THE ROLE PLAYED BY THE TEACHERS' ASSOCIATION
OF SOUTH AFRICA IN EXPRESSING AND FULFILLING THE
EDUCATIONAL ASPIRATIONS OF THE INDIAN
COMMUNITY

by

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"I declare that THE ROLE PLAYED BY THE TEACHERS' ASSOCIATION OF SOUTH AFRICA IN EXPRESSING AND FULFILLING THE EDUCATIONAL ASPIRATIONS OF THE INDIAN COMMUNITY is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references".

GABRIEL SOMASUNDRAM MUNSAMY
I dedicate this work to all teachers, for all times.
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SUMMARY

The study offers a historico-educational investigation of the extent to which the Teachers' Association of South Africa (TASA) satisfied the educational aspirations of the Indian community in South Africa.

The discussion begins with a theoretical exposition of characteristic features of teachers' associations. It considers the origin, nature and purpose of teachers' associations. A brief survey of some teachers' associations in the Republic of South Africa is also made.

The development and the organisation of the Teachers' Association of South Africa (TASA) is highlighted. In this regard special emphasis is placed on the role of the Association's forerunners, and the nature and functioning of the various organisational structures within the Association.

An elaborate discussion is devoted to the achievements of the Association in satisfying the educational aspirations of the Indian community in South Africa. The researcher also offers recommendations on the role that teachers' associations may play in the future.

Key terms:

The character of teachers' associations; Teachers' associations in the Republic of South Africa; The organisation of the Teachers' Association of South Africa (TASA); Provision of education; Curriculum; Matters affecting secondary education; Professional development of teachers; Professional autonomy of teachers; Teacher-unity; Work conditions of teachers.
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CHAPTER ONE

Introduction

1.1. Significance of the Investigation

From time immemorial the teacher has wielded considerable influence over his community and has been held in great respect (Kuppusami & Pillay 1978: 84). Teachers and teachers' organisations are inextricably interwoven into the fabric of our education and it is, therefore, essential that reference be made to the significant part played by the latter in the fulfillment of the educational aspirations of the Indian community in South Africa.

The investigation would show the part played by the Teachers' Association of South Africa (TASA) in an attempt to realize the educational yearnings of the Indian community and it would also try to determine whether the Association significantly satisfied these educational aspirations.

Furthermore, the study will attempt to ensure a better understanding of the internal organisation and workings of a particular teacher's association, namely, the Teachers' Association of South Africa (TASA) whose role it was to express and fulfil the educational aspirations of the Indian community. In addition this study will aim to find meaning in, and give structure to, the great complexity of
information on teachers' associations, particularly the Teachers' Association of South Africa (TASA). With this knowledge and from a sound theoretical basis the researcher can attempt possible predictions and offer recommendations as to how teachers' associations can improve the provision of education to the communities they serve.

1.2. The Aim of the Study

The aim of this study is to describe, interpret and evaluate, the role of the Teachers' Association of South Africa (TASA) in its attempt at expressing and fulfilling the educational aspirations of the Indian community.

It will have to be determined, from historico-educational data and trends whether the Teachers' Association of South Africa (TASA) significantly satisfied the educational yearnings of the Indian community.

1.3. Selection and Formulation of the Problem

Teachers' organisations are comprised essentially of teachers and as the Indian teacher in South Africa is a member of the largest group of highly educated men and women in his community, he should therefore assume a proper share of responsibility for the fulfillment of the educational aspirations of his community (Kuppusami &
Pillay 1978: 84).

The Indian community, inter alia, includes the teacher, pupil and parent. Each of them have educational yearnings that need to be satisfied.

The parent community has always recognised the importance of education and has consequently made substantial financial contributions and great personal sacrifices to improve and extend the educational facilities for their children. Most Indian parents have come to regard formal education as a necessity for their children. They have also appreciated the value of education to enhance the preparation of their children for both skilled jobs and the professions (Ireland 1975: 09; Hey 1961: 02-03).

In 1909 an Education Commission appointed by the Natal government reported on the grave disabilities encountered by the Indian pupils who sought education. These included the shortage of schools and overcrowding in the classrooms. This kept many children out of school and impeded the education of those who attended. In 1937, the Broome Commission, which was appointed to enquire into the state of education in Natal, reported that the vast majority of Indian children did not acquire the rudiments of primary school education because the latter was not compulsory. In secondary schools there was a shortage of suitably
qualified and adequately trained teachers. A restricted academic curriculum also contributed to the poor results (Ireland 1975: 07). As a result the above factors had a negative effect on the Indian community, for instance, in 1951 seventy-four percent of the total Indian population was economically inactive and four percent was unemployed (Arkin 1989: 61). Hence, the above problems reflected the educational needs of the parent-pupil community.

The aspirations of the teacher community also needs to be addressed. Teachers demand a reasonable remuneration in terms of salary, fair conditions of service and pleasant working conditions. The teacher community also demands a share in educational control and a voice in professional matters such as the determination of learning content and teaching methods (Van Schalkwyk 1988: 189). Hence, teachers' associations have a role to play in the fulfillment of a community's educational aspirations.

The 1985 report: *Cuts Don't Heal - The WCOPT Evidence*, a survey of teacher organisations of 15 countries in Europe and North America, established that teachers' associations played a vital role in satisfying the educational aspirations of the various communities in those countries (Smyke 1985: 23).

It can be deduced that the Teachers' Association of South
Africa (TASA), like other associations of this nature, played a part in trying to satisfy the educational yearnings of the Indian community. Consequently the following question can be asked: To what extent did the Teachers' Association of South Africa (TASA) satisfy the educational aspirations of the Indian community in South Africa?

1.4. Method of Research

Within the general historical-educational research method the problem-historical approach is used (Venter & Van Heerden 1989: 108). This approach involves a well-considered and well-structured investigation into a problem that manifests itself in the educational present. The Teachers' Association of South Africa (TASA) constantly strived for a better quality of education and as a result the Association became distinguished in addressing various educational problems of the Indian community. When the Association dissolved in February 1992 many people in the Indian community felt that a void was created in Indian education. Hence, the researcher felt the need to document the achievements of the Teachers' Association of South Africa (TASA) in satisfying the educational aspirations of the Indian community.

In the next step - the investigation of the problem in the
educational past - the researcher has undertaken to obtain data which is of educational relevance to the problem (Venter & Van Heerden 1989: 114). The study of historical - educational data from the educational past contributes to clarifying the problem in the educational present with the aim of supplying perspectives and guidelines for the educational future (Garraghan 1946: 33-282; Good 1972: 148-198; Venter & Van Heerden 1989: 116).

To appraise the primary sources of information, external criticism is applied to determine the authenticity of documents, while internal criticism is used to evaluate the meaning and trustworthiness of statements within the documents (Venter & Van Heerden 1989: 114-116).

In the final step of the problem-historical approach, namely the interpretation of data and writing the report, the researcher interprets and describes the educational data (Venter & Van Heerden 1989: 114-116).

1.5. Source Review

Material obtained from secondary sources was consulted for chapters one to four. Information from primary sources constituted the major part of the dissertation. The primary source material is mainly made up of reports, minutes of meetings, constitutions and newspaper articles.
These formed the Association's records that it had
catalogued over the years and is currently housed in the
Documentation Centre at the University of Durban-Westville.

1.6. Delimitation of Research

Chapter one introduces the dissertation by offering a
discussion of the following: the significance of the
investigation; the aim of the study; the selection and
formulation of the problem; the delimitation of research;
the method of research and the review of source material.

Chapter two discusses the character of teachers'
associations and their occurrence in the Republic of South
Africa. The discussion considers the origin of teachers'
associations, the nature of teachers' associations, the
purpose of a teachers' association and the relationship
between teachers' associations and the community. Also, a
brief survey of some teachers' associations in the
Republic of South Africa is made.

In chapter three the educational aspirations of the Indian
community is taken into account. The arrival and
establishment of the Indian Community is considered and
attention is given to the provision and development of
education for the Indian community. The rest of the
chapter is devoted to the status of education in the Indian
Chapter four traces the development and the organisation of the Teachers' Association of South Africa (TASA). Here attention is given to the formation of the Natal Indian Teachers' Society (NITS) and the formation of the South African Indian Teachers' Association (SAITA). The organisation of the Teachers' Association South Africa (TASA) makes reference to the Officers of the Association, the National Council, the General Purposes Committee, the Co-ordinating Council for Professional Matters, the Branch system, the Regional Councils, the administrative staff and the membership of the Association. The dissolution of the Association is also discussed.

