journal and Daily Forecast. Permission for the use of the record book was granted by the Division of Education and it had been favourably received by most teachers.¹⁵⁷

The Research Bureau continues to make a significant contribution to the work of TASA.

5.2.26 Diamond Jubilee Committee

The Diamond Jubilee Committee was formed in 1984 to organise activities to commemorate the diamond jubilee of the Association which was held in 1985.¹⁵⁸

The Committee decided that the Diamond Jubilee Celebrations be held on a National basis with centres in Durban, Pietermaritzburg, Johannesburg and Cape Town. Some of the events

organised for the celebrations were a Musical Production of 'Oliver', a Sports Festival, Arts and Crafts Exhibitions, Essay Competition, Poetry Competition and a Science Technology Exhibition.¹⁵⁹

The Diamond Jubilee Committee decided that a Brochure tracing the history and development of TASA would be published in September 1985.¹⁶⁰ Branches of the Association organised Jubilee activities that took place in the second half of 1985.¹⁶¹

TASA News of June, 1985 reported that the Diamond Jubilee Celebrations were intended to do more than celebrate past achievements. It attempted, by simple examples, to highlight the direction in which Indian education had been moving since the formative years when the community pioneered, through its own initiative, educational opportunities for its children.¹⁶²

The Natal Weekly newspaper, Post, published a Diamond Jubilee Supplement on 26 June 1985 in honour of the Teachers Association of South Africa. The supplement gave a brief history of the Association with messages of congratulations from important persons including Dr A D Lazarus, who served for 19 terms as President of the Association, Miss S M Lawrence, founder member of the Ladies Auxiliary movement; Mr C C Naidoo, first assistant secretary of the Natal Indian Teachers'

Society; Mr J Zwiendelaar, Executive Director of Education and Culture; Mr Franklin Sonn, President of the Union of Teachers' Associations of South Africa; Professor Hennie Maree, Chairman of the Federal Council of Teachers' Associations in South Africa; Mayor of Durban and the present President of the Teachers Association of South Africa, Mr P C Samuels.¹⁶³

The Diamond Jubilee Celebrations officially came to an end in October 1985.

5.2.27 Miscellaneous Committees

The Association appoints sub-committees from time to time to deal with specific matters. For example, the Conference Sub-Committee comes into existence every year to co-ordinate and organise all matters pertaining to the Annual Conference of the Association. Thus Committees are appointed by the Association as the need arises.

5.3 CONCLUSION

The various sub-committees of the Association contributed towards the smooth running of the Association and also help in fulfilling the aims and objectives of the Association.

CHAPTER 6

THE ACTIVITIES OF THE TEACHERS ASSOCIATION OF SOUTH AFRICA

6.1 BRANCHES AND THEIR ACTIVITIES

6.1.1 Introduction

The thirty three branches of the Association are really the lifeblood of the Association. Not only do they constitute the National Council of the Association, that is the policy-making body of the Association, but also in their varied activities carry out many of the objectives of the Association.

The branches hold their meetings at schools in their respective areas. Permission for meetings and activities for TASA's branches to be held at schools had been granted to the Association by the authorities.¹

In the first year of the inauguration of the branch system the Annual General Meeting was informed that 'the more active of the branches had concerned themselves with the matter of salaries, socials, excursions, exhibitions, inter-school sports, school accommodation, etc.'²

6.1.2 Pietermaritzburg Music Festival and Excursions

The Pietermaritzburg Branch held its Second Music Festival at the Lotus Hall on 13 August 1965. The participating schools took part in, among other items, massed choirs and singing. In the same year the Branch was the guest of the Tongaat Branch. Football, netball and table tennis matches were played.³

6.1.3 Branch Activities - 1967

In 1967 the Clairwood Branch organised socials and picnics and awarded bursaries to deserving students. The Tongaat Branch arranged sports fixtures and socials and picnics. Apart from the above activities, the Chatsworth Branch organised inter-school debates. The Umzinto Branch engaged itself in helping to run the Natal Provincial Administration Library Depot. The Stanger Branch was also involved in a similar activity. The Port Shepstone Branch had a busy year with involvement in excursions, socials and picnics, sports fixtures, bursary awards, a card-playing competition and the production of a play "Talking Turkey".⁴

6.1.4 Stanger Branch

Mr K Ramdial, Honorary Secretary of the Stanger Branch reported as follows on the activities of the Branch for the period July 1968 to July 1969:

While the period under review cannot by any stretch of the imagination be labelled as outstanding, there are several undertakings of merit which, in no small measure, helped to elevate the standing of the Branch, both among its members and the public at large. In the forefront of these endeavours stand, firstly, the magnificent response of your Branch to the appeal addressed to us by the Groutville Secondary School Accident Fund and, then, the successful lectures organised for our members sitting for the External

Diploma Examinations. Two of these ventures at least have gone some way in shifting the emphasis among those of our misinformed community—from us as a body preoccupied with the materialistic things in life, to us as an Association with the professional and charitable dimensions as well.⁵

6.1.5 Clairwood—Two Decades in Retrospect

The Clairwood Branch of the Association celebrated its 21st Anniversary as a Branch on 28th May 1970. Over this period the Branch took an active part in many matters concerning the teaching profession and the education of children. Among the many children and teachers, Centenary Celebrations of Indians in South Africa, Road Safety Measures, School Uniforms, School Fund, Tours and Excursions, Awarding of Bursaries, Lectures, Debates, Discussions, Arts and Crafts Exhibitions, Music Festivals and Community Chest Appeals.⁶

6.1.6 Port Shepstone to the Fore

The Port Shepstone Branch has always been concerned in assisting the teachers in the classroom. The response from local members of the Association and teachers serving in other departments has always been encouraging.⁷ The Branch's regular, planned programme to update educational methodology is an indication that the welfare of the pupils has always been the primary concern of branch officials and teachers alike. The 1978 programme of the Branch included a series

of lectures:

- a) Guidance at Primary School to prepare for High School
- b) Mathematics: Problem-solving: Senior Primary and value of Bonds and Tables
- c) Breakthrough to Literacy
- d) General Science - The Teacher's role in preparing Chalk Board Summaries and Control and Supervision of Practical Work - Senior Primary.
- e) Geography - Use of Work sheets: Std 2 - 5
- f) Die Onderrig van Afrikaans in Std. I and II
- g) Technical Drawing - Isometric, Oblique and Orthographic Projection
- h) Objectives and Teaching in History
- i) Every teacher is a Teacher of English.⁸

Activities such as the above have been held regularly.⁹

6.1.7 Pietermaritzburg's Golden Jubilee - 1979

The active and hardworking officers and members of the Pietermaritzburg Branch arranged the following programme for the Golden Jubilee of their Branch.¹⁰

- a) Float Parade and Arts and Crafts Exhibition
- b) Speech Contest
- c) Fiftieth Annual General Meeting
- d) Grand Dinner Dance
- e) Jubilee Sports Week
- f) 20 Kilometre Road Race
- g) Soccer, netball, tennis, table tennis and volleyball tournaments.

This was a comprehensive programme which the organising committee completed with commendable success. The Director of Education, Mr G Krog and TASA President, Mr P C Samuels were singularly pleased with the work of the Branch. To mark this significant milestone, the Branch published a Golden Jubilee Souvenir Brochure which records the history of the Branch and pays tribute to the pioneers for their noble service.¹¹

6.1.8 Stanger Branch gives urgent Service

There was understandable concern among the members of the fraternity in the Stanger Branch in 1979 over the decline in health of one of its members who was suffering from a renal complaint.¹² The urgent need was for a renal unit to control the condition. The cost was prohibitive and the patient was certainly in no position to bear this expense of R4 200 (four thousand two hundred rand). The local public, including teachers and the Doctors Guild, rallied to the cause. The Teachers of the Branch contributed R2 000 (two thousand rand) to the machine and the patient had access to it.¹³

6.1.9 Activities of the Branches in 1981/1982

6.1.9.1 Cape Peninsula

The Branch hosted 200 Black pupils from Sharpville and engaged itself with activities and talks with the South African Teachers' Association (SATA) and Cape Teachers' Professional Association (CTPA). A Health Seminar and a talk on Oral

Communication were held in April 1982.¹⁴

6.1.9.2 Welbedacht

A Speech Contest for pupils was held on 24 September 1981. Mr Shafford from Edgewood College of Education delivered a paper to members entitled: "The Adult World is the Child World". The Branch went on an excursion to East Rand, Sun City and Crown Mines over the Easter Vacation in 1982. An Inter-Branch Games Day against Stanger was held in August.¹⁵

6.1.9.3 Durban Central

The Branch involved itself in the 'Keep Durban Tidy' Campaign. An Arts and Crafts Exhibition was organised.¹⁶

6.1.9.4 Stanger Branch

A varied programme of activities was organised. A Mini-Conference on the 'Year of the Disabled' was held on 15 September 1981. An Orthopaedic Surgeon, a Pediatrician, a Speech Therapist, a Social Worker, a Teacher, a School Psychologist, an Occupational Therapist, and a Physiotherapist delivered lectures on how to care for the disabled. An excursion and Games Day was organised to Zululand on 5 August 1981. A principal, Mr H M Joosab, who is a known expert in the area of economics, delivered a talk to the teachers on "How to draw up wills." An interbranch Games and Social Day was organised against four Branches on 19 September 1981. The Branches that participated were

Verulam, Tongaat, Welbedacht and Phoenix Branches.¹⁷

6.1.10 Activities for 1983-1984

6.1.10.1 Chatsworth

A Speech Contest was organised for the pupils. On 11 August 1983 a Seminar on Oral Communication and the Thematic Approach was held for teachers.¹⁸

6.1.10.2 Sydenham

Public meetings were held to solicit support for the petition against interference by the South African Indian Council (SAIC) in the day-to-day matters pertaining to education. Funds were raised for the Community Chest.¹⁹

6.1.10.3 Welbedacht

This is the largest branch with a membership of 700 teachers. An English Workshop, Speech Festival and Panel Discussion on 'Teacher Stress' was held. An annual dance and a welcome reception for new teachers were also held.²⁰

6.1.10.4 Phoenix

Winter classes were organised for the Matriculation pupils. Pupils in the area were encouraged to participate in the Junior Communications Project of TASA. A Literary Essay Competition on the themes of 'Water' and 'Road Safety' was held.²¹

6.1.10.5 Ladysmith

The Branch celebrated its 33rd Anniversary. A conducted tour of the Ladysmith Military Base took place on 18 May 1984. A weekend was spent with members of the Stanger Branch.²²

6.1.11 Conclusion

At the grassroots level many branches continued to engage in various activities, the more active of them catering for sporting, social and professional activities. Some Branches have shown healthy signs of growth over the years.

In their various activities most of the branches in all parts of the country have played a vital role in stimulating interest in matters educational among pupils, teachers and parents.



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6.2 SUBJECT SOCIETIES OF THE TEACHERS ASSOCIATION IN SOUTH AFRICA

6.2.1 Introduction

The establishment of subject societies became essential when the Association's activities emphasized the need for professional growth of its members. Hence, inaugural meetings were held at Loram State Indian High School on 2 July 1969 to establish Subject Societies.²³ Subject Societies were established in English, Afrikaans, Latin, Commercial Subjects, Mathematics, and Arithmetic, General Science - Biology - Physical Science, History, Geography, Right Living, Special Education, Art, Music, Physical Education, Domestic Science, Infant Teaching, School Libraries and Handicrafts.²⁴

In 1985 there were Seventeen Subject Societies. Apart from those mentioned above there are subject societies in the fields of Guidance and Counselling, Remedial Education, Junior Primary Education (previously known as Infant Teaching), Media Resources (previously known as School Libraries) and Technical Science (which includes Handicrafts). There are no Afrikaans, Latin and Right Living Societies at the present time.²⁵

6.2.2 Co-ordinating Council of Subject Societies

In terms of the provision made for it by means of an amendment to the Constitution at the 1972 Conference, the Co-ordinating Council of Subject Societies of SAITA was established in 1973.²⁶

The functions of the Co-ordinating Council for Professional Matters (name changed in August 1977)²⁷ are:

- a) To co-ordinate activity of the Subject Societies of TASA to the arrangement of meetings, conferences, seminars and activities and to the financing thereof.
- b) To organise and administer Resource Centres, commensurate with the requirements of primary and secondary school curriculums.
- c) To establish and maintain contact with teachers throughout the Republic of South Africa.²⁸

6.2.2.1 The Tenth Anniversary of the Co-ordinating Council for Professional Matters

On the occasion of the 10th Anniversary of the Co-ordinating Council for Professional Matters, the President of the Teachers Association of South Africa, Mr P C Samuels said:

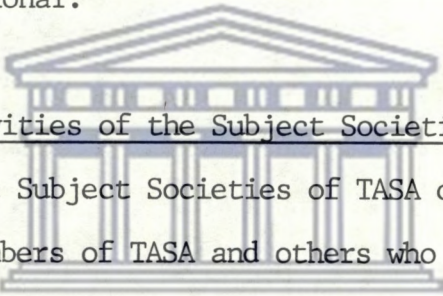
It is with pride and happiness that we look back at the past and note therein the successful endeavours to establish within our membership patterns of professional activities that enhanced greatly the quality of the work that we, as teachers, perform in our classrooms. These patterns have been consistent with those found within the teaching profession in the well-developed sectors of the free world.

TASA is, indeed, proud to record that the professional growth of its members is being experienced on an ever-increasing scale through their progressive in-service activities organised by the many Subject Societies and co-ordinated by the Council for Professional Matters.²⁹

Mr S S Singh, a past chairperson of the Council and presently Principal Subject Advisor in History summed up the work of the council as follows:

Over the years TASA has done a great deal to improve the conditions of service of teachers. This does not mean that the professional aspect has been ignored.

In its ten years of existence the Co-ordinating Council for Professional Matters has done a great deal for the professional growth of the teacher. The teacher's professional concern has become the focus of attention, as it should be. The Council is achieving its aim in helping the teacher to do better what he sees as his job, and to see better what his job might be. In a period when the accent is on change, the role of the Council is vital. May it continue to assist the teacher to experiment, to innovate and to be a true professional.³⁰



6.2.3 Activities of the Subject Societies

Each of the Subject Societies of TASA organises activities for the members of TASA and others who are interested.

6.2.3.1 English Societies

From its very inception this Society has organised various activities for its members.

In May 1970 a lecture on "Creative English " was delivered by Mrs E H Herman, Lecturer, University College, Durban, to about 150 teachers.³¹

A conference on Reading was held at the Orient Hall in Durban on 16 and 17 April 1973. Papers were read on the following topics:

- a) Library, the Gateway to Learning
- b) Reading: The current situation in our schools
- c) Reading and Oracy
- d) The Cultural Context of Reading illustrated with reference to practices in some British Schools
- e) Remedial Work
- f) A practical approach to the Teaching of Reading
- g) Reading and Language Development.³²

This turned out to be a very successful conference with attendance exceeding seven hundred and fifty at some sessions. The rationale for the conference emphasised the growing concern among many educationists that reading was not viewed in its proper perspective in the educational context. Through the conference a forum was provided for exchange of ideas, sharing of experiences, making of recommendations and giving rational directions. Conference proceedings and papers were published in booklet form and distributed to all schools.³³

On Friday, 5 September 1975, another successful conference of the English Society was held which was entitled "Writings of Africa". Distinguished writers in the persons of Dr Adam Small, Douglas Livingstone, Sydney Sepamla, Professor Andre de Villiers (Rhodes), Jonathan Paton (Wits - the famous author's son), Richard Rive, Stephan Gray, John Samuel (Nkrumah Teacher Training Institute, Zambia) and Nadine Gordimer (probably South Africa's greatest writer) addressed the conference.³⁴

Whereas on-the-door support for the Conference fell well below expectation, the Society was pleased to include among those present persons from as far afield as Fort Hare, Grahamstown and Zululand. Among others the English Society was happy to share fellowship with, were Mr R L Peteni, lecturer from Fort Hare, D G Cornwell of Grahamstown and Miss P Rossington and Mrs J E Saal of the University of Zululand.³⁵

The writer, a member of the Association, who studied the teaching of English in schools in England under the auspices of the British Council, addressed the English Society on 26 September 1976. The talk was entitled 'Teaching English in Primary Schools - Some Impressions gained in England'.

Mr T Reddy, Senior Lecturer in English, delivered an address to the Society, entitled "Talking about Linguistics" on 22 April 1978. Mr Reddy's experiences were gained in the United States where he completed a Masters' degree in Linguistics at the University of Pittsburgh.³⁶

Together with the English teachers of the Natal Teachers's Society, TASA's English Society organised a joint conference on "Writings from Africa" at the Howard College on 14 and 15 October 1979.³⁷

6.2.3.2 Winter School

The Association organised regular classes in various subjects

for matriculants. These classes are referred to as the "Winter School", since the classes are held during the winter recess. For example, the 1974 SAITA Winter School had 1 577 students from 27 high schools attending.³⁸

6.2.3.3 Science Society

On 18 September 1969 the Science Society organised a lecture by Professor Satya Prakash, Professor of Chemistry, Allahbad University on "Science Teaching Today".³⁹

A discussion of 'Techniques in Answering Examination Questions' and a Lecture/Demonstration on Electro-Chemical Cells was held on 18 March 1978.⁴⁰

An ecological excursion to the Hluhluwe Game Reserve was organised by the Science Society for all science teachers on 5 June 1982.⁴¹

A Science conference was held on 21 August 1982 and some of the papers read were:

- a) Safety in the Laboratory
- b) Primary and Secondary Prevention of artery disease
- c) Genetic Engineering
- d) Concept development in Physics
- e) Demonstration of use of computers in Science Technology.⁴²

The Chairman of the Science Society attended a Science Con-

ference in England in December 1984 and a report of his visit was made to Science teachers via TASA.⁴³

Lectures and workshops are held regularly for science teachers.

6.2.3.4 Geography Society

Since its inception the Society has proved to be an active one. In July 1972 a lecture by Mr Ken Fish of Kearsney College (Natal) was held at the Orient Hall. The lecture was entitled, "Teaching of Geography".⁴⁴ In September 1973 a bus tour of Durban was conducted by Professor R J Davies (University of Natal).⁴⁵ In 1978 lectures were held on the 'Migrant Labour System' and 'Simulations and Games in the teaching of Geography'. The latter lecture was conducted by Rex Walford of Cambridge University, England.⁴⁶

An elaborate programme for 1985 had been devised for pupils and teachers to participate in projects related to geography. The Society's vice-chairman, Mr N Rabilal, produced a skit entitled "Earth in Danger" as part of the Society's contributions towards the Celebrations for the Diamond Jubilee of TASA.⁴⁷

6.2.3.5 History Society

As another of the Association's active subject societies, the History Society organises various activities for its members. In September 1972, Mr Robin Hallet from the

University of Cape Town addressed the Society on "The Asian Contribution to African Development".⁴⁸

A historical excursion to Northern Natal was organised in September 1981. Tour guide was Natal historian, Mr G A Chadwick.⁴⁹ A tour of Zimbabwe for July 1985 was organised.⁵⁰

6.2.3.6 Mathematics Societies

The Mathematics Society, in keeping with the objectives of the subject societies of the Association, arranges lectures and workshops for its members.

For example, a lecture by Mr D C Alletson (Kearsney College, Natal) was held in July 1972.⁵¹ In September 1981, Professor Peter Hilton from the United States of America, addressed teachers on the topic, "Problems in the Teaching of Mathematics in the Primary and Secondary Schools".⁵²

6.2.4 Activities of the Co-ordinating Council

Thus each of the other subject societies organise seminars, lectures, workshops etc. for the benefit of teachers. The Co-ordinating Council itself also organised activities for teachers in general.

In 1981 the Co-ordinating Council for Professional Matters organised a workshop on School Management. The following papers were delivered:

- a) Conditions of service
- b) Role of Supervision in the Modern School
- c) Procedures and Practices in the Developing of Time Tables
- d) Alternatives to Schooling
- e) The Role of the School Administrators
- f) Curriculum Innovation
- g) School Administration
- h) Examinations, Promotions and Retardations
- i) Extra-curricular Activities
- j) Public Relations⁵³

From the beginning of 1985 the Co-ordinating Council for Professional Matters organised meetings in various branches and at the Teachers' Centre on the 'Role Play of Education Personnel'. The President reported to the National Council that he addressed several meetings on the roles that educators could be expected to play in the new dispensation for education. He said that the Association had also been pleased to note that the Director had indicated that he was willing to encourage a greater deal of professionalism at the top levels of educational management.⁵⁴

6.2.5 Conclusion

The subject societies of the Association through their various professional activities, render an invaluable service to the TASA fraternity. Teachers are helped in their growth as professionals and, in the final analysis, the pupils benefit

from the expertise gained by the teachers. This in turn helps in the development of education for the community.

6.3 CONFERENCES

6.3.1 Introduction

Since the founding of the Association it has held annual conferences. Teachers from all over the country attend either as members or representatives of their respective branches. The Annual General Meeting of the Association takes place during Conference Week.

6.3.2 Aims and Objectives

The Association, as a body representing teachers and education, has as its major objective the advancement and promotion of the interests of its membership and education. Thus all activities of the Annual Conference aim to fulfil these objectives.

6.3.3 Format and Organisation

The Annual Conference of the Association takes place in Durban during the first week of July.⁵⁵ Teachers are on holiday at this time and thus it is convenient for them to attend.

The Association chooses a theme for the Conference. All activities and sessions of conference highlight the chosen theme. It has now become traditional for a guest speaker to open the

the Annual Conference. At the official opening, the President of the Association delivers his annual presidential address. The Mayor of Durban or his representative is present every year at the opening to welcome conference delegates to the City of Durban. Among other special guests are representatives of the Division of Indian Education of the Department of Education and Culture (House of Delegates) and representatives of sister teacher organisations from throughout the country.⁵⁶

Conference proceedings usually extend over three days. Papers on the Conference theme are delivered by various speakers.⁵⁷ Panel discussions, seminars and workshops are sometimes held to exploit the Conference theme. Keen interest is shown by most teachers in the Annual Conference. Usually, large attendances are recorded. The first annual Conference in 1926, for example, attracted an attendance of over 300 teachers.⁵⁸ The 1984 Conference had an attendance of over 1 000 teachers at the Durban City Hall and over 300 teachers at each of its sessions.⁵⁹

Since the early years of the Association's history, meals or refreshments were provided for those who attended. In 1927, for example, meals were provided for all conference delegates.⁶⁰ Today, a subscribed Conference Dinner and Conference Ball are held and all catering arrangements are undertaken by private caterers.⁶¹

6.3.4 Annual General Meetings

The Annual Conference of the Association is held in conjunction with the Annual General Meeting. The Annual General Meeting is held within the first week after the end of the 2nd school quarter or at such other time as may be decided by the National Council.⁶² At the Annual General Meeting the results of the elections are announced. Following upon the Annual General Meeting, a National Council Meeting is held.⁶³

6.3.5 Conference Motions and Resolutions

Members of the Association are invited to send motions to the Annual Conference. An entire session of Conference is devoted to the discussion of Conference motions. After exhaustive debates on the motions, resolutions are passed with a proposer and a seconder.⁶⁴ These resolutions are then forwarded to those persons, authorities or organisations that they were intended for.

6.3.6 Highlights of some of the Annual Conferences

6.3.6.1 The Sixth Annual Conference: (1931)

The Sixth Annual Conference of the Society was held at Sastri College from Monday 6 July 1931 to Friday 10 July 1931.⁶⁵

The Governor-General of South Africa, the Earl of Athlone, sent a message of farewell to the Conference. He stated:

It gives me much pleasure to have this opportunity of conveying to the Natal Indian Teachers' Society my good

wishes for the Conference. I trust that their deliberations will prove fruitful and that thereby the excellent work which the Society has effected will be carried out.

In bidding the Society farewell, I desire to express my hope that every success may attend to it, and all individual members thereof, in the years to come.⁶⁶

In keeping with the Society's aims to help the teacher and improve the quality of education for the Indian child, a comprehensive programme of activities was organised.⁶⁷

A vacation course with lectures on Arithmetic, Kindergarten and Hygiene was held daily. A soccer and tennis tournament was also held during the conference. Presentations to retiring officials were held eg. Mr T M Naicker, ex-president of the Natal Indian Teachers' Society. The Ladies Auxiliary staged a Grand Variety Entertainment at the Emmanuel Hall. An Arts and Crafts exhibition was also held.⁶⁸

The Conference was officially opened by Dr Loram, M.A. (Superintendent of Education), on Thursday 14 July, 1931.⁶⁹

The Arts and Crafts Exhibition was officially opened by Mr Narbeth, (Principal of the Technical College, Durban) on Wednesday, 15 July 1931. The Annual General Meeting of the Natal Indian Teachers' Society was held at Sastri College on Friday, 17 July 1931, at 10h30.⁷⁰

6.3.6.2 The Twenty-third Annual Conference: (1949)

The twenty-third Annual Conference in 1949 took place during the period of the Centenary Celebrations of the birth of education in Natal. Not surprising then is the fact that the President of the Society, Mr B D Lalla, made reference to the historic event.

The President in his address to the Conference stated:

A hundred years of Education. True. And we shall be recording the solution of hundreds of problems which education has faced in its forward march. We shall be making, as is our custom, a public parade of the progress we have made - a striking spectacle to dazzle the imagination and to lull public conscience into a false sense of security.⁷¹

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In such a fashion, the progress made in the education of Indian children is often paraded by both responsible and irresponsible people, so much so, that the public takes it for granted that real progress is being made. It is a very ugly spectacle in a province which can boast of a century of education to realise that no Indian child can claim education as a birth-right, nor the legacy of a century of educational progress in the Province.⁷²

6.3.6.4 The Twenty-fourth Annual Conference: (1950)

The General Secretary, Mr A N Lazarus, submitted a report of the activities of the Society for the period 1949 - 1950, which was the first twelve-month term of the decentralisation of the Society into branches.⁷³

Of great significance was the election of Mr A D Lazarus as President (Mr A D Lazarus was previously president 1943-1944 and 1944-1945). Mr Lazarus held office as President up to 1967 with a break in 1961-62. Mr Lazarus played an important role in the development of the Society.⁷⁴

The Society celebrated its Silver Jubilee on 27 and 28 October 1950. A Brochure was published and detailed the history and achievements of the Society.⁷⁵

6.3.6.4 The Thirty-third Annual Conference: (1959)

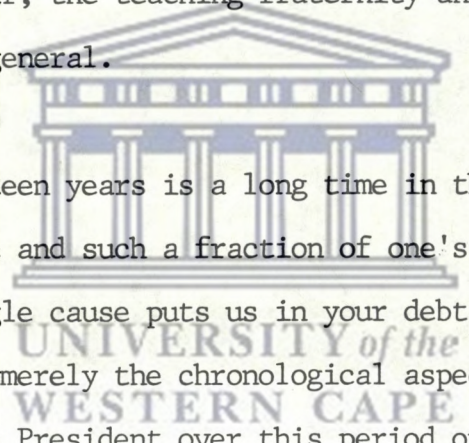
The Thirty-third conference was opened at the Shah Jehan Cinema on 10 July 1959 by Dr Dennis Hurley, Catholic Archbishop of Durban. He delivered a "brilliant and erudite, but easily understood dissertation on Truth". "Truth", said Dr Hurley, "is the fusion of mind and reality". He related truth to education, to religion, art, and finally to politics. He said that God is the highest manifestation of truth.⁷⁶

6.3.6.5. The Forty-first Annual Conference: (1967)

The forty-first conference was the final conference for the

President, Dr A D Lazarus, who decided to retire from the profession at the end of 1967. On behalf of the Natal Indian Teachers' Society, Mr R S Naidoo (Vice-President), Mr P Naidoo (Secretary), and Mr C A Naidoo (Treasurer) presented the following address to Dr A D Lazarus at the Conference:

We the teachers of Natal humbly present to you this Address as a token of our gratitude and appreciation for your inspiring leadership and invaluable contribution to our Society in particular, the teaching fraternity and the community in general.

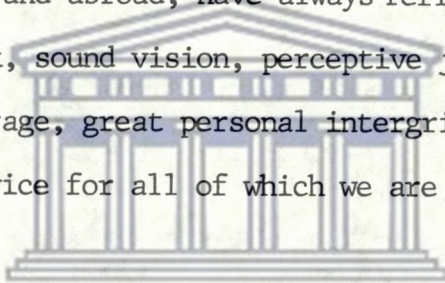


Sixteen years is a long time in the span of any life and such a fraction of one's life given to a single cause puts us in your debt for ever. It is not merely the chronological aspect of your service as a President over this period or even your service beyond that as Secretary and Executive Member but the quality of that service and the self-imposed goals that you have achieved on our behalf.

Milestones which stand out in our history as monuments to your vision and faith in your colleagues and community are, the development of the Branch system of our Society, the School Building Trust of which you were the principal architect and which later was

to pave the way for a place in school for every Indian child, your dignified participation in the transfer of Indian Education and finally, to crown it all, the formation of the South African Indian Teachers' Association. All these have added lustre to and increased the stature of this Society whose influence now extends deeply in the life of the Indian people of this country.

Your representations on our behalf, in our own country and abroad, have always reflected a balanced outlook, sound vision, perceptive judgement, uncommon courage, great personal integrity and devotion to service for all of which we are deeply beholden to you.