Chapter five discusses the role played by the Teachers' Association of South Africa (TASA) in expressing and fulfilling the educational aspirations of the parent-pupil community. It explains the Association's role in educational policy, the provision of education, the provision of school accommodation and school facilities, the provision of free and compulsory education, the introduction of a relevant and differentiated curriculum, adult education, nursery education, special education, parent associations, the provision of library books and textbooks. Chapter five also considers various matters that have affected secondary education, such as the boycott
of classes by pupils and leakages in the Senior Certificate Examination papers.

Chapter six describes the part played by the Association in its attempt to satisfy the professional aspirations of the teacher community. In order to accomplish this, the Association had concerned itself with the following matters: the qualifications of especially underqualified teachers; in-service training; conferences; publications; activities of the various Subject Societies; the need to maintain professional standards; the need to maintain the professional autonomy of teachers; teacher-unity and the status of the woman teacher. Various matters that have affected the constant supply of qualified teachers to the teaching profession are also considered. These include, inter alia, the system of promotion, salaries, security of tenure and conditions of service such as the work load, the teacher-pupil ratio, transfers and appointments, leave, housing subsidy, accommodation and retirement.

The investigation is concluded in chapter seven in which the researcher offers recommendations on the role that teachers’ associations could play in the future.
CHAPTER TWO

The Character of Teachers' Associations and Their Occurrence in the Republic of South Africa

2.1. The Character of Teachers' Associations

2.1.1. Origin of Teachers' Associations

When "closed" or undeveloped communities break out of their isolation, inter alia, as a result of integration and external influence, then differentiation, development, unfolding and a consequent civilizing of such communities commences. It is then that the various social structures such as the state, school, family and also teachers' associations come into being in order to meet the varying needs and aspirations of the community (Van Schalkwyk 1988: 03).

Blum (1969: viii) maintains that when teachers' associations first started, they mainly had professional and economic aims, which basically attempted to satisfy the needs of the teachers in the community. However, as the organisational development of teachers' associations became more complex, it became possible to address the aspirations of everyone involved in education; namely, the child, parent and the teacher.
In Europe major teachers' associations appeared in the late eighteenth century. In Germany, shortly after 1790, the teachers who formed the first professional teachers' associations wanted to merge mainly for the purpose of enriching their social life. Aside from parties and outings, they developed their own clubs, reading circles, and study groups for self-improvement. However, they also discussed ways of reducing, what they believed to be, the plight of teachers. As a first economic action, the teacher associations usually started a fund to provide members and their families with financial help in case of sickness, death and other emergencies. This practice of economic self-help probably attracted more new members to the associations than anything else they offered (Fuhrig 1969: 88).

In England, the prospect of the teacher to be regarded as a professional person appeared bleak. This was due to the following reasons: teachers' remuneration depended on pupils' success in the examinations, hence teachers no longer had independence in the classroom, they increasingly became dependent and obligated to the "Payment by Results" system. A proposed governmental pension plan was also abandoned and prospects for promotion were slight. Teachers were also subjected to the parochial demands of the local clergy. It is for these reasons that teachers, as members of the community, seemed to have a decreasing
influence in the process of education. This was largely
due to the existence of numerous local teachers’
associations, and consequently their efforts to solve
educational problems were sporadic and uncoordinated. In
an atmosphere of resentment, frustration, and fear of the
unknown, teachers turned seriously to unification.
Consequently, the first national teachers’ association in
England was formed in 1870. Its prime objective was
nothing less than the promotion of the teaching profession
in England, by uniting teachers in a single combination

In the United States of America, the first state and
national teachers’ associations began to take form during
the mid-nineteenth century. These associations mainly
aimed at improving the quality and status of the teacher as
a member of the community ( Lieberman 1956: 260; Brubacher

2.1.2. Nature of Teachers’ Associations

De Witt ( 1981: 225-226 ) points out that the basic
characteristic of a teachers’ association is that it is
primarily the mouthpiece of teachers who group themselves
and act in an organised context on the basis of specific
considerations. Its activities cover matters which it
considers to be in the direct or indirect interest of the
teaching profession and therefore a teachers’ association
is responsible to its members for its actions.

One of the essential characteristics of teachers' associations is that the members are adults. Thus, they can carry out the task of educator and teacher. They are professionally trained, and possess the necessary knowledge and skills to teach. The members have undergone specialized training in order to teach particular subjects, and they are equipped to use both this specialized knowledge and professional skills efficiently to realise the goal of educative teaching (Van Schalkwyk 1988: 154).

A teachers' association is a body comprised of voluntary membership with its own particular nature and function. It also has its own constitution, organisational structure and is a legal entity that can defend itself and its members against claims (Van Schalkwyk 1988: 155).

Jack (1986: 29) points out that a constitution provides guidelines for the efficient functioning and running of a teachers' association. These guidelines cover such areas as the following: name of the association; aims and objectives; qualifications for membership; payment of subscriptions; the composition and role of the management committee; the frequency and nature of elections; procedures and a general agenda for meetings, as well as the control of finance.
Mphahlele (1981:33) notes that a constitution of a teachers' association protects the rights and privileges of its members, namely the teacher community. Therefore, teachers' associations are committed to comply with these constitutional stipulations.

In most cases teachers' associations have full-time executive centres which are provided with specialized manpower. The organisational structure of teachers' associations is of such a nature that it encourages its members to become involved on three levels, namely the national, regional and local or branch level (Steyn 1985:97). Special emphasis is placed on efficient channels of communication, not only within the associations themselves, but also externally with teacher associations in other parts of the world, such as the World Confederation of Organisations of the Teaching Professions (WCOTP) (Steyn 1985:97). Another important characteristic of the organisational structure of teachers' associations is that it establishes liaison services which provides a satisfactory basis for co-operation with, for example, the state and parental bodies (Steyn 1985:98).

The defence of its members, in a whole range of respects, is characteristic of a teachers' association. Not only does it provide legal advice and support wherever appropriate, but it also seeks to protect its members
against any possible interference in the free exercise of their professional skill and judgement (Kelsall 1969: 160). Van Schalkwyk (1988: 155) further observes that teachers' associations normally have funds for legal purposes, which can be used to assist its members in legal actions.

2.1.3. Purpose of a Teachers' Association

Stinnett & Huggett (1966: 322) maintain that a teachers' association is effective when it articulates the community's wishes and needs and when it seeks to improve education in the community and strengthen the community's moral and intellectual life. The same authors further explain that the purpose of a national teachers' association is the realisation of the community's educational motives and aspirations. In order to achieve this purpose, it is essential that teachers' associations, together with the community, continually study and research the process of education, the conditions under which the process is carried out, the results achieved, and the means of its improvement. An association of this nature must promote all movements which will give stability and professional character to educational undertakings and provide the resources which will ensure the continued professional growth of those engaged in the service of education (Stinnett and Huggett 1966: 431).
As a professional group, teachers must feel satisfied with their task. Consequently, on behalf of the teacher community, teachers' associations continually negotiate for more favourable salaries, better conditions of service, as well as working conditions which uphold their professional status (Burrup 1960: 452-453; Steyn 1985: 94-95; Stinnett & Huggett 1966: 69).

Burrup (1960: 451) notes that one of the goals of teachers' associations is the inculcation of a high degree of commitment in teachers and pupils; thereby, helping each pupil to realise his or her potential as a worthy and effective member of the community.

Teachers' associations also aim to fulfil the educational yearnings of the parent community. Hence, teachers' associations stress that the education provided should be in step with the same spirit that reigns in the community, so that there is complete harmony between their task and that of the parent community (Van Schalkwyk 1988: 189).

Thus teachers' associations undertake to promote the following: group interests of its members; professional approach towards educational matters; educational interest and welfare of the pupil community; interests of the parent community and liaison between teachers and government authorities (Van Wyk 1987: 55).
Teachers' associations cannot function without keeping an account of the broad spectrum of educational yearnings and therefore an over-emphasis on one specific field of interest may have an extremely detrimental effect on education. Therefore teachers' associations will have to aim at achieving a balance in this field (Steyn 1985: 94).

2.1.4. The Relationship between Teachers' Associations and the Community

Van Schalkwyk (1988: 154) points out that teachers' associations carry out the task of expressing and fulfilling the educational aspirations of the community and they are, therefore, accountable to the community. This implies that their methods and approach to education must be educationally accountable. Van Schalkwyk (1988: 02) further maintains that teachers' associations must carry out their task in the closest association with the community in all its facets, because, inter alia, the state, parents, church, industry, judiciary, and the economic sector have a direct interest in education and have certain contributions to make to the educational aspirations of a community.

In order to accomplish their task, teachers' associations develop structures, such as parent-teacher associations, to
represent them in their liaison with the community. Leaders of the teachers' associations enjoy representation on various state or departmental committees and interact with the teacher community through subject societies at a local and regional level. These subject societies are established for the professional development of teachers in the subjects that they are teaching. Matters such as curriculum development and methods of teaching are discussed at the meetings of subject societies. It is through such bodies that teachers' associations continually seek to express and address the educational needs of the community ( Van Schalkwyk 1988: 154; Kuppusami & Pillay 1978: 87-88 ).

In evaluating this relationship between a teachers' association and certain sectors of the community, Stinnett and Huggett ( 1966: 432 ) maintain that the former should welcome the active cooperation of parents, the state and the business sector in measures designed to inform the public on educational matters and to improve educational conditions. However, in no case should it enter into an organic affiliation with any of these sectors which has, as its primary purpose, the promotion of interests which are mainly outside the field of education. Teachers' associations need to be concerned about promoting a healthy relationship with the community, or otherwise the striving to provide educative teaching will be futile as there will
exist no proper bases upon which to express, and bring to fruition, the educational aspirations of a community (Stinnett & Huggett 1966:380; Stone 1985: 31-33; Blum 1969: x; Heese 1979: 11-12). Furthermore, teachers' associations can promote good community relationships by impressing parents and community leaders with their knowledge of school needs and curriculum resources, fairness and willingness to listen (Stinnett & Huggett 1966:382).

2.2. A brief survey of some Teachers' Associations in the Republic of South Africa

2.2.1. Teachers' Associations in the White Community

Since its inception, organised teaching in the White community has had a disunited character. Prior to the formation of the Union in 1910 the two Boer Republics (the Transvaal and the Orange Free State) and the two British colonies (the Cape and Natal) had independent control over their education systems (Nicholls 1974: 57-58; Van Niekerk 1992: 231). Consequently, the following teachers' Associations were established during this period: the "Oranje-Vrystaatse Onderwysersvereniging" (OVSOV) in 1882; the South African Teachers' Association (SATA) in 1887; the "Transvaalse Onderwysersvereniging" (TO) in 1893; the South African Association for Technical and Vocational Education
(SAATVE) in 1895; the Transvaal Teachers' Association (TTA) in 1903; the "Suid-Afrikaanse Onderwysersunie" (SAOU) in 1905 (Van Niekerk 1992: 231; Burrows 1986: 16-17).

After the formation of the Union, the control of education became the responsibility of the provincial authorities. Consequently, two additional teachers' associations were formed, namely, the Natal Teachers' Society (NTS) in 1911 and the "Natalse Onderwysersunie" (NOU) in 1940 (Nicholls 1974: 57-58; Van Niekerk 1992: 231).

Apart from various historical reasons, the large number of teachers' associations may also be attributed to various cultural factors such as a shared language (Van Niekerk 1992: 231-232). The English-speaking teachers' associations comprises the Natal Teachers' Society (NTS), the South African Teachers' Association (SATA), and the Transvaal Teachers' Association (TTA) (Burrows 1986: 16). The Afrikaans-speaking teachers' associations constitutes three provincial associations; namely, the "Transvaalse Onderwysersvereniging" (TO), the "Natalse Onderwysersunie" (NOU), and the "Oranje-Vrystaatse Onderwysersvereniging" (OVSOV). The South African Association for Technical and Vocational Education (SAATVE) and the "Oranje-Vrystaatse Onderwysersvereniging" (OVSOV) are also representative of a small group of English-speaking teachers (Burrows 1986: 16).
By the turn of the century, there was a growing need for federal co-operation between the various teachers’ associations. Consequently, in 1922 a Federal Council of Teachers’ Associations was established (Nicholls 1974: 58-59; Van Niekerk 1992: 232-233).

After many unsuccessful attempts, the Federal Council of Teachers’ Associations managed to institute a registration council for White teachers. On 25 March 1977 the South African Teachers’ Council (SATC) was constituted. The South African Teachers’ Council (SATC) presented an important breakthrough in the efforts of the organised teaching profession to promote and consolidate the recognition and status of the teaching profession (Van Niekerk 1992: 232-233).

In 1985 a report, titled Research on Co-ordinating Policy. Report of the Department of Education and Culture, Administration: House of Assembly, dealt with the rationalisation of professional education structures. It recommended that the functions of both the South African Teachers’ Council (SATC) and the Federal Council of Teachers’ Associations be consolidated since they were similar. The report also advocated the formation of a non-statutory body with recognised statutory functions and powers in the organised teaching profession. In 1986, the new body, the Teachers’ Federal Council (TFC) was
constituted as a federation of recognised White teachers' associations. The functions of the Teachers' Federal Council (TFC) includes, inter alia, serving as a mouthpiece for the federation of teachers' associations and advising the Minister of Education and Culture in the House of Assembly on matters such as the registration of teachers and conditions of service for teachers (Van Niekerk 1992: 241; Van Schalkwyk 1988: 102-103).

2.2.2. Teachers' Associations in the Coloured Community

On 23 June 1913 the Teachers' League of South Africa (TLSA) was formed and it received official recognition from the Cape Provincial Administration (Jack 1986: 17; Horrell 1970: 48-49).

The Teachers' Educational and Professional Association (TEPA) was formed in 1944 (Jack 1986: 19; Horrell 1970: 48-49).

The advent of the sixties witnessed an escalation of concern about political and social conditions in South Africa and many leaders seriously believed that there was a need for a national convention of all racial groups in an effort to get to grips with the problems of the country. The leadership of the Teachers' Educational and Professional Association (TEPA), particularly Dr R.E. van
der Ross, stood in the vanguard of this move (Jack 1986: 20; Horrell 1970: 48-49). The convention took place in Malmesbury in 1961, but soon after, the official recognition the Teachers' Educational and Professional Association (TEPA) was withdrawn because of its involvement in the convention (Jack 1986: 20).

The Teachers' Educational and Professional Association (TEPA) and the Teachers' League of South Africa (TLSA) disagreed fundamentally on whether there should be dialogue with the authorities. As a result of this dissension, a new teachers' association, the Cape Teachers' Association (CTA) was formed in 1963. By 1963 there were thus three teachers' organisations in the Cape (Jack 1986: 22; Horrell 1970: 61).

In 1967 the Teachers' Educational and Professional Association (TEPA) and the Cape Teachers' Association (CTA) formally disbanded and formed the Cape Teachers' Professional Association (CTPA). The new association received official recognition in 1970 (Jack 1986: 23; Horrell 1970: 71).

At a meeting held in 1969 the Cape Teachers' Professional Association (CTPA) and teachers' organisations of the Transvaal, Natal and Orange Free State agreed to federate into the Union of Teachers' Associations of South Africa
The Union of Teachers' Associations of South Africa (UTASA) represents the provincial Coloured teachers' associations, namely, the Cape Teachers' Professional Association (CTPA), the Society of Natal Teachers (SONAT), Orange Free State Teachers' Association (OFSTA) and the Transvaal Association of Teachers (TAT) (Burrows 1986: 16).

The Union of Teachers' Associations of South Africa (UTASA) has a strong organisational and administrative base. This Union and the African Teachers' Association of South Africa (ATASA) was briefly linked in a loose affiliation in the Joint Council of Teachers' Associations of South Africa (JOCTASA) (Burrows 1986: 16).

The Union of Teachers' Associations of South Africa (UTASA) plays a vital role in the satisfaction of educational aspirations of the coloured community in South Africa (Jack 1986: 07).

2.2.3. Teachers' Associations in the Black Community

The Transkei Teachers' Association (TTA) was the first Black teachers' association. Formed in the Transkei in 1880, it was not only the first professional association but also the first organisation of any type to be successfully launched by the Black teacher community for
the promotion and protection of their rights. The Cape Education Department granted this body official recognition (Peteni 1979: 19; Jack 1986: 25). The Transkei Teachers' Association (TTA) established branches in eleven districts in Transkei. Attempts were made to amalgamate all the teachers' associations in the Transkei but this took many years to achieve (Peteni 1979: 19; Jack 1986: 26).