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We have indeed been most fortunate in having such a distinguished leader, scholar and gentleman to promote our cause. There is no doubt that our enhanced status, both professional and social, is, in no small measure, due to your efforts.⁷⁷

6.3.6.6 The Fiftieth Annual Conference: (1976)

The theme of this Conference was "Education in South Africa - An Evaluation". Mr Pat Samuels, in his Presidential address stated:

The claim to a birthright is no greater nor any less than that of the African, the White of the Coloured also born here in our country. Our place of origin has no bearing in the matter for if it were so then many of us who acknowledge the Bible as the work of God might endeavour to go back to the Garden of Eden.⁷⁸

The Editor of the Teachers' Journal in writing of the 1976 conference stated:

The 1976 conference of the South African Indian Teachers' Association provided an important and welcome platform towards an evaluation of education in South Africa. That it was possible for leading educationists to examine the growth and development of the education of their particular ethnic groups and to offer suggestions towards a globular evaluation was, in itself, a useful exercise.⁷⁹

The leading educationists referred to were Mr Theo B Shandu (President of Natal African Teachers' Association), Dr T C Shippey (Deputy-Director, Humanities, Natal College for Advance Technical Education), Prof Adam Small (Poet and Philosopher), Mr R S Naidoo (Past President of SAITA and President of the South African Federation of Teachers' Associations) and Mr G Krog (Director of Indian Education).⁸⁰

Responding from London to an invitation extended to him to the 50th Annual Conference of SAITA, Sir Ronald Gould, retired organising Secretary of the National Union of Teachers (NUT), England, and past president of the World Confederation of Organisations of the Teaching Profession (WCOTP)⁸¹ wrote:

I am greatly honoured and gratified to receive your invitation to the official opening of your 50th Annual Conference, but alas, because of the distance between us, I am unable to be present. You may, however, be sure that I shall be with you in spirit, for when some years ago I met some of your colleagues when I visited Durban, I felt humble in the presence of so many able, courageous and wise leaders, so I am confident your conference will uplift and inspire your members. Warmest greetings and my best wishes to you all in your struggle to ensure a brighter future for Indian children in South Africa.⁸²

6.3.6.7 The Fifty-Ninth Annual Conference: (1984)

Dr James Moulder, Special Assistant to the Vice-Chancellor and Principal of the University of Cape Town, was the guest of Honour at the Fifty-Ninth Conference, whose theme was "Education Trends in South Africa"

Commenting on the issue of equality in education, Dr Moulder stated:

Anyone who believes that education in South Africa can be substantially equalised in a short space of time is living under a severe misapprehension. The

scars of inequality have gone deep. It will take a great deal of energy, goodwill and money to eradicate those scars. Because you see education cannot compensate for society. The schools cannot undo what the society as a whole does. The schools cannot reinforce, reflect and further the aims and values of society. So if you are serious about an equitable education system, then we will have to construct an equitable and unified society.⁸³

6.3.6.8 Diamond Jubilee Conference - 1985

More than a thousand guests attended TASA's Diamond Jubilee Conference in Durban on 2 July 1985. TASA was honoured that, in addition to eminent educationists, Professor Owen van den Berg, of the University of the Western Cape, who performed the official opening, the Conference was graced on the occasion of its Diamond Jubilee Celebrations by the presence of Professor Raymond Smyke, former Assistant Secretary of the World Confederation of Organisations of the Teaching Profession.⁸⁴

The Association was honoured and pleased to have 13 sister organisations from throughout the country represented at the Conference. Mr A K Singh, the Chief Director, Department of Education and Culture, House of Delegates, conveyed a message from the Department.⁸⁵

6.3.7 Conclusion

The Annual Conferences of the Association have played an important role in the development of the Association. Matters of importance to the teachers and education have been thoroughly discussed and debated. All shades of opinion have been encountered and finally the beliefs, philosophies and principles on which the Association operates, emerges at the end of each conference.

6.4 PUBLICATIONS OF THE TEACHERS ASSOCIATION OF SOUTH AFRICA AND ITS PREDECESSORS

6.4.1 Introduction

The Natal Indian Teachers' Society and its successors, through their various publications, bring topical issues to the attention of all teachers. Articles of interest, activities of the Association and current developments in the field of education are published.

6.4.2 Origin and Development of 'THE TEACHERS' JOURNAL

The Natal Indian Teachers' Society published quarterly news bulletins from 1925 to 1932, which were cyclostyled and circulated amongst teachers.⁸⁶

The then senior officials of the young Teachers' Society decided in 1932 that the Society should produce a professional journal. The officials of the Society felt that the logical thing to do was to put the burden and responsibility for the production of this journal in the hands of the staff of

Sastri College because, at the time the most highly qualified teachers were at the College.⁸⁷

Mr K M Naidoo, President of the Society in 1932, with his secretary, Mr C C Naidoo, approached the staff of Sastri College about the journal. Professors Shakoor, Nair and B J Trevedi agreed to have a hand in the project. Dr A D Lazarus, then a young teacher, was privy to these negotiations.⁸⁸

The upshot of all this was the first printed organ of the Natal Indian Teachers' Society and the name chosen by these professors for this journal was the Indian Educator. The suggestion for the name was accepted by the Society and so came into being in 1932 the Indian Educator of four printed pages.⁸⁹

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In the following year many of the officials and members of the Society felt that the title, Indian Educator, was somewhat pompous and the name was changed to The Teachers' Journal (official organ of the Natal Indian Teachers' Society). The name remained even after the Society became the South African Indian Teachers' Association (SAITA) and the Teachers Association of South Africa (TASA). The journal continues to be published to this day.

6.4.3 Contents and Contributions

The Teachers' Journal plays an extremely important role in bringing not only topical issues to the attention of all teachers, but also articles of interest, activities of the Society and current developments in the educational field. Papers delivered at the Annual Conference are published in a 'Conference Report Back' issue.

The great majority of members take The Teachers' Journal very much for granted and fail to realise the amount of work involved in its production. Very few members contribute articles for publication. In spite of this, the Editorial Board of The Teachers' Journal endeavours to make publication interesting and worthy of the Association.

Besides news of the Association, reports of Annual Conferences and Annual General Meetings, articles on topics of interest are culled from various sources.

6.4.4 Official News Bulletins

The regular cyclostyled news bulletins continued to be published until 1970, in spite of The Teachers' Journal which was a quarterly publication.

In December 1970, SAITA News made its debut as a means of communication with members between publications of The Teachers' Journal. Prohibitive costs and the essentially professional character of The Teachers' Journal had emphasised the need to

bring to members, from time to time, a tabloid newspaper carrying day to day news of immediate interest and vital concern to the Indian teaching fraternity in the Republic.⁹⁰

It had long been considered necessary and desirable that items of immediate concern, and essentially, of news value should reach members when they are topical. In keeping with this basic need SAITA News made its appearance and was intended to acquaint members of the Association's role in fulfilling its declared object of furthering the interest of Indian education and of the personnel directly concerned with it - the Indian teacher.⁹¹

At the fifty-fourth Annual General Meeting of the Association (3 July 1979) the first constitutional amendment adopted was that which provided for the name of the Association to be changed to the Teachers Association of South Africa, thus dropping the racial identity indicated in TASA's former name. Thus SAITA News became TASA News with the issue of July 1979.⁹²

6.4.5 Other Publications of TASA

6.4.5.1 Tasa Tutor

This is a quarterly publication dealing with classroom strategies for improvement of instruction and professional growth of staff which in turn, will increase student learning.

Articles pertaining to a particular subject are included in a specific issue e.g. 'Tasa Tutor - English Focus' with articles on the teaching of English. 'Tasa Tutor - Focus Science' contains syllabus - orientated articles interspersed with those that are meant to provide stimulating background information of a scientific nature.⁹³

6.4.5.2 Subject Societies Publications

a.) JP

This is a publication of the Junior Primary Education Society. The publication provides a medium through which all teachers engaged in Junior Primary Education could express their views, suggestions, criticisms, experiences and expertise.⁹⁴

b.) Stories from Springfield

This is a release of the English Society of TASA which first appeared in 1981. It is intended primarily to be enjoyed as stories - for reading and narration.⁹⁵

c.) Rhymes from Rustomjee

This publication was prepared and edited by Mariam Dawood, Head of Department, Junior Primary Education of the Parsee Rustomjee Primary School. The Rhymes have been built on the core words of Breakthrough to Literacy.⁹⁶

d.) Management Guide

The Management Guide arose from a programme organised by the

Association's Subject Societies and contains lectures and papers delivered at the Management Seminar held on 25 August 1981 and 2 May, 1981.⁹⁷

e.) Maths Page

A popular publication of the Mathematics Society of interest to teachers of the subject.⁹⁸

f.) Busecon

This is the release of the Commercial Subject Society of TASA.⁹⁹

g.) TASA Diaries

The Association issues TASA diaries to all members at the beginning of each year. The 1985 diary was the special Diamond Jubilee Commemorative Number.¹⁰⁰ Each diary contains information on the current officers of the Association, Branch Secretaries and their addresses, Regional Council Secretaries and their addresses, Secretaries of Subject Societies and their addresses. Also included are details of the objects of the Association, Conditions and privileges of Membership, Teachers' Code of Ethics, Pensions Formulae, School Calender, etc.¹⁰¹

h.) TASA Calender

The TASA Calender was first issued to members in November 1972. The Calender was well-received by all members. Reflecting school attendance days at a glance and recording other useful

information the calender is a source of constant reference for most members.¹⁰²

6.4.6. The Control of Publications of TASA

Prior to 1981 all publications had an editorial committee which handled all matters pertaining to a specific publication. Since 1981 a Vice-President for Publications is elected annually. The function of the incumbent of this post is to stimulate, direct and co-ordinate all professional activities with respect to publications. The various editorial committees came under the jurisdiction of the Vice-President for Publications who reports to the National Council. 103

6.4.7 Conclusion

The publications of the Association provide an important means of communication between the Association and its members. In spite of rising costs TASA has borne the costs of all publications from its own funds. As a result of the publications of TASA, members are well-informed not only of matters concerning the Association, but education in general.

CHAPTER 7

THE TEACHERS ASSOCIATION OF SOUTH AFRICA AND ITS RELATIONSHIP WITH
THE CONTROLLING AUTHORITIES

7.1 INTRODUCTION

The scope of the achievements of the Teachers Association of South Africa can best be appreciated from a survey of some of the work carried out by the Association on behalf of its members, the community, and education in general. One of the major tasks of the Association has been to provide financial security and improved conditions of service for its members, thereby leaving them free to engage in the mammoth task of educating the young, without neglecting the interest of education.

The Teachers Association of South Africa, along with the Division of Education of the Department of Indian Affairs (now called Department of Education and Culture of the House of Delegates), has been constantly working to improve the school plant, teaching materials, general working conditions, salary and conditions of service. Salary and conditions of service have proved to be the areas providing the greatest concern to the Association.

7.2 THE ROLE OF THE AGENTS-GENERAL IN THE DEVELOPMENT OF THE INDIAN
EDUCATION IN SOUTH AFRICA

During the stay of the Agents-General of India from 1928 to 1946 the Natal Indian Teachers' Society used the opportunity

of their office to seek improvements for Indian education.

After the Cape Town Agreement was concluded between the Government of India and the Union of South Africa, the Indian Education Enquiry Commission was appointed to go into the matter of Indian education in Natal.¹

The Society submitted suggestions to the first Agent-General, Mr V S Strinivasa Sastri, and stressed that much needed educational facilities were required. To this Commission, in April 1928 Mr Strinivasa Sastri stressed in his memorandum that it was "absolutely essential to establish an Indian Training College to supply the necessary qualified teachers to provide for the extension which has been referred to" and as he had succeeded in collecting £18 000 (Eighteen thousand pounds) from the Indian community towards the establishment of an institution for post-primary education, he hoped the Provincial Administration would accept the gift of a fully-equipped Training College and assume responsibility for its conduct and maintenance. The Administration agreed to Mr Sastri's suggestions and the College, bearing the name of its founder, was officially opened on October 14, 1929. The College fulfilled a long-felt need in the community, for not only did it provide training facilities for teachers, but also secondary education up to matriculation.²

Among Mr Sastri's successors were men of first-rate achievement, such as Sir Kurma Reddi, Sir Maharaj and Sir Benegal. Among their duties were to supervise the carrying out of the Cape Town Agreement and generally to represent the interests of the Indian Community.

The Executive of the Society therefore felt that redress for inadequacies in education could also be achieved with the help of the Agents-General. The representatives of the Society met with the Agent-General, Sir Kunwar Maharaj Singh in June 1933. As a result of this interview, Technical Education for Indians benefitted by an increased grant.³

An interview with the Agent-General in 1934 highlighted the need for educational facilities for Indian girls. As a result of the intervention of the Agent-General the school fees were reduced to encourage greater enrolment of girls at the Mitchell's Crescent Girls' School.⁴

7.3 INTERVIEWS WITH THE SUPERINTENDENT OF EDUCATION AND OFFICERS OF THE NATAL PROVINCIAL ADMINISTRATION

During the years when education for Indians was under the control of the Natal Provincial Administration, interviews were held with the Superintendents of Education, Chief Inspectors, and Inspectors in charge of Indian Education.

In May 1932 a deputation interviewed Mr J H Lawlor, Chief

Inspector of Schools and Mr Macleod, Inspector in charge of Indian Education, on the question of retrenchment in Indian Aided Schools.⁵

On 21 September 1934, a deputation from the Society met the Administrator of Natal and the Provincial Executive. Among the matters discussed were an increase in subsidy for Indian education and the age of admission of Indian children. Further interviews were held with the Superintendent of Education on 22 and 25 September 1934.⁶

In the 1940s and 1950s regular interviews were held with officers of the administration to get ready for the many inadequacies in Indian education.

7.4 INTERVIEWS WITH THE DIRECTOR OF INDIAN EDUCATION

Since the Association is a body that has been accorded statutory recognition, it has, since its founding years, been accorded the opportunity of interviews with the relevant education authorities.

During these interviews the Association discuss various matters pertaining to teachers, pupils and education in general. The Association presents memoranda to the Director. Besides written replies to the Association the Director grants the Association an opportunity to discuss the memoranda presented to the Department.

The Annual Conferences of the Association pass many resolutions pertaining to education. These resolutions are forwarded to

the Director who discusses many of them with the Association at interviews where the Director and his senior officials are present. Apart from interviews, the Director replies in writing to the Association.

Not in all instances does the Director of Education grant the Association interviews. For example, some of the matters for which interviews were sought since January, 1985, to date but not granted were:

- a) The teaching time of educators from level 1 to 6
- b) SCS 6 posts
- c) Grievances concerning promotions.⁷

Some of the meetings held with the Education Department since August 1984 were:

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7.4.1 Post and Salary Structure: 15 August 1984

The then Executive Director, Mr G Krog, informed the Association that the purpose of the meeting was to request the Association to study the contents of a document on the new deal concerning post and salary structure with a view to discussing the matters at a subsequent meeting. The Executive Director also handed out copies of the Department's proposals on the allocation of posts. The Association's President pointed out that there was a need for a co-

ordination of inputs between the Department and the Association in order that the Department would not be seen in a poor light for not having adequately consulted the Association.⁸

7.4.2 Under-qualified teachers: 6 February 1985

The Association met with the Chief Director to discuss the plight of under-qualified teachers who feared losing their jobs. The Chief Director gave an assurance that no professionally qualified teacher on the permanent staff would have his services terminated in the current year even if such a teacher were academically under-qualified.⁹

7.4.3 Post Structure and a Joint Transfer/Promotions List:
7 May 1985

The Chief Director gave an assurance that further proposals submitted by the Association on the post structure would be considered. Consensus was reached on the issuing of a joint transfer and promotions list on an experimental basis.¹⁰

7.5 RESPONSES OF THE DIRECTOR TO 1984 CONFERENCE RESOLUTIONS

Arising out of resolutions adopted at the 1984 Annual Conference the Association submitted several resolutions to the Executive Director for his consideration.¹¹ Examples of the responses of the Director are as follows:

7.5.1 Computer Laboratory Facilities

The Association requested an investigation into the feasibility of introducing within the next seven years computer laboratory facilities for Secondary Schools. The Executive Director replied that consideration was being given to introducing computer studies as a seventh subject and to the provision of facilities. He said that, as an interim measure, computer centres were being established on a regional basis.¹²

7.5.2 Facilities in Primary Schools

The Executive Director replied that the Department shared the Association's concern about the need for certain standardized facilities in primary schools and that schools lacking such facilities were being considered for up-dating on a priority basis.¹³

7.5.3 Supervision Programme

The Association called for an investigation into the nature of supervision programmes in schools, an assessment of the worth of the objectives of such programmes, and the effecting of any necessary changes thereon. The Executive Director replied that such programmes were monitored regularly and that it was acknowledged that the emphasis should be on providing for the needs of pupils and teachers rather than on the production of a designated number of reports. He added

that with, inter alia, the re-structuring of the inspectorate, the whole question of supervision and other functions of these personnel would be reconsidered.¹⁴

7.5.4 Responsibility of the Director vis-a-vis the day-to-day Administration of Education.

The Executive Director replied that the Association's stand against any interference by politicians in the day-to-day administration of education was noted.¹⁵

7.5.5 Accouchement Leave

The Executive Director replied that the Association's request for full benefits for teachers on accouchement leave should be referred to the Commission for Administration as the present conditions applied to the public service as a whole.¹⁶

7.5.6 Specialist Sports Coaches

The Executive Director said that a feasibility study would have to be carried out into the employment of specialist coaches who would be other than physical education teachers.¹⁷

7.5.7 Voluntary Retirement at Age 55

The Association requested that teachers be allowed to retire voluntarily at age 55 and that women who were in permanent service and who, because of marriage were re-employed as temporary teachers, be considered, if presently employed in a permanent capacity without broken service, to have been employed in a permanent capacity from their original

date of appointment. The Association was advised to submit its input on the matter for consideration by the Commission for Administration.¹⁸

7.6 REPRESENTATION ON COMMITTEES ESTABLISHED BY THE AUTHORITIES

The Association, for some time now, has been represented on Committees established by the Education Department. Some of the committees on which the Association's representatives sit are the Teacher Education Consultative Committee, Examinations Board, and on all the 21 Subject Committees of the Department. The Association's representatives report back to the Committees.¹⁹

7.7 RELATIONSHIP WITH THE INSPECTORATE OF THE DEPARTMENT OF EDUCATION AND CULTURE

The Indian Inspectors of Education have an Association viz, The Association of Indian Inspectors of Education of South Africa. The Teachers Association of South Africa and the Inspectors' Association meet regularly to discuss matters of common concern.

One such meeting took place in August 1984. TASA hosted this meeting. In March 1985 TASA was represented at a symposium held by the Inspectors' Association on the 'Role of Education Leaders.'²⁰

The irony of the contact between TASA and the Inspectorate is that TASA only meets with the Indian Inspectors. If

any benefit is to be accrued for education then obviously contact also needs to be made with white inspectors who are also employed by the Department of Education and Culture.

The Inspectors' Association has now changed its name to the Association of Professional Officers of Education in South Africa.²¹ It is hoped that with change of name its membership would include all professional officers of the Department.

7.8 MEETINGS WITH CABINET MINISTERS AND REPRESENTATIVES OF THE GOVERNMENT

It is not often that the Association is accorded the opportunity of meeting with Cabinet Ministers of the South African Government. All representations to the government on educational matters have to be channelled through the Director of Education.

The year 1980 saw hundreds of pupils boycott classes. TASA made attempts to diffuse the situation and sent a memorandum to the Honourable C J Heunis, Minister of Internal Affairs on 19 May 1980.²²

On 17 November 1980 the Association's General Purposes Committee, with the President Mr P C Samuels, as leader and spokesman, met with the Honourable C J Heunis, Minister of Internal Affairs and senior officers of his Department, in-

cluding officials of the Education Division. Several of the problem areas referred to in the TASA Memorandum of 19 May 1980 were considered in detail in frank and open discussions at the all-day meeting.²³

In his introductory remarks the Minister said that in a complex country like South Africa wisdom was required to solve problems which, he acknowledged, existed. The prerequisite towards this goal was understanding. He sought the co-operation of the Association to fulfil this task collectively in the area of education.²⁴

In his response, the President, Mr P C Samuels, acknowledged that development must take place on the basis of co-operation in the future. The President stated that for the past seven to eight decades teachers had been playing a leadership role in the Indian community. The Association was therefore under constant pressure to indicate what it was doing, more so during the 1980 mid-year boycott of classes.²⁵

On Wednesday 3 October 1984 the Minister in charge of General Education Affairs, Mr F W de Klerk, met a TASA delegation led by the President, Mr Pat Samuels. The Minister's attention was drawn to TASA's stand on the tricameral system of government and to the resolution of the National Council of TASA which said that TASA rejected the South African system of education and that it would participate, under protest, in those structures that were necessary to maintain high levels of educational practice.²⁶

The Minister, in noting TASA's protest, stated that he expected change to be evolutionary. He also said that the opportunities to influence decisions were far better at the present time than ever before.²⁷

The President of TASA invited the Minister of Education in the House of Delegates, Mr K Ramduth, to meet him on an informal basis on the 16 November 1984. The President stated that the meeting was sought to give the Minister an opportunity of learning from him the policies of TASA in respect of certain matters that revolve around the control and administration of education.²⁸

The President reported to the General Purposes Committee that he had informed the Minister that TASA was totally opposed to "political interference" in the day to day matters of education.²⁹ The President expressed TASA's deep concern for achieving the highest quality in educational output and this was only possible if the actual Educational Programme was controlled and administered by competent professional persons.³⁰

The President reported that the Minister had agreed to keep an open door policy with respect to important formal meetings with him on matters of education and over which he had control. The President stated that the Minister appeared anxious that there should be no political inter-

ference in the domain of the professional administration of education.³¹

7.9 TEACHERS' COUNCIL

It was a matter for bitter disappointment that state legislation for a Teachers' Registration Council should exclude all black teachers. When the bill was before Parliament in 1976, the Association made urgent telegraphic representations to the Prime Minister and the Minister of Indian Affairs. The following telegraphic message was sent to Parliament:

South African Indian Teachers' Association earnestly appeals that bill before Parliament provision be made for all South African teachers to be included in the proposed Council so that due and proper recognition is given to professional status of all professionally qualified teachers.³²

7.10 TASA AND THE FORMER SOUTH AFRICAN INDIAN COUNCIL AND THE PRESENT HOUSE OF DELEGATES IN THE TRICAMERAL PARLIAMENT

The Association has always made its political standpoint clear that it objects to any discrimination based on colour. For example, it passed a resolution at its 32nd Conference in July 1958 condemning the Group Areas proclamations, especially those enacted for Durban on 6 June 1958.³³

7.10.1 Relationship with the South African Indian Council

There has been no secrecy about the Association's attitude towards the South African Indian Council which, when it was established, was a nominated body. It later became a partly elected and partly-nominated body and later an elected body.

The Executive Council, when it met on 3 May 1969 noted that "it had been agreed.... that the Association shall not have any official communication with the South African Indian Council."³⁴

The Executive Meeting of 8 March 1975 resolved: "that the issue of the Association's relationship with the South African Indian Council be determined on the basis of the majority viewpoint of branches as submitted to this meeting of the Executive Council."³⁵

The meeting proceeded to consider the issue after establishing that twenty-eight of the thirty one branches of the Association represented at the meeting had, in fact, considered the matter of the relationship with the South African Indian Council and given their delegates specific mandates on how to act. After a full discussion the following resolution was proposed: "That the Association shall have contact with the South African Indian Council when it is vested with powers over education."³⁶

The above motion was carried. However, the 1975 Conference of the Association held in June 1975, with the added strength of individual member support resolved to transmit, as a matter of urgency, the following telegram to the named head of state: To the Honourable B J Vorster, Prime Minister of South Africa: "South African Indian Teachers' Association conference opposes transfer of control of Indian Education to South African Indian Council."³⁷ The Minister of Indian Affairs, however, had by Government Gazette dated 2 February 1976 delegated his powers to the South African Indian Council in so far as Indian Education was concerned.

From then onwards the Association had made its standpoint clear that it would not co-operate with the South African Indian Council and has stated that teachers in the employ of the Education division of the Department of Indian Affairs come under control and jurisdiction of the Minister of Indian Affairs, the Secretary for Indian Affairs and the Director of Indian Education. The Association's concern in all this is that education should be controlled and administered by none but trained, experienced, accredited and dedicated educationists.

The Association had repeatedly asked the South African Indian Council not to interfere in educational matters. In 1982

the Association expressed its deep concern about the change in procedures with respect to the handling of some of the day-to-day affairs of the Education Division which affairs are normally handled by the Director of Education.³⁸

The Association in particular, objected to the Council's interference in the professional area of the promotion of teaching personnel and urged the Minister of Indian affairs to "make a conscious attempt to protect rather than damage the cause of education."³⁹

The Association's objections to the South African Indian Council's handling of teacher promotions were ironical. While there appeared to be various anomalies in promotions since the Council took over this function, it must be remembered that dissatisfaction with promotions existed long before the South African Indian Council came onto the scene.

Promotions of scores of teachers by the Director of Indian Education had caused great dissatisfaction to teachers all over the country. The appointment of Inspectors over the heads of many capable members of the profession shocked and distressed many teachers. The Teachers Association of South Africa submitted various memoranda to the Department complaining about promotions long before the South African

Indian Council took over this function. If the Association wants to see the problem solved it needs to reassess its strategy in dealing with the education authorities and government-created bodies.

7.10.2 Relationship with the House of Delegates

At its meeting of 10 September 1983 the National Council of the Teachers Association of South Africa passed the following resolution unanimously:

That the Teachers Association of South Africa rejects the tricameral parliamentary system because (1) it entrenches the system of apartheid and (2) it denies power-sharing, in that political power will still be in the hands of the White minority.⁴⁰

Mr F W de Klerk, the Minister in charge of National Education met with TASA representatives in Cape Town on Thursday 24 January 1985. The meeting was called by Mr de Klerk in response to an earlier request by TASA for an opportunity to be told precisely the role of the Minister in the field of education.⁴¹

Mr de Klerk emphasized that each of the National Teacher Associations must consult with the respective Ministers of Education and Culture in all matters of education policy. He said that TASA should solicit the support of the Minister of Education and Culture in the House of Delegates even on

matters concerning National Education. He said this would help to hasten change in National Education policy and practice.⁴²

The Minister of Education and Culture, Mr K Ramduth, emphasized his status in education as being on par with that of the Minister of National Education. He invited TASA to consult with him on all educational matters. He said that his door was "always open".⁴³

While it is expected of TASA to make a principled stand on its attitude to the Tricameral System of Government, it should not lose valuable opportunities to use the present system for the benefit of Indian Education in South Africa. Thus the decision of the Association taken on 8 September 1984 at a Meeting of its National Council would appear to be a practical one and in the interests of Indian Education.

The President stated that the Association may be called upon as a recognised body, to make inputs on education in the House of Delegates. He said that cognizance had to be taken of the fact that the Association had to participate in certain structures of the Tricameral System if it were to remain a meaningful organisation.⁴⁴

After a lengthy discussion of the matter during which op-

posing views were examined, the following important resolution was adopted:

That the Teachers Association of South Africa re-affirms its opposition to the tricameral system of government because it perpetuates the system of apartheid in all spheres of social, economic and political life, more especially in the field of education; however, TASA will participate only in those structures of government that are necessary for the maintaining of high levels of educational practice.⁴⁵

7.10.3 Conclusion

Over the years the Association has been well-known for its uncompromising commitment to its aims and objectives. Even in this apparent compromise to participate in a system that it disapproves of, the Association's decision will, in the final analysis, benefit education for the Indian community of South Africa.

CHAPTER 8

THE TEACHERS ASSOCIATION OF SOUTH AFRICA AND ITS CONCERN FOR
TEACHER WELFARE

8.1 INTRODUCTION

Since its founding in the 1920s the Teachers Association of South Africa has had as its primary objective the welfare of teachers. TASA has over the years waged a constant battle for better salaries and service conditions for teachers and better facilities for pupils.

8.2 SALARIES

The struggle for better salaries has stretched for over five long and arduous decades. Over 50 years of negotiations, memoranda, protests, persuasion, interviews, discussions and, in one case, an entire staff tendering its resignation on the very issue of salaries¹ has, at last in the 1980s brought forth, in some measure, the objective of equal pay for equal work espoused by the early pioneers of the struggle and continued by their successors.

The economic depression in the early 1930s left teachers with a salary cut back. In his presidential address to the Eleventh Annual Conference of the Natal Indian Teachers' Society on 1 July 1936, Mr G V Naidoo declared:

Since 1929 Indian teachers' salaries have been once revised and twice amended to their disadvantage.