In the Transvaal the two teacher associations, the Northern Transvaal Native Teachers' Association (NNTA) and the Southern Transvaal Native Teachers' Association (STNTA) which were formed in 1906, amalgamated to form the Transvaal African Teachers' Association (TATA) (Peteni 1979: 48). All the teacher associations of the Black community in the Transvaal finally united to form the Transvaal United African Teachers' Association (TUATA) (Peteni 1979: 82; Jack 1986: 29).

In Natal two Black teachers' associations, the Coast Teachers' Association (CTA) and the Northern Natal Teachers' Association (NNTA) merged to form the Natal Bantu Teachers' Union (NBTA) in 1919 (Peteni 1979: 82; Jack 1986: 30). The Union continued to grow in strength and it later changed it's name to the Natal African Teachers' Union (NATU) (Peteni 1979: 82; Jack 1986: 31). In 1920 a number of teachers' associations in the Ciskei merged to form the Cape Native Teachers' Association (CNTA). This
Association was subsequently recognised by the Cape Education Department. The Association later changed its title to the Cape African Teachers' Association (CATA) (Peteni 1979: 22; Jack 1986: 27).

In 1962 the African Teachers' Association of South Africa (ATASA) was formed with five affiliates: the Cape African Teachers' Union (CATU), the Natal African Teachers' Union (NATU), the Ciskei Teachers' Union (CTU), the Orange Free State African Teachers' Association (OFSATA), and the Transvaal United African Teachers' Association (TUATA) (Peteni 1979: 140; Nicholls 1974: 43-49). The African Teachers' Association of South Africa (ATASA) is seen as representing most African teachers, including those in the independent homelands (Burrows 1986: 15).

The African Teachers' Association of South Africa (ATASA) has accepted the need to represent their members on various government structures. It has participated on the South African Council of Education (SACE), the Research Committee for Education Structures (RECES), and on Department of Education and Training (DET) committees (Burrows 1986: 15).

The African Teachers' Association of South Africa (ATASA) is recognised by the international teacher body, the World Confederation of Organisations of the Teaching Profession
(WCOTP) and attends both world and Africa teachers conferences and congresses (Burrows 1986: 15; Peteni 1979: 140; Nicholls 1974: 54-56).

2.2.4. Attempts to Unify Teachers’ Associations

An early attempt to unite the various teachers’ associations was made by the establishment of the South African Federation of Teacher Associations (SAFTA) on 1 November 1958 (Reddy & Pillay 1992: 19). Its long standing members, the South African Indian Teachers’ Association (SAITA) and the Union of Teachers’ Associations of South Africa (UTASA), continued to be the only affiliates until 1980 when the latter association withdrew its membership. Later the Natal Teachers’ Society (NTS), the Transvaal Teachers’ Association (TTA) and the South African Teachers Association (SATA) became affiliates of the Federation. The South African Federation of Teacher Associations (SAFTA) was disbanded in 1984 (Reddy & Pillay 1992: 28).

The Joint Council of Teachers in Natal (JOCOTAN) was initiated at the beginning of 1976. It comprised five Natal teachers’ associations, namely, the Natal Teachers’ Union (NATU), the "Natalse Onderwysersunie" (NOU), the Society of Natal Teachers (SONAT) and the South African Indian Teachers (SAITA). The Council acted as a forum for
the exchange of ideas and experiences in matters relating to the provision of education (Reddy & Pillay 1992: 28).
However, the Joint Council of Teachers in Natal (JOCOTAN) disbanded in 1990 (Samuel 1990: 13).

The Joint Council of Teachers' Associations of South Africa (JOCTASA) emerged in the Cape province in 1984 with a useful charter for uniting the various teachers' associations. However, no real progress was made in this direction (Samuel 1990: 13).

A conference on "Teacher Unity in South Africa" was held in Harare, Zimbabwe, on 8 April 1988. Arising from this, nine meetings at national level were convened to deal with the possibility of uniting certain teachers' associations. Consequently, the National Teacher Unity Forum (NTUF) was formed. The latter paved the way for the emergence of the South African Democratic Teachers' Union (SADTU) (Reddy & Pillay 1992: 34-35).

The South African Democratic Teachers' Union (SADTU) was launched on 6 October 1990 in Johannesburg (Pamphlet issued by the South African Democratic Teachers' Association (SADTU), 1990). A "unity agreement" between the various teacher associations was signed on 30 September 1990 (Samuel 1991: 25). The South African Democratic Teachers' Union (SADTU) is comprised of former teachers'
associations such as the Democratic Teachers' Union (DETU), the National Education Union of South Africa (NEUSA), the Western Cape Teachers' Union (WECTU), the Progressive Teachers' League (PTL), the Progressive Teachers' Union (PTU), the Mamelodi Teachers' Union, the Education for an Aware South Africa (EDASA), the Eastern Cape Teachers' Union (ECTU), the East London Progressive Teachers' Union (ELPTU), the Teachers' Association of South Africa (TASA), the African Teachers' Association of South Africa (ATASA), and the Union of Teachers' Associations of South Africa (UTASA) (Samuel 1990: 13). However, the Transvaal United African Teachers' Association (TUATA) which was affiliated to the African Teachers' Association of South Africa (ATASA), withdrew completely from the "unity agreement". The main reason for this withdrawal was that this Association claimed that the professional status and values of the teaching profession would be sacrificed, if the South African Democratic Teachers' Union (SADTU) was to conduct its activities along the lines of a trade union (Sowetan, 1 October 1990: 17). The Natal Teachers' Society (NTS) and the Transvaal Teachers' Association (TTA) could not commit themselves to joining the South African Democratic Teachers' Union (SADTU) (Samuel 1991: 25).

On 24 August 1991 a new national professional organisation of teachers, known as the National Professional Teachers' Organisation of South Africa (NAPTOSA), emerged. Twelve
teachers' associations are affiliated to this organisation. They are the Association of Supportive Educators (ASE), Natal African Teachers' Union, "Natalse Onderwysersunie" (NOU), Natal Teachers' Society (NTS), Orange Free State African Teachers' Association (OFSATA), "Oranje-Vrystaatse Onderwysersvereniging" (OVSOV), "Suid-Afrikaanse Onderwysersunie" (SAOU), South African Association for Technical and Vocational Education (SAATVE), South African Teachers' Association (SATA), "Transvaalse Onderwysersvereniging" (TO), Transvaal Teachers' Association (TTA) and the Transvaal United African Teachers' Association (TUATA) ( Tauyane 1991: 01 ).
2.3. **Resume**

The character of teachers' associations is marked by its origin, nature, purpose and its relationship with the community. Teachers' associations originated in order to address the aspirations of the community. In countries such as West Germany and England, teachers' associations at first originated to satisfy simple needs. Later these aspirations became more complex. The nature of teachers' associations is such, that it has members who are professionally trained, and it develops an organisational structure and a constitution so that the educational aspirations of the community can be satisfied. Furthermore, teachers' associations attempt to enter into a cordial relationship with the community in order to realize the community's educational aspirations.

A number of teachers' associations in the Republic of South Africa have emerged to satisfy the educational wishes of the various communities in this country. Many associations have also united in an attempt to create a national teachers' association.
CHAPTER THREE

The Educational Aspirations of The Indian Community

3.1. The Indian Community

3.1.1. The Arrival and Settlement of the Indians in South Africa

Since the second half of the eighteenth century the sugar industry in Natal became dependent on a large and reliable supply of unskilled and semi-skilled labour. The sugar cane farmers could not obtain this labour locally, so they appealed to the authorities to import labour from the east (Rawson 1855). In response to their appeals, batches of indentured Indians were brought to Natal to work in the sugar industry (Natal Mercury, 22 November 1860).

The first group of labourers arrived on 16 November 1860 on the "SS Truro" with 340 persons on board (Natal Mercury, 22 November 1860). The influx of these indentured Indian labourers continued, at irregular intervals, up till 1911 (Report of the Protector of Indian Immigrants 1911: 17). Upon completion of their period of indenture of five years, the Indians could either renew their indenture or accept a free passage back to India or in lieu of the cost of the return passage, receive Crown
lands on which they could settle as "free" Indians. These
Crown lands comprised the areas of the province of Natal
(Kuppusami 1957: 02).