The status of the Indian teacher has been consistently lowered by these retrogressive measures... it might astonish you to know that about 30 per cent of the 541 teachers in service are earning only 5 pounds a month with no prospect of earning a penny more. Many of these men have families to support and a few have served for as much as seventeen years for this princely sum.²

In June 1943 the Natal Indian Teachers' Society had an interview with the Administrator of Natal. Dr A D Lazarus led the Society's delegation on salaries. The Society's demand was equality of salary with European teachers, all other things being equal.³ The Administrator of Natal, Mr Douglas Mitchell refused to make such a concession and the Society's delegation withdrew from the discussion at this stage.⁴

In July 1947, Mr T M Naicker in his Presidential Address to the Twenty-Second Annual Conference stated:

On the burning issue of discrimination in teachers' salaries-discrimination based on colour and sex - the authorities need to be reminded that a loaf of bread costs as much in Grey Street as it does in West Street.⁵

(Grey Street - Indian Area); (West Street - White Area)

The 1956 Conference of the Society passed the following resolution:

The Conference of the Natal Indian Teachers' Society, whilst being grateful to the Natal Provincial Administration for the improvements effected so far, expresses its strong dissatisfaction with the existing salary scales and urges the Natal Provincial Administration to increase them so as to bring them in line with those offered to European teachers in the service.⁶

In November 1963 the Society submitted a memorandum on salaries to the Administrator of Natal. An extract from the memorandum states:

The present method of constructing salary scales on the basis of the socio-economic status of the individual in relation to his own racial group, we submit, is neither realistic nor just. Salaries, instead, should be determined on the basis of function and qualifications, irrespective of race. Women teachers are paid two-thirds of our men's scales ... It is the considered opinion of the Society that women teachers should receive the same rates as their male counterparts. Our Society stands for the principle of equal pay for equal work.⁷

The fight for parity in salary scales continued in the 1970s. The 1979 Conference resolved that urgent representations be made to the Prime Minister, through the Minister of Indian Affairs and Secretary for Indian Affairs, for the immediate implementation of parity in salaries for all

teaching personnel by the removal of all existing discrimination based on colour and sex.⁸

In February 1981, the Minister of Finance announced in his mini-budget that there was to be parity in salaries for White, Coloured and Indian teachers from category B upwards. Black teachers were to receive parity scales from the post of Head of Department, upwards.

TASA's long battle for the principle of parity was at last accepted and what was still awaited was complete parity for all races in all categories and for both sexes.

In 1984 TASA continued its struggle for parity of salaries and conditions of service for women teachers. It argued that in this day and age male chauvinism should be eradicated as it lowered the status of the profession. TASA's struggle is for, among others, parity of salaries down to level 1, equal conditions of service and equal promotion opportunities for women.⁹

8.3 MERIT ASSESSMENT OF TEACHERS

Following on three memoranda on matters concerning the improvement in the Education Structure submitted in 1977 to the Department, the Association addressed a further detailed memorandum to the Director of Indian Education on this subject in September 1979. The document crystallised the con-

sensus arrived at during the 1979 Conference and detailed the submissions of the Association in the following areas:

- a) The intention of the Merit Award plan.
- b) A detailed examination of the method of assessment in relation to
 - i) Curricular efficiency
 - ii) Extra-curricular efficiency
 - iii) Personality traits and character traits
 - iv) Professional Attitude and
- c) Weighting¹⁰

In suggesting maximum scores of 70 per cent for curricular efficiency, 15 per cent for Professional Attitude, the memorandum concluded that the Department's minimum requirement of 85,7 per cent for a merit award sought to identify not the good but the 'excellency' teacher and therefore recommended that an achievement of 65 per cent should entitle a teacher to earn a merit increment.¹¹

The Director replied that the memorandum would be considered in consultation with the Association's representatives following a Departmental reassessment of trends that have emerged since introduction of the system.¹²

The system is still in operation and the Association's recommendations have as yet not been implemented. In view of the great deal of dissatisfaction the system has caused

among teachers, the secretive nature of the assessment and the unreliability of the evaluation procedure, the Association at its 1983 Conference called for the withdrawal of the merit award system.¹³

8.4 CONDITIONS OF SERVICE FOR TEACHERS

The Association has, over the years, negotiated with the authorities for better service conditions for Indian teachers. When the Society was founded, conditions of service for White and Indian teachers differed. The representatives of the teachers asked for an improvement in the service conditions of Indian teachers.

Teachers in Aided Schools did not enjoy the same benefits as their colleagues in Government Schools. The Natal Indian Teachers' Society and its successors therefore waged a constant battle to firstly have all Indian teachers treated alike and then to have the same conditions of service as their white counterparts.

Government school teachers belonged to and contributed to a Provident Fund Scheme while Aided School teachers were denied this privilege. The Society thus strove to right this anomaly. At its 7th Annual Conference it passed a resolution requesting the Natal Provincial Administration to institute and contribute towards a Provident Fund

Scheme for Aided School teachers.¹⁴ This request was repeated at the 8th Annual Conference.¹⁵

The President of the Society in his address to the Ninth Annual Conference in October 1934 stated that: "the Department of Education has definitely indicated to view with favour the removal of certain anomalies, and grant relief to teachers experiencing certain hardships."¹⁶

Teachers were heartened and certainly expected a more favourable dispensation in the future. It was not surprising therefore that at the same conference the President announced important concessions that the Department had made to young aspirant teachers who were desirous of improving their qualifications. The Departmental examinations limited hitherto only to European teachers, had been now offered to Indian teachers.¹⁷

The Society formed a sub-committee in 1934 to deal with teachers who were affected by the institution of new regulations for the T4 and T5 Certificate Examination. The Sub-Committee, after much investigation, appealed through the Society to the Education Department to view all candidates' applications sympathetically. The outcome of the representation was that certain teachers who were previously precluded from taking the T4 and T5 examinations would now be considered on merit.¹⁸

The Aided-School teachers formed an Association of their own

in 1941 because the Education Department treated them differently from government School teachers. The new body, "The Natal Teachers' Union" was organised on trade union lines and fought vigorously for equal treatment with their colleagues in Government Schools. The Education Department finally relented in 1943 and conditions of service for both groups were to be similar. Its objective attained, the Union disbanded and its members joined the Natal Indian Teachers' Society.¹⁹

The Association continued its struggle for parity in service conditions for all race groups well into the 1950s, 1960s and 1970s. The Government has made a commitment for equal conditions of service for all race groups and in the not too distant future Indian teachers would be on par with their white colleagues. Already parity in salaries has been achieved.

8.5 PROMOTIONS

During the early years of the Society promotion posts were few and far between. Vacancies in government schools were filled by the Education Department. Aided school posts were filled by the managers and grantees of schools. Prior to 1939 only teachers in government schools could fill posts available in government schools.

A departure from practice occurred in 1939. A teacher from

a state-aided school was appointed to the headship of a government school. The Society discussed the issue with the Director of Education of the Natal Education Department at an interview on 22 April 1939.²⁰

The Director replied that as the child was of primary importance he would always endeavour to see that the most efficient man was appointed to a post. Asked why he had waived the minimum qualification regulations in the case being discussed, the Director replied that the successful candidate's age, experience and record had given him a considerable margin of preference to the others. The Director stated that he was opposed to the hitherto unfair and mistaken emphasis on seniority.²¹

The Society continued its negotiations with the Department in the 1940s for an improvement in the promotions system.

A sub-committee was appointed in 1952 to draw up a memorandum on policy regarding promotions. This was submitted to the Education Department.²²

A memorandum submitted to the Education Division of the Department of Indian Affairs on 3 December 1973 outlined the viewpoint of the then South African Teachers' Association (SAITA). Among other issues raised, the memorandum requested the need for early implementation of a promotion pattern in

Indian education consistent with, and similar to that in practice in Coloured education, and, in terms of which, it was possible for non-white personnel to hold top promotion posts at schools, colleges of education and the university.²³

The Association and its representatives met with the Director of Indian Education on 3 December 1975 for discussions on promotions. The meeting was held pursuant to a letter to the Director drawing attention to the discontent prevailing among members over promotions and referred to particulars of 55 members who were desirous of being advised of reasons why they were not considered favourably for promotion to posts for which they had applied.²⁴

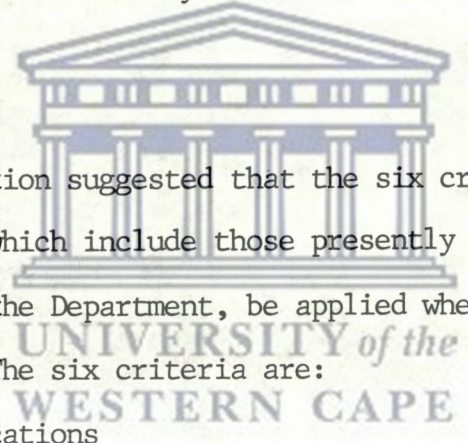
Because it was considered a personal matter between the teachers and the Department, the Director replied that he was not prepared to discuss details of the individual teachers listed: their particulars were used only to discuss the broad basic principles governing promotions in the Department.²⁵

The representatives of the Association made the strong submission that the system of assessment was subjective. Even though assessments are discussed and subject to possible amendment at the merit assessment meeting, the element of subjectivity cannot be wholly eliminated. The Director did not disagree with this submission.²⁶

The Director agreed that teachers were free to discuss their particular circumstances with their principals and circuit or academic inspectors in the light of the details, outlined in the reply to the Association detailing the system of promotions.²⁷ Many teachers have taken advantage of this offer and taken up their cases individually.

The system of promotions as outlined by the Director was thoroughly studied by the Association. At the meeting on 3 December 1975 the Director agreed to consider suggestions that the Association may wish to make for the system to be reviewed.²⁸

The Association suggested that the six criteria listed hereunder, which include those presently taken into account by the Department, be applied when applicants are assessed. The six criteria are:

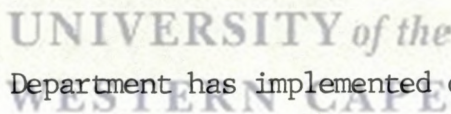
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- a) qualifications
 - b) period of service
 - c) administrative experience/potential
 - d) personality traits
 - e) character traits
 - f) assessment of applicants' teaching experience.²⁹

Since the question of teacher promotions has been a weighty matter for a considerable period of time, the Education Society of the Association carried out an investigation in 1983 and submitted a report to the Association.³⁰ In the course of its investigation the Education Society examined

the system that was being implemented by the Transvaal Education Department, Natal Education Department and the Coloured Affairs Department.³¹

The Education Society of TASA enunciated the following principles as a basis for its proposals:

- a) The principal should enjoy equal status with the interviewing inspector during the evaluation of candidates.
- b) The teachers' association should be given a meaningful role in the selection of candidates
- c) The community should be given some say with regard to the selection of candidates from a short list. In order to make this possible the Society recommended that the powers of the education committees be extended accordingly.³²



Thus far the Department has implemented only the first of the above suggestions and dissatisfaction with the system still persists. The 1984 Conference passed the following resolution on promotions: "That the criteria for promotions be made known to all teachers and that they be applied in a uniform manner".³³

The President in his report to the 1985 Annual Conference comments on promotion procedures. The President reported that on the matter of the procedures used by the Education Department for the purposes of appointing educators

to vacant promotion posts, the Minister of Education and Culture has acknowledged the Association's criticism of the system in use and has now appointed a committee to investigate the present procedures and to make recommendations for change should this be necessary.³⁴

Among the terms of reference, the Committee was asked to devise a system that would eliminate, to the highest degree possible, the element of subjectivity and one that would give importance to seniority. TASA's representatives on the Committee are the President and Deputy President.³⁵

The Committee met during the month of May (1985) and appointed a sub-committee consisting of Chief Inspector, Mr R L Charles, Mrs C Shah (Education Leader), and Mr P C Samuels (President of TASA) to draft criteria for promotion post holders which would modify rather than change the present system of promotions.

The new system was introduced in the latter part of 1985. A uniform set of criteria is being used by the Department to assess candidates for promotion. The principal of a school now has a greater role in the assessment procedure. Promotions that took effect on 1 January 1986 were based on the new promotion instrument.³⁶

8.6 PROTECTION OF INTERESTS OF INDIVIDUAL MEMBERS

As part of its service to members, the Association has constantly to deal with the many problems encountered by teachers in almost all aspects of their work and often those occurring in their private lives.

There is a growing need for members to be advised on problem situations which are increasing in the school situation. Transfers effected, allegedly for punitive reasons, the reported practice of teachers being forced to submit written statements following unproven complaints against them, the several instances of teachers requiring psychiatric treatment consequent upon differences of opinion with management staff, the attitude of subject advisers when the quality of work is not in keeping with differing expectations in standards, and similar irksome problems encountered by members are referred, in most instances, to the Association for consideration, advice and, in many instances, resolution.

The Association takes care to refrain from identifying any of the teachers so affected. The Association is not always satisfied that written representations to the authorities provide a ready solution to the issues involved. Such official representation necessarily elicits an official reply with due regard being had to the regulations governing the service. On a few occasions the Association felt compelled to seek legal opinion on certain issues where it felt members were wronged by the Department.

8.6.1 The Dr A D Lazarus Inquiry

Dr A D Lazarus, principal of Sastri College and President of the then Natal Indian Teachers' Society appeared before a Board of Inquiry in Durban on 15 and 16 October 1962 to answer charges of misconduct brought by the Natal Education Department.³⁷

The charges were that on 6 July 1961 at the Shah Jehan Cinema in Durban, Dr A D Lazarus wrongfully and lawfully disregarded a lawful order of the Director of Education contained in the Schools Handbook by criticising the Department in public. This states that when teachers make public speeches they have to exercise every care to make no statements which might embarrass the Administration or which might be construed as criticism of the declared policy of the Department.³⁸

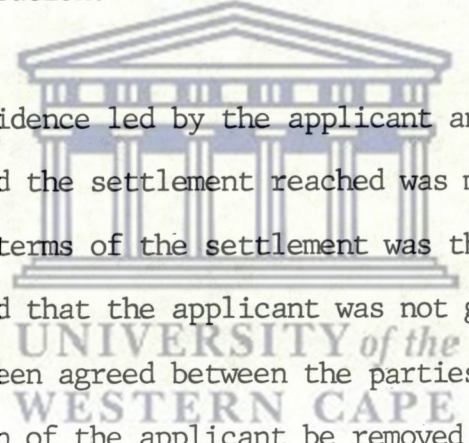
Dr Lazarus denied all the charges and the Natal Indian Teachers' Society fully supported him. The Chairman of the Board of Inquiry was a former Judge-President of Natal. Dr Lazarus was represented by Senior Counsel, Mr R N Leon, Q.C.³⁹ Dr Lazarus was found guilty as charged and was transferred from his post at Sastri College to another secondary school, Lorum Secondary School.

8.6.2 The Collusion Case

A member of the Association was informed by the Director

of Indian Education that he was disqualified from the in-service M + 3 course for teachers because the Director had "evidence of collusion".

The member made an application to the Supreme Court for his disqualification by the Director of Indian Education from the in-service M + 3 course for teachers to be set aside. The application was heard on 28 and 29 April 1975. By decision of the Executive Council, the member had the full backing of the Association, including costs of the application.⁴⁰



Following evidence led by the applicant an adjournment was requested and the settlement reached was made an order of court. The terms of the settlement was that the Director was satisfied that the applicant was not guilty of collusion and it had been agreed between the parties that the disqualification of the applicant be removed and he be permitted to continue with the course referred to in the order. The costs incurred in the application had to be borne by the respondents.⁴¹

The policy of the Association is to seek legal redress if it is not satisfied with the Department's responses to its representations.

8.6.3 Other cases of Member Welfare

The Secretary-General of the Association is the officer responsible for dealing with teacher welfare matters. He is assisted by the President when difficult cases are being dealt with. Some cases are referred to the General Purposes Committee.

In the period November 1984 to March 1985 the Association had to deal with 42 cases of member welfare. Some of the cases have been resolved, others are being attended to. At least 2 of the cases have been referred to for legal advice.⁴²

8.7 CONCLUSION

The Association devotes a great measure of its time to member welfare as it regards its role in the alleviation of the problems of its members as a vital part of its work as a teacher association.



CHAPTER 9

TASA AND ITS INVOLVEMENT WITH THE COMMUNITY AND OTHER TEACHER ORGANISATIONS

9.1 INTRODUCTION

The Teachers Association of South Africa is concerned about the improvement of standards of professional efficiency, the study of education, as well as promoting interest in education in the community, as can be seen from the Association's objectives which are written into the Constitution.¹

9.2 CO-OPERATION WITH COMMUNITY-BASED ORGANISATIONS AND THE COMMUNITY

As early as 1925 in the history of the Association, teachers and the members of the community displayed a willingness to co-operate on matters that would not only uplift and enhance education but would also benefit the community as a whole.

In 1925 a Teachers' Reception Committee worked in collaboration with the Indian Celebration Committee with the express purpose of organising celebrations on the occasion of the visit of His Royal Highness, the Prince of Wales. Two teachers were chosen among six Indian representatives to be present at the official civic welcome.²

An essay competition on Health and Sanitation, open to all schools, was conducted under the aegis of the Society by the Indian Social Service Committee in 1932. Great interest was manifested in this competition and a large number of pupils

participated. Prizes were awarded to the respective winners.³

At the Eighth Annual Conference of the Society in 1933, the Acting President in his address stated:

Conference of Teachers is apt to give outsiders an idea that we wish to work alone and for the betterment of our profession. A cursory glance and a retrospective look at our activities ever since the inception of our Society will clearly indicate that we are not solely concerned with ourselves or obsessed with thoughts of our future interests, but we have been also deeply interested in the upliftment of the community by means of education.⁴

The Acting President further elaborated on the achievements of the Natal Indian Teachers' Society since its formation. He listed the following as achievements:

- a) The Society's demand for universal education for the community
- b) The increase in schools and pupils had been marked in the past decade. There were 13 Government and 70 Government-aided schools with a total enrolment of approximately 18 000 children - almost double since 1923.
- c) In the matter of syllabuses for Indian schools and the qualifications of teachers, the Society had set before it the ideal of non-differentiation and equal opportunities.
- d) The establishment of Sastri College with provision for the training of teachers⁵

The Society, together with the Community, made representations to the Education Department for the establishment of a Girls' High School. This materialised with the establishment of Mitchell's Crescent Girl's High School in Durban.⁶

However, support for the new school was not as good as anticipated. One of the reasons cited by parents was the high, school fees. The Society negotiated with the Education Department for a reduction in the fees. This was achieved in 1934 and enrolment at the Girls' High School thereafter saw a gradual increase in enrolment.⁷

The President reported to the Ninth Conference of the Society in 1934 that for the first time the Natal Provincial Administration had voted an additional sum of £10 000 (ten thousand pounds) for Indian education. He stated further that many private schools were converted to Government-aided schools, building grants were to be given to some schools together with furniture and equipment and further facilities for secondary education were to be made available.⁸

9.3 BUILDING OF SCHOOLS

The Society, having failed to get the Natal Provincial Administration to solve the accommodation problem for school-going Indian children, mobilized support from the community to build schools. Thus the Society established

the Natal Indian Schools' Building Trust in 1951. The Trust appealed to the Indian community of Natal for funds and the community contributed generously. Many additional classrooms were built at existing schools and one new school was built.⁹

9.4 'SAVE SASTRI COLLEGE CAMPAIGN'

The 'Save Sastri College Action Committee' was established on 15 February 1979 when it became public knowledge that steps were being taken by the Department of Indian Affairs to convert the plant of the existing Sastri College into an annexe of the M L Sultan Technikon.¹⁰

The South African Indian Teachers' Association convened the inaugural meeting to form an action committee to save Sastri College as this institution was near and dear to the Indian people. SAITA felt that Sastri College should therefore continue to fulfil the purpose for which it was originally established, that of providing high school education for Indian boys. The College served as an anchorage point for the community and as such, a source of strength; it was indispensable to the people it served. It represented a symbol of progress for all sections of the community: the people, the students and their teachers and therefore such a meaningful symbol must not be allowed to be phased out in the manner intended.¹¹

Prominent members of the community served on the committee

and an intensive campaign was launched to save Sastri College. Advertisements in the press, posters and a massive propaganda campaign which included holding of public meetings, preparation of petitions and obtaining signatures was launched.¹²

The 'Committee' drew up a memorandum and presented it to the then Minister of Indian Affairs, the Honourable S J Marais Steyn. However, all the efforts of the Association and the community were to no avail and the Department of Indian Affairs went ahead with its plans and Sastri College is today annexe of the M L Sultan Technikon.

9.5 PUPIL BOYCOTT OF CLASSES

In 1980 pupils boycotted classes as a peaceful and ordered demonstration against inequalities in education.

The Association had been deeply involved, in a conciliatory capacity, with the pupil boycott of classes at school.

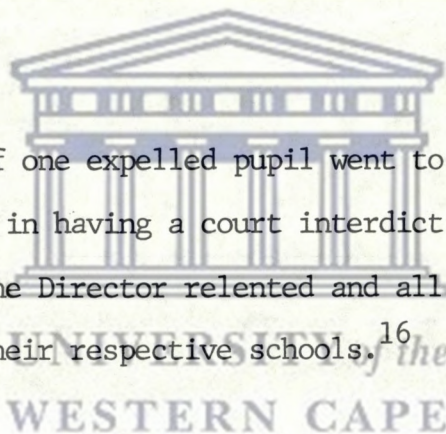
While acknowledging the commendable role of the pupils when the boycott began, the Association urged students to return to their classrooms since their point had been made. When the boycott escalated to violence, damage to property and arson, the Association felt urgent action to diffuse the situation was needed.¹³

Representatives of the Association met with the Director of Indian education with regard to a report that some 600 pupils

who had boycotted classes and had been suspended were to be expelled from school. The Association made urgent pleas for the Director to employ alternate methods to that of expulsion. The Director insisted that expulsion would contain the situation.¹⁴

On three subsequent occasions the President of the Association met with the Director together with representatives of the Interim Committee of Parents/Students (representing boycotting and expelled students) with a view to resolving the issue of expulsions. The Director, however, did not rescind his decision.¹⁵

The parents of one expelled pupil went to court over the issue and succeeded in having a court interdict against the Director. Thereafter, the Director relented and all pupils were re-admitted to their respective schools.¹⁶



The Association was satisfied that if its urgings for the suspensions to be lifted were heeded when these calls were made, there would have been a more responsible reaction from the pupils and that the many ugly features of the boycotts could have been averted.

9.6 REPRESENTATION ON COMMUNITY-BASED ORGANISATIONS

The Association is represented on various miscellaneous bodies where it makes a valuable contribution towards the upliftment

of the community. Some of the bodies on which the Society's representatives serve are the South African Institute of Race Relations, M L Sultan Technikon Council, David Landau Community Centre, South African National Council on Alcoholism and Drug Dependence, Association for School Education Committees (Natal), Sanitas Medical Scheme, Natal Kidney Association, the Natal Indian School Grantees Association, Natal Indian Cripple Care Association and Durban Indian Child and Family Welfare Society.¹⁷

9.7 ROLE OF THE COMMUNITY IN EDUCATION

The Indian Community has always taken a keen interest in education. This interest over the years resulted mainly in the self-help programme to build schools.

The President of the Association addressed meetings of parents in 1984 and the first half of 1985 on their expected and enhanced role in educational matters, more especially at the local level. The President exhorted all community members to take full advantage of the options offered them by the Government White Paper on Education and to make demands for a meaningful social, economic and political dispensation for all South Africans.¹⁸

9.8 FINANCIAL ASSISTANCE TO COMMUNITY ORGANISATIONS AND THE COMMUNITY

The Association has always responded to appeals for assistance by community-based organisations. Teachers send in donations

to the Association and these are forwarded to the organisations concerned. One of the first organisations to have received donations was the Natal Indian Blind Society.¹⁹

The Association, in fact, continues to assist this body up to the present time.

9.8.1 The Clairwood/Stanger Floods

The Association contributed R250 to this fund.²⁰

9.8.2 Community Chest

The Association makes regular donations to the Community Chest. For example, in 1976, the tenth successive year in which Indian teachers identified themselves with the Community Chest appeal, an amount of R10 109 was donated while the 1977 total was R12 890.²¹

9.8.3 Stanger Branch gives urgent service

There was understandable concern among members of the teaching fraternity in the Stanger Branch over the decline in health of one of its members who was suffering from a renal complaint. The urgent need was for a renal unit to control the condition but this was too expensive. The teachers of the area contributed R2 000 towards the purchase of the machine which cost R4 200, the balance being made up from donations by the community. The Stanger Kidney Committee, consisting of teachers and members of the public, control the unit. Members of the public who need to use the machine are also allowed

to make use of the machine.²²

9.8.4 Kwa Zulu Drought Relief Fund

This fund was launched in 1980 and an amount of R4 944,66 was contributed by members. In the 1982/83 financial year an amount of R4 309,50 was expended for the installation of a borehole near Pietermaritzburg, three water storage tanks in the Groutville area. During the 1983/84 financial year two tanks were installed in the Ladysmith area at a cost of R600.²³

9.8.5 Black Schools Development Programme

An appeal to assist Black schools for improved schooling was launched in the 1981/82 financial year. Of the R8 323 contributed by members at the end of the 1983 financial year an amount of R6 360 was donated for the building of a school in Ixopo in Natal. The Fund had a balance of R1 960,00 in July 1984.²⁴

9.8.6 Durban Indian Child and Family Welfare Society Appeal

In response to an appeal by the Durban Indian Child and Family Welfare Society, the Association donated an amount of R5 000,00 to the Lakehaven Children's Home in Newlands, Durban. During the financial year 1983/84 and 1984/85, schools throughout the Republic collected funds amounting to R7 297,96 which was handed over to the Lakehaven Children's Home in Durban.²⁵

9.8.7 Conclusion

Cited above are examples of the kind of financial assistance rendered by the Association over the years. The Association is committed to helping all sections of the community when the need arises and funds permit.

In the final analysis, the role of the teacher association is determined not by itself, but in terms of a dynamic relationship between the teacher and student, the teacher and the community, the teachers' organisation and all progressive forces operating within the country. The precise role will be determined democratically and will arise out of the nature of the struggle which is in progress at the particular point in time.

9.9 THE TEACHERS ASSOCIATION OF SOUTH AFRICA AND TEACHER UNITY

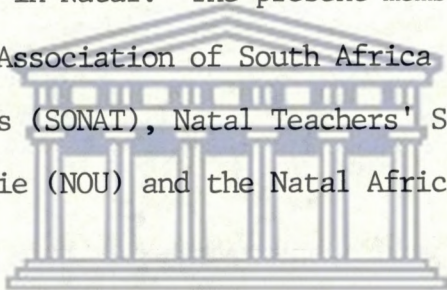
9.9.1 Introduction

In the interests of education and its development for all groups in the country, the Teachers Association of South Africa (TASA) has over the years established contact and co-operation among teacher organisations throughout the Republic of South Africa. In recent years the Association has also established contacts with international teacher organisations and teacher organisations in foreign countries.

9.9.2 Contact and Co-operation with National Organisations

Almost 30 years ago teacher organisations from various parts of the country formed the South African Federation of Teacher Associations (SAFTA) to promote teacher unity. Affiliates of SAFTA were organisations that came from the African, Coloured, Indian and White teachers.²⁶ SAFTA continued in its effort to bring together teachers of all shades of opinion until it disbanded in 1984.²⁷

The Joint Council of Teacher Associations in Natal (JOCOTAN) was formed in 1980 to forge closer links with all teacher organisations in Natal. The present members of JOCOTAN are the Teachers Association of South Africa (TASA), Society of Natal Teachers (SONAT), Natal Teachers' Society (NTS), Natalse Onderwysersunie (NOU) and the Natal African Teachers' Union (NATU).²⁸



Regular meetings of JOCOTAN are held. Some of the matters discussed are school sports, Government's White Paper on Education, Merit and Service Awards, Seminars on Post and Salary Structure, conditions of service, tax relief for teachers and the future of teacher associations in South Africa.²⁹ JOCOTAN held a conference at the Springfield College of Education on Saturday 25 May 1985. The theme of the Conference was "The Professional Development of the Classroom Teacher". The 450 teachers who attended gained valuable insights into the practice and procedures of professionalism in the classroom.³⁰

JOCTASA (Joint Council of Teachers' Associations of South Africa), a Union of Coloured and African teacher associations, held a conference in Cape Town on 14 April 1984 on the theme "The Role from Now on". Almost all teacher organisations throughout the country were represented. Many of the organisations accepted the spirit of the JOCTASA charter for Teacher Unity. A few were concerned about the political implications of the Charter. A Steering Committee was set up to pursue the idea of teacher unity in South Africa.³¹

Such is the harmonious relationship between TASA and other teacher bodies that almost all teacher organisations are now represented at the Association's Annual Conferences. At the 1984 Conference 13 organisations were present. The Association itself was invited to no less than six teachers' conferences in 1984.³²

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9.9.3 Independent Teachers' Centre Inaugurated by the Transvaal Teachers' Association

Since the Transvaal Education Department provided considerable facilities for teachers' activities, the Transvaal Teachers' Association proposed extending the facilities of the Transvaal Teachers' Association Teachers Centre to other interested organisations so that it could be administered as an independent Teachers' Centre.³³

This proposal in 1981 found favour with the teacher organisations

in the Transvaal and the Association (TASA) decided to participate in the project and contribute a sum of two thousand five hundred Rand (R2 500,00) per annum for three years towards the running of the centre. The move by TASA was a further attempt to forge greater unity among teachers.³⁴

The Independent Teachers' Centre organises various programmes and publishes literature for the professional growth of teachers in the Transvaal. During January 1984 the Centre moved to permanent premises in Diepkloof, Soweto.³⁵

9.9.4 Co-operation and Contact at International Level

The President of the Association, Mr P C Samuels, was invited to meet with Mr Raymond J Smyke, Assistant Secretary of the World Confederation of the Organisations of the Teaching Profession (WCOTP) and representatives of teacher associations which were represented at the Third Southern African Regional Conference held in Mauritius in December 1979.³⁶

Though only the African Teacher Associations of South Africa, (ATASA) representing the Black teaching fraternity in the Republic, is at present affiliated to the World Confederation of Organisations of the Teaching Profession the Teachers Association of South Africa (TASA) attended the Southern African Regional Conference in Zimbabwe in 1982.³⁷

The Association was privileged to send its President to the

1982 WCOPT Conference in Switzerland. He was a listed observer at the Conference which had delegates from 122 teacher organisations from 84 countries. The conference proved to be a spawning ground for firm international contact.³⁸

After the WCOPT Conference, the President of the Association visited England, Canada and the United States where he met with and had discussions with representatives of teacher organisations. This international contact has brought a rich inflow of literature and teaching material from abroad.³⁹

The Association had received an invitation to attend the Fifth Southern African Regional Conference of WCOPT which was in Malawi in September 1985. The Association sent two representatives to this conference. The President of the Association offered to assist the Zimbabwe Teachers' Association in organising the conference should such assistance be necessary.⁴⁰

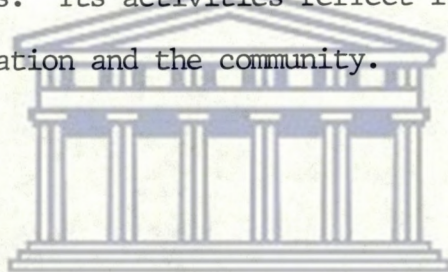
The Association was pleased to secure the professional services of Professor Raymond J Smyke of the University of Webster - Geneva for both TASA's Diamond Jubilee Conference and for a Conference on Teacher Associations of the University of Cape Town both in July 1985. Professor Smyke was the former Assistant Secretary of the World Confederation of Organisations of the Teaching Profession.⁴¹

The contacts established with both national and international

teacher organisations has enhanced the influence and status of the Teachers Association of South Africa. TASA is more than ever resolved to see that teacher unity is achieved in South Africa so that education would benefit.