Between 1860 and 1911 a total of 107 529 indentured Indian
immigrants arrived in Natal. From the coastal sugar cane
fields, they moved into the rest of the country (Brijlal
1989: 25). From 1911 to 1985 the Indian population had
grown to 866 000 (Central Statistical Services 1987).
The 1980 census report reveals that 81 percent of the total
Indian community live in Natal, 14 percent in Transvaal and
4 percent in the Cape Province (Central Statistical
Services 1982).

3.1.2. The Provision and Development of Education for the
Indian Community

When the scheme of recruiting labour in India was
initiated, nobody, it would seem, had given any thought to
the educational needs of these people. The only objective
of the colonists in Natal was the provision of cheap and
reliable labour. The main consideration of the government
of India was the physical and material well-being of the
Indians (Natal Indian Teachers Society, Silver Jubilee
Brochure 1950: 09). No mention or reference was made to
the provision of formal education for Indian children
(Elton 1874).
The indentured Indians were poor and this poverty extended to the educational and cultural aspects of their lives. Not much education could have been provided to a people who earned 16 shillings a month ("The whole Coolie in this Baarack" 1872). However, as early as 1867, Christian missionaries took the initiative to establish the first schools for Indian children in Natal and Transvaal (Natal Indian Teachers Society, Silver Jubilee Brochure 1950: 16-17). The Immigrant School Board set up in 1879 established three school boards and allocated available funds as grant-in-aids to private schools (Behr 1970: 09). After the 1927 "Cape Town Agreement" between the Governments of India and South Africa, some progress was made in the establishment and subsidisation of schools for Indians. The "upliftment clause" of the agreement stated that the Union Government took the view that, in the provision of educational facilities, Indians should not be allowed to lag behind other sections of the population. By 1936 there were 99 schools in Natal and a pupil population of 22676 (Behr 1970: 10).

Until 1965 the control, organisation and administration of education for Indians in Natal and Transvaal was vested in the education departments of those provinces. The creation of the Department of Indian Affairs in 1961 and the proclamation of the Indian Education Act, 1965 (Act No. 61 of 1965) in 1965, provided the blueprint for
centralisation under a single department of all education services for Indians (Indians Education Act No. 61 of 1965).

In terms of this Indian Education Act, a Division of Education was created within the Department of Indian Affairs. Thereafter, and in stages, control of Indian education was transferred from the provincial authorities in Natal on 1 April 1966, and in Transvaal on 1 April 1967. Overall responsibility for Indian Education was vested in the Minister of Indian Affairs who in 1976 delegated his powers concerning education to the South African Indian Council (SAIC) (Naidoo & Perumal 1976: 47-48).

Following the proclamation of the Republic of South African Constitution Act, 1983 (Act No. 110 of 1983) by Parliament in 1983, a tricameral system of government was introduced (Republic of South Africa Constitution Act No. 110 of 1983). Under this new dispensation, certain educational matters; namely, salaries, service conditions, certification and standards in education, defined as General Affairs, were placed under the control of the Minister of National Education (The National Policy for General Education Affairs Act No. 76 of 1984). All other matters pertaining to Indian education, defined as Indian Own Affairs, were placed under the jurisdiction of the House of Delegates. Since September 1984 Indian education
has been under the control of a Department of Education and Culture headed by a Minister of the House of Delegates who has the portfolio of the Minister of Education and Culture (Department of Education and Culture 1985: 02).

3.2. The Status of Education in the Indian Community

3.2.1. The Educational Status of the Parent and Pupil

The Indian parental community constantly desired for a sound educational policy which embraced a single education policy, a single education department, and equality of educational opportunity, for all South Africans (Samuels 1980: 05).

In 1921 there were 7295 Indian pupils at school. Large numbers of Indian children were being turned out of school for want of accommodation. The Acting Superintendent of Education stated: "Little or no extension of education afforded to Indians has taken place for the lack of necessary funds. Many more pupils desire entrance to the government school, but these are full to overflowing already as are the majority of the Indian Government-Aided schools. The fact must be faced that we have a large and increasing population entirely unprovided for and totally unneglected (sic!). For some years no additions have been made to government schools and there is little doubt that
every classroom added would be filled at once" (Report of the Acting Superintendent of Education 1926: 09).

Improvements in education for Indians were not always commensurate with the increasing Indian population of school-going age. The Superintendent of! Education in his Report of 1931 remarked: "If it be assumed that the European standard of having approximately sixteen per cent of its population at school should be aimed at, then: for Indians it would be necessary to cater for an additional 9500 pupils" (Report of the Superintendent of Education 1931: 09). Hence, the parent community constantly hoped that the government would provide more funds for Indian education (Lazarus 1966: 20).

The Education Commission of 1937 found that the child's exposure to formal education was very brief. Thus, it would appear, that the vast majority of Indian children did not acquire the rudiments of primary education. Thousands of children had been sent to school but had not been kept there long enough to receive even an elementary education. Thus, of 6146 children who had enrolled in sub-standard one in 1931, only 1522 reached standard four in 1936. Hence, the desire to make education compulsory for the Indian child became a highly desirable ideal for the Indian parent (Natal Indian Teachers Society, Silver Jubilee Brochure 1950: 13).
Schooling was not free in the early years of Indian education, except in the mission schools. The provincial Education Committee of 1946 found that the payment of tuition fees had placed a tremendous financial burden on Indian parents and recommended that education be made free and books be supplied on loan to all standards up to standard ten (Natal Provincial Administration, Report of the Provincial Education Committee 1946: 217).

As late as 1970 thousands of Indian children of school-going age were still growing up in illiteracy because of the lack of accommodation (Nair 1972: 22). In 1979 Mr P.C Samuels, President of the Teachers' Association of South Africa (1975-1989), declared: "Overcrowding in science laboratories has led, in the main, to predominantly chalk and talk methods of teaching more especially in junior secondary classes". He further states: "In primary schools science and library facilities are so limited quantitatively and qualitatively as to become virtually meaningless in terms of student needs" (Samuels 1979: 05). Mr Samuels concluded: "It is a difficult task indeed to have a high quality of education, as is being demanded...by parents...when 20 classroom primary schools have pupil loads in excess of 700 pupils and 30 classroom high schools, notwithstanding their specialist facilities, have loads in excess of 900 pupils" (Samuels 1979: 05).

Besides accommodation there were several other problems
that manifested themselves in Indian education and adversely affected the quality of education. Some of these were the lack of school halls, and inadequate sports, travelling, and boarding facilities (Samuels 1979: 05).

With regard to adult education, statistics revealed that in 1973 twenty percent of all Indians over the age of twenty did not attend school in their lifetime (Naidoo 1973: 07). The then President of the Association, Mr R.S Naidoo (1967 - 1975), called for the devising of programmes of study for parents so that they could appreciate more fully their responsibilities towards their children (Naidoo 1970: 36).

It was envisaged that the desire for adult education would give many adults the opportunity to improve their proficiency and earning power, and at the same time help to raise the general literacy level of the Indian community (Krog 1976: 22).

The parental community also desired for the adequate provision of a suitable course of education for any child who needed to be placed in a special school because of his special needs (Krog 1976: 22). Most of the buildings used for special schools were either unsuitable or temporary premises. Furthermore, the provision of special education for the Indian community was severely hampered by
the lack of funds, shortage of paramedical staff and suitably qualified teachers (Chety 1981: 22).

The parental community also hoped that the Department of Indian Education would play a greater role in the provision of pre-school education for their children (Krog 1976: 23).

Early in this century the restricted curriculum did not meet the legitimate aims and aspirations of the Indian community. Except in a few mission schools where subjects like needlework were taught, education in the early Indian schools was very formal in character and was confined entirely to the three R's (Natal Indian Teachers' Society, Silver Jubilee Brochure 1950: 10). In reporting on the inadequacy of the curriculum in Indian primary schools in 1904, the Superintendent of Education warned the Natal Administration on the dangers of giving Indians the type of Education which did not get the best of them. He felt that the curriculum at that time prepared the Indians for little more than petty and predacious industries and for inferior clerical work. Indian pupils were not encouraged to acquire the arts and crafts and no training was given to them to use their hands in productive work (Natal Education Department, Report of the Superintendent 1904: 09). In 1984, at the annual conference of the Teachers' Association of South Africa, a resolution was adopted which
called for all schools to be dedicated to the philosophy, that every pupil should have the right to the best education possible. Consequently, in pursuance of this philosophy the Association advocated, amongst other things, that curriculum planning and curriculum development programmes should allow for greater flexibility of the study programme chosen by pupils, in accordance with their interests and abilities. Furthermore, a request was made for a sound programme of differentiated education (see par 5.5.4.), particularly at the level of secondary education. This was a highly desirable objective as it gave substance to the aforementioned philosophy (Jaggernath 1984c: 31). In addition, the parental community stressed the importance of including technical subjects, such as Technical Drawing and Industrial Arts, in the curriculum (Krog 1976: 21).

3.2.2. The Educational Status of the Teacher

In 1961, the Minister of Indian Affairs had expressed concern at the large number of unqualified teachers employed in Indian schools (Republic of South Africa, Assembly Hansard, 1965). When the Department of Indian Affairs took control of Indian Affairs in Natal in 1966 there were 4475 teachers employed in Indian schools and colleges of which about 20% were unqualified (Department of Indian Affairs Report 1970: 39).
In 1973 there were 6262 Indian teachers. Ninety-five percent of them were professionally qualified. However, while there were 946 graduate teachers, 1183 teachers had qualifications equal to a junior certificate plus a teachers certificate. There were also 140 teachers employed with less than a standard ten academic background and without a professional qualification (Naidoo 1973: 06). The teaching community had expressed its concern at the substantial number of unqualified teachers employed in Indian schools and; therefore, desired for opportunities to improve their professional qualifications (Nair 1974: 19).

It was conceded that very little was done to uplift the professional status of the in-service teacher prior to 1979. This was due to the fact that more attention was paid to remedy other problems in Indian education, inter alia, the lack of school accommodation and the need for a better educational policy. The teacher-community stressed the need for professional development programmes in order to keep pace with constantly changing educational matters. (Teachers' Association of South Africa, Diamond Jubilee Brochure. 1987: 20).

The Indian teacher-community constantly desired for professional autonomy. Many principals and teachers felt that they were no longer their own masters of the teaching-
learning situation. Reference was made to some circuit inspectors insisting on the immediate and dogmatic implementation of education circulars. The fear that the discretionary powers of the principal and teacher were gradually being taken away from them was constantly expressed (Minutes of a meeting between representatives of the Education Division of the Department of Indian Affairs and the South African Indian Teachers' Association (Durban), 30:07:1969).

The teacher-community believed that the quality of services offered by the education profession directly influences the community. Hence, the teacher-community hoped for high professional standards, and a working climate that encouraged the exercise of their professional judgement (Jaggernath 1984a: 43).

The supply of suitably qualified teachers in sufficient numbers has always been one of the chief aspirations of the teacher-community. In 1926 the Superintendent of Education declared that the progress of Indian education was impaired because of a shortage of teachers. Two years later he made the observation that the enrolment of Indian pupils could have been stepped up at the rate of 2000 per annum if only the required number of teachers were available (Natal Indian Teachers' Society, Silver Jubilee Brochure 1950: 21). In 1968, due mainly to the increase in the number of
pupils attending secondary schools, and the greater diversification of courses, it became difficult to satisfy the demand for teachers in certain subjects, such as, Physical Science, Mathematics, Commerce, Industrial Arts, and Afrikaans (Department of Indian Affairs, Division of Education, Report 1968: 49).

Although the state provided assistance, such as the provision of bursaries to prospective teachers, teaching did not seem to be the popular career choice among students. This was because of poor financial rewards, lack of independence in which to practice a profession and the slim chances of promotion (Naidoo 1973: 06).

There also appeared to be a yearning for better and fair promotion opportunities by Indian teachers (Saita News, second issue March 1971: 04). There was a real danger that many teachers would become dissatisfied over the issue of promotions. It was feared that this would not only affect their morale and eventually their output, but would also ultimately affect the recruitment of teachers to the profession (Saita News, second issue March 1971: 04).

The women teaching community also longed for equal promotion opportunities, equal and better conditions of service, and parity of salaries, as they felt that this would improve their status (Minutes of the Annual General
meeting, South African Indian Teachers' Association. (Durban), 01:07:1971.

The teacher-community also wished for smaller class loads. They maintained that increasing class loads would have a negative effect on the quality of teaching provided. It was noted, for instance, that a lowering of standards would occur if the provisions of a new circular, which called for a new staff ration formula, was implemented (Minutes of a meeting between representatives of the Education Division of the Department of Indian Affairs and the South African Indian Teachers' Association (Durban), 30:07:1969.

In 1981 the Research Bureau of the Teachers' Association of South Africa probed into certain areas of service conditions for Indian teachers. It revealed the following aspirations of the teacher-community: sixty-six percent of Indian teachers surveyed desired for better teaching facilities and equipment; forty-eight percent longed for a better professional image; seventy-four percent wanted a non-prescriptive approach from the Department of Education, so that they could exercise their professional duties in freedom; eighty-three percent hoped for better promotion opportunities; fifty-three percent desired a better relationship with the inspectorate; seventy-percent wished for a better assessment rating from inspectors; sixty-percent longed for better conditions of service; seventy-
two percent hoped for a better salary, and seventy-one percent of the teachers yearned for a smaller class size (Samuels & Cassim 1981: 11-16).

In light of the above, Mr P.C. Samuels therefore declared:

*Insofar as our Association [Teachers' Association of South Africa (TASA): GSM] is concerned there is no time to delay or to sit back and wait for hopes to materialize. We have the on-going task of upgrading the quality of our education and thereby the quality of our lives to the highest levels possible* (Samuels 1980: 05).
3.3. **Resume**

The early arrival of the Indians in South Africa grew out of a need for farm labourers. Upon completion of their period of indenture many of them decided to settle in this country.

Except for a missionary effort, very little was done to provide education for the children of these Indian labourers. However, with time, a number of educational structures emerged, whose responsibility it became to provide education for the Indian community. The task of providing education was taken up by the Immigrant School Board and later by the education departments of the various provinces. Thereafter, a Division of Education was created within the Department of Indian Affairs to cater for the educational needs of the Indian community. Since 1984 Indian education has been under the control of the Department of Education and Culture in the House of Delegates.

The parent and pupil community held the following educational aspirations: a sound educational policy; the provision of more funds; free and compulsory schooling; adequate accommodation; the provision of adult education; special education; pre-school education; and a balanced curriculum.
The teacher-community had the following educational yearnings: a qualified teaching force; the acquisition of specialized knowledge; professional autonomy; high professional standards; adequate number of teachers; better promotion opportunities; higher salaries; and improved conditions of service.
CHAPTER FOUR

The Development and the Organisation of the Teachers' Association of South Africa (TASA)

4.1. The Development of the Teachers' Association of South Africa (TASA)

4.1.1. Introduction

The need for co-operation among Indian teachers in Natal was felt as early as the close of the nineteenth century, when the Natal Indian Teachers' Union (NITU) was formed. This organisation was in existence for approximately three years. Records show, that for several years there-after, there was no permanent Indian teachers' organisation. However, ad hoc committees were formed to represent teachers when the need arose. One such committee was formed in 1918 to present an illuminated address to Mr Cecil Ballance in appreciation of his long and devoted service in the cause of Indian Education (Teachers' Association of South Africa, Diamond Jubilee Brochure. 1987: 32).

In 1921 an attempt was made to form a permanent organisation when the Durban and District Teachers' Association came into being. Apart from taking up the
question of teachers' salaries little else was attempted before the body went out of existence (Teachers' Association of South Africa, Diamond Jubilee Brochure. 1987: 32).

4.1.2. Formation of the Natal Indian Teachers' Society (NITS)

In 1925 a teachers' reception committee was formed with the sole purpose of organising celebrations for school children on the occasion of the visit of his Royal Highness, the Prince of Wales. Two teachers, Mr. A. Rai and Mr. T.M. Naicker were chosen, among six Indian representatives, to be present at the official civic welcome. This event brought teachers into close contact with each other. Subsequently, teachers as a whole felt that a permanent body, in the interest of Indian teachers and of Indian education, was an urgent need. Thus in the same year the Natal Indian Teachers' Society (NITS) was established. In its first year the Society received official recognition from the Natal Provincial Executive. The officials of the Society then saw the necessity of registering the Society and this was achieved on 3 August 1926 at the Deeds Registry in Pietermaritzburg (Natal Indian Teachers Society, Silver Jubilee Brochure 1950: 32). The first President of the Natal Indian Teachers' Society (NITS) was Mr. A. Rai who served the Society from 1925 to 1928 and from

4.1.3. The Formation of the South African Indian Teachers' Association (SAITA)

The control of Indian education was transferred from the Natal and Transvaal Provincial Administration to the Department of Indian Affairs, as from 1 April 1966 and 1 April 1967 respectively (Department of Education and Culture 1985: 02). This transfer in the control of education was effected so that the control of Indian education could be centralised (Department of Education and Culture 1985: 02) and priority could be given to matters that were adversely affecting Indian Education (Naidoo 1989: 110). These included the need for free and compulsory education, revision of the curricula and the elimination of Platoon classes (Naidoo 1989: 110). In the Platoon class system the school day was divided into morning and afternoon classes (see par 5.3.2.) (Reddy & Pillay 1992: 17).