9.10 CONCLUSION

Throughout its history the Teachers Association of South Africa and its predecessors, have through their various activities tried to be of service to their members, education and the community. The Association has spared no effort to achieve its objectives. Its activities reflect its concern for its members, education and the community.



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CHAPTER 10

CONCLUSIONS, EVALUATION, RECOMMENDATIONS

10.1 INTRODUCTION

The purpose of this investigation was an attempt firstly to give a brief outline of the history of the Teachers Association of South Africa, and secondly, to establish the extent to which the Teachers Association of South Africa influenced the development of education and the teaching profession, in so far as the Indian community of South Africa was concerned.

The nature and function of the Teachers Association of South Africa, based on the minutes of the various council meetings of the Association, reveal the Association's activities in many areas, both educational and professional.

The extent of the Association's influence in protecting the interests of its members and the protection and expansion of education are evaluated.

10.2 THE ROLE OF THE TEACHERS ASSOCIATION OF SOUTH AFRICA IN THE DEVELOPMENT OF INDIAN EDUCATION IN SOUTH AFRICA

10.2.1 Phases of development of the Teachers Association of South Africa

Fourteen presidents have been at the helm of the Teachers Association of South Africa since 1925. The first president was Mr Anand Rai who served for four terms, then came Mr T M Naicker who served for five terms, Mr S Naidoo for two, and Mr B D Lalla for three.¹

The first phase was mainly concerned with the task of organising the Association and solving the problems of conditions of service and membership of teachers, who belonged to two classes, that is those from provincial or government schools and the state-aided schools. To a large extent the Association solved these problems when the teachers of the state-aided schools came under the jurisdiction of the provincial authorities and were no more under the grantees and managers.²

Dr A D Lazarus served for nineteen terms and dominated the scene of the second phase of development. This phase focussed on negotiation and a very significant move in Dr Lazarus's time was the establishment of the branch system. There were many who thought that the Durban-based association was the only decision-making body.³

In 1945 Mr Simon David, a stalwart of the Natal Indian Teachers' Society, was able to get the Society to form a sub-committee that proposed that the Society have several branches across the province. In 1949 there were fifteen branches formed and a new era in the development of the Natal Indian Teachers' Society emerged. The branch system enabled teachers from all parts of Natal to link with the executive council of the Society. Thus every teacher was able to have a voice in the decision-making process by having a representative on the executive council.

The third phase in the development of the Association was the period under the presidency of Mr R S Naidoo who served for eight terms. In 1967 it was decided that the teacher's association be nationalized. Mr Naidoo visited teachers in various regions of the country to canvass support for the idea. As a result of overwhelming support, the South African Indian Teachers' Association (SAITA) was formed on 7 July 1967. Mr R S Naidoo was the first president of the new national association.

During the third phase of development, subject societies were formed and the Association's representatives were now appointed to departmental committees. In 1973 Mr R S Naidoo made a significant move in forming the Co-ordinating Council for Subject Societies in order to establish and provide the subject societies with semi-autonomous status.

Mr P C Samuels was elected president in 1975 when Mr R S Naidoo retired. Thus began the fourth and present phase of development of the Association. During the Samuels' administration, the constitution was amended to allow for more growth.

The portfolio system was introduced and vice-presidents were in charge of different aspects of the activities of the Association. Vice-presidents for regions were also introduced and they took charge of the branches and were able to stimulate

growth. The result was that the secretariat was extended and the last major change came in 1979 when branch development was extended into regions and today there are nine regions in South Africa.

In July 1979 the Association went a step further in its development. The Association dropped its racial tag and became the Teachers Association of South Africa (TASA). The 1980s saw vigorous growth of the Association in all areas and its relationship with other teacher associations strengthened. The Teachers Association of South Africa was also able to make international contacts with teacher organisations in Europe, Canada, the United States and Zimbabwe as a result of the visit of the President, Mr Samuels, to these countries. The Association has also been able to establish contacts with the World Confederation of Organisations of the Teaching Profession (WCOTF) whose former Assistant Secretary, Prof Raymond Smyke, addressed the 1985 Diamond Jubilee Conference of the Association.⁴

These contacts and relationships have strengthened the Association's resolve to further its aims and objectives.

10.2.2 Protection of interests of members of the Teachers Association of South Africa

Throughout its history the Association has fought relentlessly to protect the interests of its members. Some of the areas in which the Association has been successful in promoting the interests of its members were:

- a) An improved pension fund
- b) Improvement in salaries
- c) The provision of a medical aid fund
- d) Improved conditions of service for all teachers
- e) Establishment of a mortality grant for members
- f) An improved system of promotions
- g) Availability of loans and bursaries for members
- h) Admission of married women to the permanent staff
- i) Improved leave regulations
- j) Individual member welfare
- k) Compulsory education

10.2.3 Protection and Expansion of Education

The Teachers Association of South Africa has always striven to improve the professionalism of its members. In so doing the Association has also played an important role in the protection and expansion of education in the following areas:

- a) Representation on Departmental subject committees
- b) Representation on Examinations Board
- c) Representation on Teacher Education Consultative Committee
- d) Negotiations with the Department e.g. boycotts
- e) Building of schools
- f) Assistance to African schools
- g) Assistance to matriculation pupils e.g. vacation schools
- h) Publications for students e.g. mathematics enrichment exercises

- i) Assistance to and co-operation with community organisations
- j) Representation on the De Lange Commission on Education
- k) Establishment of the Teachers' Centre
- l) Establishment of subject societies
- m) Publications for professional growth
- n) Liaison with other teacher organisations.

The Association has involved itself in a wide range of activities besides those mentioned above. There has always been a close link between the Association and the community which looks to the former for leadership. Thus the Association had to make a principled stand on various contentious issues - even on political matters. This is why the Association condemned the Group Areas Act when it was promulgated and, of late, the Tricameral Parliament. The Association is aware that the present system of education is a product of the political system and believes that only a single ministry of education would solve the problems that presently beset education for Blacks in South Africa.

10.3 AREAS REQUIRING THE ATTENTION OF THE TEACHERS ASSOCIATION OF SOUTH AFRICA

While the Association has enjoyed many successes in its role of guardian of the teaching profession and education, it has also met with setbacks. There are still many areas that require the attention of the Association.

10.3.1 Salaries

While there has been a great improvement in salaries in the past five years, the Association needs to continue to fight for a better deal for the lowly-qualified teachers. These teachers have played a leading role in education in the early years of the Association's history and they should be adequately remunerated.

10.3.2 Medical Aid Fund

The Indian teacher has no choice but to belong to the Sanitas Medical Scheme. This is a disadvantage because many other schemes offer better benefits. It therefore behoves the Association to fight for improved benefits for its members.

10.3.3 System of Promotions

The Association needs to continue its efforts with the Department of Education and Culture for an improved and better system of promotions. It needs to also continue negotiations for it to be represented on the Promotions Board. Then only will teachers be convinced that "justice is being seen to be done" as far as promotions are concerned.

10.3.4 Merit Assessment of Teachers

The system of merit assessment has engendered great dissatisfaction because of the manner in which it has been applied. In consequence thereof the Association should continue to request of the authorities that the Merit Assessment system be withdrawn and replaced with a Service Award System.

10.3.5 Role of the Circuit Inspectors and Subject Advisers

It is suggested that the Association impress upon the Department of Education and Culture that careful consideration be given to such factors as knowledge of subject field, qualifications in subject, broad educational background and knowledge, philosophical background and good human relationships when Circuit Inspectors and Subject Advisers are selected. Many of the present officers have been selected, it would appear, because of their administrative ability and other unknown factors. Good school administrators need not necessarily make effective Circuit Inspectors and Subject Advisers.

The Association needs to negotiate with the education authorities for an objective system of assessment of a teacher's work. The subjectivity involved in the present system is causing distress to many teachers. A uniform set of criteria must be used by all education officers.⁵

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10.3.6 Prescription in education

The educational system is overburdened by prescription laid down by the educational authorities. The Association has expressed its concern that prescription causes a loss in educational output. The Association should continue to press for a "freer" system on the premise that teachers are competent enough to make their decisions regarding classroom teaching and should be allowed to do so. This is basic to job satisfaction and greater motivation for obtaining goals.

10.3.7 Administration of the Teachers Association of South Africa

While it is appreciated that the activities of the Association have increased tenfold in the past five years, it has to be borne in mind that there is need for a streamlining of some of its activities.

The Association has a large full-time Secretariat and thus maximum benefit must accrue to the general membership as a result. It is noteworthy that the Association has instituted methods to gain maximum efficiency from its Secretariat. These methods need to be evaluated on an on going basis.

10.3.8 Control of Branch and Regional Activities

There are many branches of the Association that justify their status by the various activities they organise for their branch members. Some branches, however, have very few activities of any sort, let alone professional activities. The headquarters of the Association needs to establish far more contact with its branches to monitor their activities and the purposes for which their finances are utilised. The Association's major function (and that of its branches also) is a professional one. Hence, activities for the professional upliftment of the membership should be the major concern of the branches and regional councils. Too many branches, it would appear, are spending a considerable amount of their funds on social functions.

The Association needs to seriously evaluate its Regional Council system. At the moment much money is spent to keep

the system going. It would appear that much of the business conducted at Regional Council meetings could easily be done at Branch meetings at considerably less expense.

10.4 CONCLUSION

The Teachers Association of South Africa has over the years been aware of the needs and challenges of education for the community. The Association has always met the challenges and endeavoured to see that ultimately the community benefitted from the education provided by the authorities. The immense growth of education and education facilities for the community is due in great measure to the untiring efforts of the Teachers Association of South Africa.

However, it is no longer relevant for the Teachers Association of South Africa (or other black teacher associations for that matter) to demand for things that the White education system has. Blacks are fast reaching levels of competence in determining what is best in terms of universal requirements. It has perhaps been a mistake to ask for equality when better things are the goal. Subject communities generally err in this way for the simple reason that they believe that equality even at a low level is enough to restore a measure of self-dignity as a compensatory factor.

The Indian teachers and their colleagues in other sister associations are fortunate that through their representative teacher associations they have a voice at the highest level in

the government of the country to make their demands known.

There is still much to be done by TASA and other teacher organisations. Apartheid is on its way out and TASA must prepare children for that day and at the same time play its part in creating an educational system for post-apartheid South Africa. This is not going to be easy but TASA, together with those members of the organised profession who share its principles and objectives, must take active initiatives to design an educational system which will satisfy the aspirations of parents, teachers and students in the longer term.



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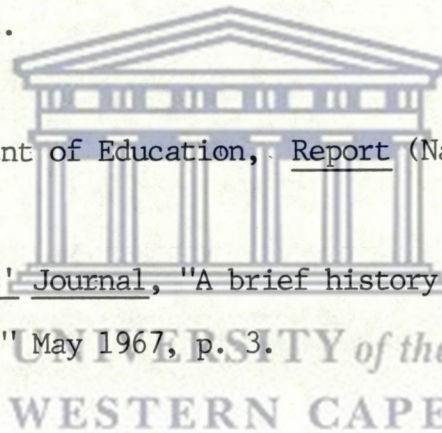