When this control of Indian education passed from the province to the central authority, the need for provincial teacher bodies to give way to a national organisation was clearly indicated. In the Transvaal two bodies, namely,
the Transvaal Indian Teachers' Association (TITA) and the Transvaal Asiatic Teachers' Association (TATA) were at variance with each other in their claims to represent local Indians. Representatives of the Natal Indian Teachers' Society were successful in completing negotiations with representatives of these teachers' associations in the Transvaal. Consequently, in 1967, at its last annual meeting, the Natal Indian Teachers' Society gave way to the formation of the South African Indian Teachers' Association (SAITA) (Nair 1972: 23). Mr R.S. Naidoo served as the Association's President from 1967 to 1975 (Reddy & Pillay 1992: 56-57).

4.1.4 Change of Title

After a number of years of introspection and deliberation, delegates to the Association's 1978 annual conference decided to redesignate the title of the Association. It was pointed out that any future title should make no reference to race and at the same time it should retain the national character of the Association (SAITA News, August 1978: 04). Consequently, with effect from July 1979, the name of the Association was changed from the South African Indian Teachers' Association (SAITA) to the Teachers' Association of South Africa (TASA) (Teachers' Association of South Africa, Diamond Jubilee Brochure. 1987: 20). The Teachers' Association of South Africa (TASA) flourished

4.2. The Organisation of the Teachers' Association of South Africa

4.2.1. The Officers

The officers of the Teachers' Association of South Africa (TASA) were elected from all its members by postal ballot. Prior to 1977, officials of the South African Indian Teachers' Association (SAITA), such as the President, Vice President, Secretary and Treasurer were also elected in this manner (Constitution, South African Indian Teachers' Association June 1970). At the South African Indian Teachers' Association's (SAITA) annual general meeting held in 1977 the portfolio system of administration was introduced. This allowed for a wider distribution and control of several aspects of the Association's work. The various portfolios were made up of the President, Deputy President and four Vice Presidents, namely, Vice President for Professional Matters, Vice President for Financial Matters, Vice President for Natal and Vice President for Transvaal (SAITA News, August 1977: 02).

From 1980 onwards the restructuring of the Teachers' Association of South Africa (TASA) led to the creation of additional posts of Vice President for External Matters and
Vice President for Publications. The Vice Presidents for Transvaal and Natal were dispensed with and a portfolio, entitled Vice President for Regions, was instituted (Constitution, Teachers' Association of South Africa September 1987). At a special general meeting held in May 1989 there were several major changes to the constitution of the Association. The introduction of the portfolio of Teacher Welfare was to allow more attention to be given to teachers with miscellaneous problems. The Secretary General and the President who had previously handled this important area of work were finding it hard to cope satisfactorily (Samuels 1989a: 10). In 1990 an additional post, Vice President for Women's Matters, was created (Narsee 1989: 49).

The officials of the Association, especially the Presidents, made a significant impact in improving the organisation of the Association. Mr P.C. Samuels was elected as President at the annual general meeting in 1975. He served as President for 14 consecutive years till 1989 and thereafter Mr P. Naicker assumed the position of President until 1991. Mr H.E.S. Samuel held the office until the Association's dissolution in February 1992 (Reddy & Pillay 1992: 56-57).
4.2.2. The National Council

The National Council consisted of the elected officers of the Association, delegates of Regional Councils (see par 4.2.6.) elected by their respective Branches and representatives of the Co-ordinating Council (see par 4.2.4.). The National Council met five times each year (Singh 1983a: 31), however, additional meetings were convened in times of crises (Kotiah 1991: 52). The National Council's main function was to determine the Association's policy on matters that it dealt with (Singh 1983a: 31). The National Council also sought to attain the aims and objectives of the Association and the advancement of education through the publication of materials, such as, books, leaflets, journals and brochures. The funding of the Association's Branches and Regions was also the task of the National Council, and in order to accomplish this, the Council was responsible for the Association's financial investments as well as the determining of the Association's annual subscription fee. The National Council also had the important duty of ensuring that there was a fair election whenever the need arose. This was achieved by appointing two electoral officers and assigning them respective duties. The National Council also had the task of expelling any member of the Association whose conduct was repugnant to the Association's code of ethics or contrary to the good
interest and well-being of the Association (Constitution, Teachers' Association of South Africa September 1988).

4.2.3. The General Purposes Committee

The General Purposes Committee comprised of the officers of the Association and two members of the National Council. The Committee acted for and on behalf of the National Council (Constitution, Teachers' Association of South Africa September 1988).

The General Purposes Committee prepared the groundwork for the formulation of policy which the National Council deliberated upon for endorsement. The Committee was thus considered as the nerve centre of the Association in terms of initiation and implementation of decisions concerning its aims, objectives and functions (Jaggernath 1985a: 34). For instance, in December 1982 the General Purposes Committee was of the firm view that it was desirable for the Association to solicit the support of the Indian community in order to protect the interests of the community in educational matters. Consequently, the General Purposes Committee inserted a full page advertisement in the Sunday Times of 14 December 1982. The advert protested against political interference by the South African Indian Council (SAIC) in the day-to-day matters of education (see par 6.8.2.) (Samuels 1983:...
The General Purposes Committee had also been entrusted with the task of implementing National Council directives (Jaggernath 1984b: 31). For example, the National Council frequently called upon the General Purposes Committee to represent the Association at meetings with the education department. The problems that were confronting Indian education were usually discussed at these meetings (Nair 1981a: 27).

The function of administering the Association fell upon the General Purposes Committee whose decisions and recommendations, on matters of importance, had to be considered and ratified by the National Council (Singh 1983a: 31). For instance, in 1985 the National Council ratified a decision of the General Purposes Committee to form a Principals' Society as a wing of the Co-ordinating Council for Professional Matters (Jaggernath 1985a: 35). In 1986 the General Purposes Committee presented a White Paper to the National Council for approval. The White Paper proposed that the National Council institute permanent professional development services for its members in teaching-learning strategies and leadership strategies (Samuels 1986: 10). At the Association's 63rd annual general meeting, which was held on 15 June 1988, a constitutional amendment redesignating the General Purposes Committee (GPC) as the National Executive Committee (NEC) was adopted (Kotiah 1989: 35).
4.2.4. The Co-ordinating Council for Professional Matters

During the South African Indian Teachers' Association's (SAITA) annual conference of 1969 teachers were invited to consider the feasibility of establishing subject societies for the purpose of examining the various disciplines that were offered at schools. At the Association's inaugural meetings, held on 2 July 1969, eleven subject societies were formed (Nair 1970: 16-17). The eleven subject societies comprised of History, Geography, Afrikaans, English, Science, Domestic Science, Mathematics, Special Education, Latin, Infant Teaching and Commercial Subjects (Teachers' Association of South Africa, Diamond Jubilee Brochure. 1987: 42). These subject societies were free to promote the professional interests of the teacher community and were governed only by the requirement, namely, to serve the needs of teachers who were interested in the various specialization fields (Nair 1974: 22). Later, the activities of several of these subject societies broadened to such an extent that the need was felt to establish a council to co-ordinate them. Consequently, the Co-ordinating Council for Professional Matters was established in 1972 for this purpose (Nair 1973: 12). The Council also took on the following responsibilities: to arrange meetings, conferences, seminars and other activities of the subject societies; provide the financing thereof and to organise and administer resource centres commensurate with
the requirements of primary and secondary schools (Constitution, Teachers' Association of South Africa September 1988). For instance, the Association, together with other teachers' associations participated in the establishment of an Independent Teachers' Centre in the Transvaal (see par 6.12.2.) (Cooper 1981: 21).