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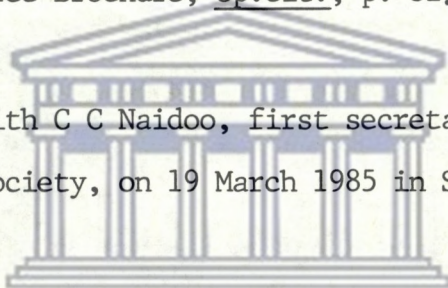
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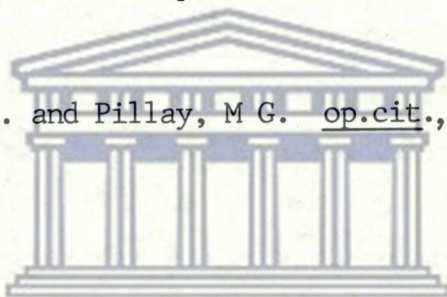
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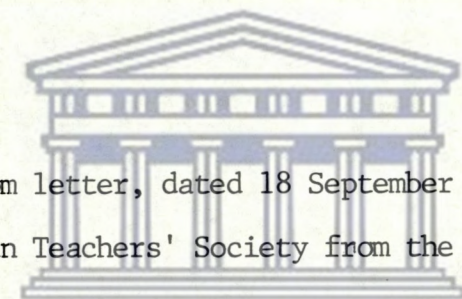
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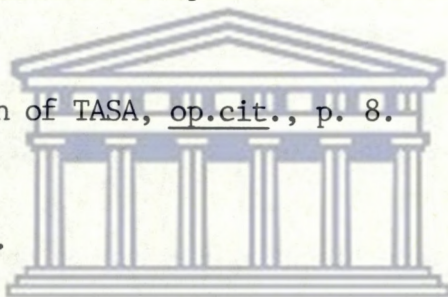
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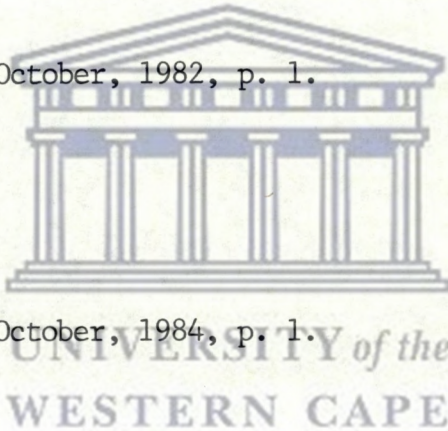
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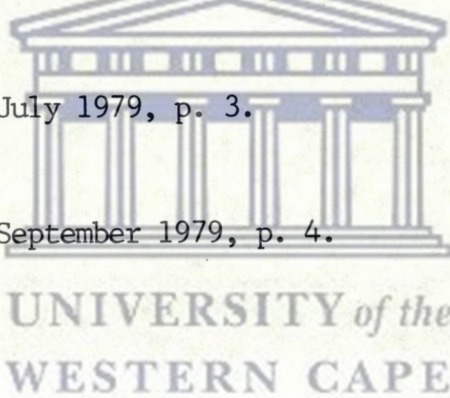
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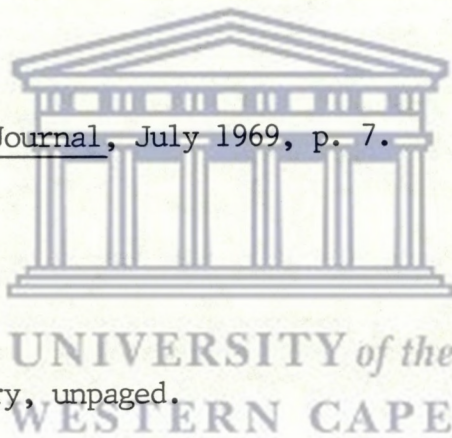
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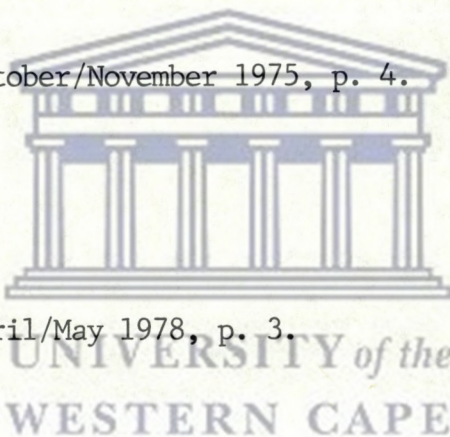
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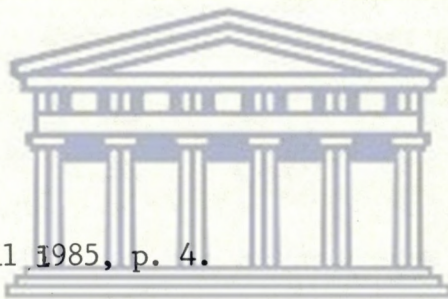
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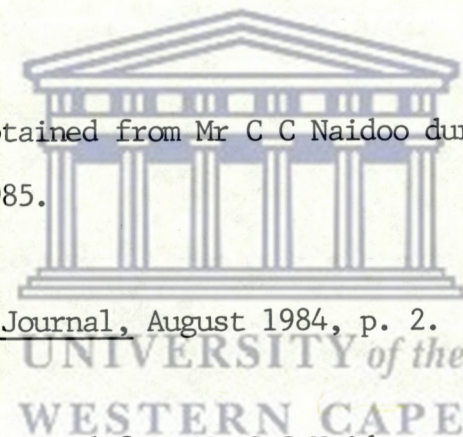


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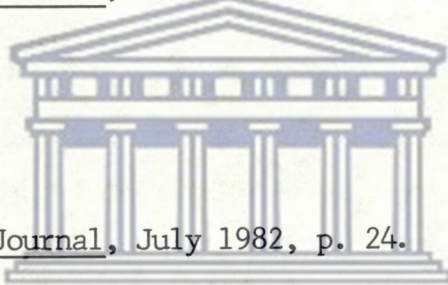
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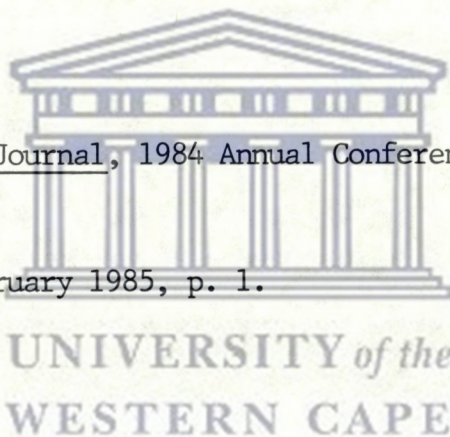
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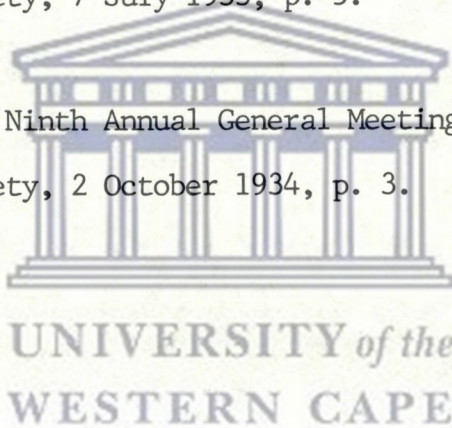


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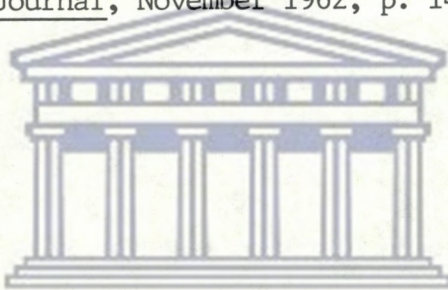
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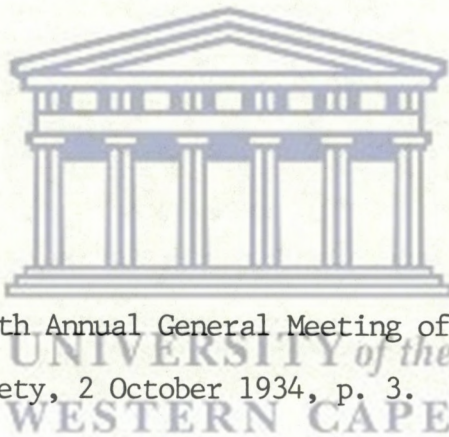
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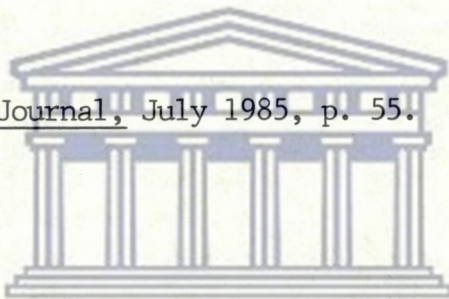
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24. Ibid.
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29. The Teachers' Journal, op.cit., p. 27.
30. The Teachers' Journal, July 1984, p. 23.
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32. Ibid., p. 28.
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38. The Teachers' Journal, July 1983, p. 4.
39. Ibid.
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CHAPTER TEN

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5. A new system of promotions was introduced in the latter part of 1985. A uniform set of criteria is being used on a trial basis.



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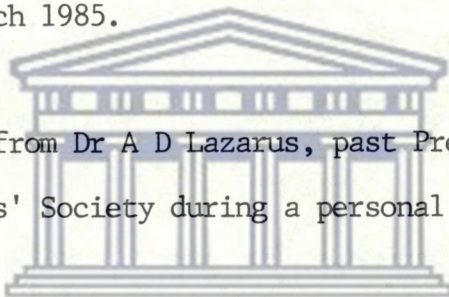
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S U M M A R Y

Teachers and teachers' organisations have always been an integral part of any community. More so in the Indian Community.

The Indian teacher has always commanded great respect from his community and thus he has wielded considerable influence over it. Since the early days of Indian immigration to this country, the Indian teacher has played a vital role in all but political activities. In very recent times, however, he has taken a lively interest in the political aspirations of his people within the framework permitted by his conditions of service.

The Indian Teacher is a member of the largest group of highly educated men and women in his community. No wonder, then, that the community has always looked to teachers and their organisations for leadership.

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The establishment of the Natal Indian Teachers' Society in the 1920s arose out of a community need in that a reception committee was required for holding celebrations on the occasion of the visit of the Prince of Wales to South Africa.

From then on the Natal Indian Teachers' Society continued to make representations on behalf of its members and the community for a better deal in education. This was not always forthcoming from

the authorities. Hence, the teachers and the community banded together to provide and build schools for themselves out of the monetary contributions of teachers and parents.

The Natal Education Department in its biased treatment of teachers in aided schools, who it claimed were the responsibility of the grantees and managers, led teachers to form the Natal Teachers' Union which was run on trade union lines. A vigorous fight was waged by this Union for service conditions equal to those of teachers in government schools. The Education Department relented when it recognised the rights of the members of the Union. Thus the Union disbanded and its members rejoined the Natal Indian Teachers' Society.

Thereafter the Natal Indian Teachers' Society grew from strength to strength. The inauguration of the branch system gave rise to broader representation and rapid growth. The formation of the Natal Indian Schools' Building Trust saw tangible evidence of the commitment of the Society towards solving the accommodation crisis in Indian Schools.

Upon the transfer of control of education to the Department of Indian Affairs in 1966, The Natal Indian Teachers' Society changed its name to the South African Indian Teachers' Association in order to enable Indian teachers throughout the Republic to become members. In 1979 the Association changed its name to the Teachers Associa-

tion of South Africa, thus dropping the racial tag attached to its previous name. This meant that membership was open to all teachers.

Over the twenty years of its existence as a national body the Association has developed into a vigorous institution. Its growth in stature must be measured by its multifarious activities which have benefitted Indian education.

As a result of its representation in various departmental committees the Association is able to make valuable contributions where its opinions are valued. The Association's own Subject Societies make a valuable contribution towards education by means of their various publications.

The Association's concern for the welfare of its members is illustrated by the representations it has made to the authorities on their behalf. In some instances legal recourse was necessary.

That a great deal of success has been achieved by the Association there is no doubt. That education for Indians has made vast strides in the last 60 years there is no doubt. This is due in great measure to the untiring efforts of the Teachers Association of South Africa.

The Association will still continue its fight for a better deal, not only for Indian teachers and Indian education, but for all South Africans.



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O P S O M M I N G

Onderwysers en onderwysersorganisasies het nog altyd 'n integrale deel van alle gemeenskappe gevorm; selfs tot 'n groter mate in die Indie gemeenskap.

Die Indieronderwyser het altyd hoë aansien in sy gemeenskap geniet en het dus groot invloed daarop uitgeoefen. Sedert die vroegste dae van Indier-immigrasie na hierdie land het die Indieronderwyser 'n betekenisvolle rol op all terreine behalwe die politieke gespeel. Hy het egter onlangs 'n lewendige belangstelling in die politieke strewes van sy mense begin toon, in soverre sy diensvoorwaardes dit toegelaat het.

Die Indieronderwyser is lid van die hoogsgeskoolde groep in sy gemeenskap. Geen wonder nie dat die gemeenskap altyd na onderwysers en hul organisasies vir leiding opgesien het.

Die stigting van die Natalse Indie Onderwysersvereniging in die negentientwintigs het in 'n sekere sin uit 'n gemeenskapsbehoefte gespruit, aangesien 'n verwelkomingskomitee nodig was om feesvierings by geleentheid van die Prins van Wallis se besoek aan Suid-Afrika te hou.

Van toe af het die Natalse Indier Onderwysersvereniging deurgaans

vertoenamens sy lede en die gemeenskap vir 'n beter onderwysbediening gerig. Dit is egter nie altyd deur die owerhede toegestaan nie. Dus het die onderwysers en die gemeenskap kragte saamsnoer om, met behulp van die geldelike bydraes van onderwysers en ouers, skole te stig en te bou.

Die Natalse Onderwysdepartement se bevooroordeelde behandeling van onderwysers in hierdie ondersteunde skole - deur te beweer dat hulle die verantwoordelikheid van die skenkers en bestuurders is - het daartoe gelei dat onderwysers die Natalse Indier Onderwysersunie gestig het wat volgens vakunie-reëls bestuur is. 'n Hewige stryd is deur hierdie Unie gevoer om diensvoorwaardes gelykstaande aan die van onderwysers in staatskole te verkry. Die Onderwysdepartement het toegegee hoe dit die regte van die Unie se elde erken het. Dus het die Unie ontbind en sy lede weer by die Natalse Indieronderwysersvereniging aangesluit.

Daarna het die Natalse Indieronderwysersvereniging van krag tot krag gegaan. Die Instelling van 'n takstelsel het tot beter verteenwoordiging en vinnige aanleiding gegee. Die totstandkoming van die Natalse Indier Skoleboutrust was 'n tasbare bewys van die Vereniging se strewe om die akkommodasiekrisis in Indier-skole op te los.

Nadat die beheer van onderwys in 1966 aan die Departement van

Indiersake oorgedra is, het die Natalse Indieronderwysersvereniging sy naam na die Suid-Afrikaanse Indier-onderwysers-assosiasie verander, ten einde dit vir Indieronderwysers deur die land moontlik te maak om lede to word. In 1979 het die Assosiasie sy naam na die Onderwysers-Assosiasie van Suid-Afrika verander en sodoende die rasse-etiket laat vaar wat voorheen aan sy naam gekoppel was. Dus kon enige onderwyser van toe af lid word.

In die loop van sy twintig jaar as 'n nasionale organisasie het die Assosiasie tot 'n lewenskragtige instelling ontwikkel. Hierdie toename in aansien kan gemeet word aan die verskeidenheid aktiwiteite waardeur Indieronderwys gebaat het.

Deur middel van sy voorleggings aan verskeie departementele komitees is die Assosiasie in staat om waardevolle bydraes te lewer waar sy menings 'n invloed het. Die Assosiasie se eie Vakkomitees en hul onderskeie publikasies lewer 'n waardevolle bydrae tot die onderwys.

Die Assosiasie se besorgheid oor die welsyn van sy lede word bewys deur die voorleggings was hy namens hulle aan die owerhede gedoen het. In sekere gevalle was regstappe nodig.

Daar bestaan geen twyfel nie dat die Assosiasie 'n groot mate

van sukses behaal het. Indieronderwys het ongetwyfeld gedurende die laaste sestig jaar met rasse strede vooruitgegaan. Dit is grotendeels aan die onvermoeide pogings van die O A S A te danke.

Die Assosiasie sal sy stryd om 'n beter bedeling voortsit; nie net vir Indieronderwysers en Indieronderwys, maar vir alle Suid-Afrikaners.



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