By 1989, the Co-ordinating Council for Professional Matters had experienced a rapid growth, largely due to the increased activity of its twenty constituent subject societies. This necessitated changes in the structure of the Executive Committee of the Council. Amendments to the Association's constitution in 1987 led to the creation of portfolios for President, Vice President for Curriculum Development, Vice President for Professional Development, and Vice President for Administration (Karim 1989: 16). In 1989, an additional portfolio, entitled Vice President for Recreation was introduced to stimulate recreational activity among the members of the Association (Samuels 1989a: 10).

4.2.5. The Branch System

Teachers in Pietermaritzburg felt the need for an organisation, within the Natal Indian Teachers' Society (NITS), that would provide for closer fellowship and co-operation as the executive council of the Society was too
detached from the general body of teachers ( Teachers' Association of South Africa, *Diamond Jubilee Brochure*. 1987: 40-41 ). This was because many teachers were located in remote parts of Natal and Transvaal and were therefore not able to play a more active part in the affairs of the Society ( Natal Indian Teachers Society, *Silver Jubilee Brochure* 1950: 39 ). Thus the Society considered that the best way to bring about a closer fellowship of teachers was by establishing branches of the Society. Consequently, in 1929 an inaugural meeting of the Natal Indian Teachers' Society (NITS) was held in Pietermaritzburg, and the first branch of the Society was founded. In 1985 there were 33 branches: 23 in Natal, 7 in Natal and 3 in the Cape ( Teachers' Association of South Africa, *Diamond Jubilee Brochure*. 1987: 40-41 ). The officers of each branch consisted of a Chairman, Vice Chairman, Honorary Secretary and a Honorary Treasurer ( Constitution, Teachers' Association of South Africa September 1988 ). These branches had engaged in various activities that were designed for the professional, social, cultural and recreational advancement of teachers, pupils and parents ( Constitution, Teachers' Association of South Africa September 1988 ).
4.2.6. The Regional Councils of the Teachers’ Association
South Africa (TASA)

The Regional Development programme began in May and June 1980. The Association was first divided into the following nine regional councils: Natal North Coast; Northern Natal; Chatsworth North; Midlands; Durban and Districts; South Coast; Durban South; Cape and Transvaal (Nair 1981a: 24).

A tenth Region Council, namely Phoenix was formed in 1988 (Naidoo 1988: 16). Each Regional Council consisted of a Chairman, Vice-Chairman, Secretary and Treasurer. At the annual general meeting of the Association held in July 1980, Mr H. Rambaran was elected the first Vice President for Regions (Nair 1981a: 24). The Regional Councils had the following functions: to stimulate and co-ordinate the activities of the various branches within the region; to scrutinize reports of branch activities and to perform various duties as directed by the National Council. These duties included the election of Regional Council representatives onto the National Council, the convening of regular meetings prior to each National Council meeting and the submission of an annual report (Constitution, Teachers’ Association of South Africa September 1988). The Regional Councils were also expected to exercise financial control over their constituent branches (Naidoo 1988: 16).
These Regional Councils operated either from the centre designated to them or rotated their centres and meetings between the various branches. The strength of the Councils depended, to a large extent, on the strength of its constituent branches. Where branches in a particular region were not functioning at their optimum level it became the duty of officials of the region to ascertain the reasons for this and to subsequently re-vitalize the functioning of the branch. This was achieved when branches submitted their reports of their activities to each meeting of the Regional Council. Thereafter, these matters were submitted to the General Purposes Committee where due attention was given to them. An amendment to the Association's constitution was adopted at the National Council meeting, held on 13 March 1982. This amendment called for, inter alia, the representation of Regional Councils on the National Council (Rambaran 1982: 04-05). It was envisaged that this would make the decision-making, at the National Council, to grow progressively, in quality and to reflect, more closely, the aspirations of the general membership (Reddy & Pillay 1992: 25).

4.2.7. The Administrative Staff

As the Association grew in membership, the need for a full-time secretary was strongly felt. In July 1967, the first full-time secretary and full-time clerk were appointed.
As the structure of the Association underwent changes and the various portfolios were created, the Secretariat increased in number (Teachers’ Association of South Africa, *Diamond Jubilee Brochure*. 1987: 33). At the time of the Association’s dissolution, in 1992, the administrative staff had grown to twelve members, which included a Secretary General (Govind 1991: 13).

4.2.8. The Membership

The members of the Association was largely made up of Indian teachers. However, the constitution did allow teachers, other than Indian, to become members of the Teachers’ Association of South Africa (TASA) (Reddy & Pillay 1992: 22). In 1981 the Association comprised of 5966 members and by 1985 the membership had grown to 7726 members (Teachers’ Association of South Africa, *Diamond Jubilee Brochure*. 1987: 17). At the time of the Association’s dissolution, in 1992, the total membership was numbered at 9217 (Govind 1991: 18).

4.2.9. Dissolution of the Teachers’ Association of South Africa

The final stages of the Association’s dissolution was decided at three special general meetings held on 3 July 1991, 9 November 1991 and 15 February 1992. It was
envisaged that the Branches, Regional Councils, and the Co­ordinating Council would cease to exist on 29 February 1992. All assets and liabilities of the Association were to be handed over to the South African Democratic Teachers' Union (SADTU). On 29 February 1992, the Teachers' Association of South Africa (TASA) finally dissolved, in order to make way for the birth of the non-racial South African Democratic Teachers' Union (SADTU) (Reddy & Pillay 1992: 39-40 ).
DIAGRAM I

DIAGRAM SHOWING THE STRUCTURE OF THE TEACHERS' ASSOCIATION OF SOUTH AFRICA (TASA)

* Fellowship of Retired Teachers
4.3. Resume

The Teachers' Association of South Africa (TASA) had its humble beginnings in 1925 when the Natal Indian Teachers' Society (NITS) was formed. In 1967, Indian teachers' associations in the Transvaal combined with the Natal Indian Teachers' Society (NITS) to form a national teachers' association, namely, the South African Indian Teachers' Association (SAITA). In 1979 this Association changed its name to the Teachers' Association of South Africa (TASA). The Association flourished from 1979 until 1992. Thereafter, it was dissolved to make way for the emergence of the South African Democratic Teachers' Union (SADTU).

The organisation of the Teachers' Association of South Africa (TASA) became structured in such a way, so as to allow its members to participate, as fully as possible, in the important decision making processes. In order to facilitate this, various tasks of the Association were delegated to officers, such as the five Vice Presidents. In addition, the Branch system became an important organisational feature, as it provided a platform for its members to make input on various educational matters. These issues were then submitted to the various Regional Councils. Thereafter, representation was made to the General Purposes Committee. This Committee was responsible
for the administration of the Association. It’s recommendations were submitted to the National Council which deliberated upon them and formed the Association’s policy.

An important wing of the Association, the Co-ordinating Council for Professional Matters, emerged to co-ordinate the numerous activities of the various subject societies.
CHAPTER FIVE

The Role Played by the Teachers' Association of South Africa (TASA) in Expressing and Fulfilling the Educational Aspirations of the Parent-Pupil Community

5.1. A Sound Educational Policy

5.1.1. The Call for a Single Ministry of Education

Since its inception the Teachers' Association of South Africa (TASA) repeatedly called upon the government of South Africa to establish a single Ministry of Education for all South Africans. The idea of a unitary system of education had always featured in many of the Association's meetings, held at branch, regional and national levels. However, the Association was of the opinion that any deliberations about a single education department, in a country without a democratic constitution, was meaningless (Samuels 1986b: 09).

Delegates to the Association's 1986 conference called for the Government of South Africa to give immediate effect to the unanimous demands of the Indian community in establishing a single Ministry of Education (Jaggernath 1986b: 30).
In 1989 the Association informed the Minister of National Education that the establishment of a single Ministry of Education would have to be preceded by the creation of a unitary parliamentary system. The Association therefore requested the Minister of National Education to make decisions on educational matters in collaboration with the other Ministers of education within the Tri-Cameral system until such a unitary system had been achieved (Samuels 1987: 09).

In 1989 the President of the Association, Mr P.C. Samuels, maintained that the most important goal for the Association was the attainment of a single ministry for education for the country as a whole. The President envisaged a single education department with a decentralized administrative control over the day-to-day matters in education (Samuels 1989b: 07). The Association's conference of 1990 called on all the relevant political parties who were involved in political negotiations, to accord priority status to education with an emphasis on the establishment of a single ministry of education for all South Africans (Pillay 1990b: 20).

In 1991 the Teachers' Association of South Africa (TASA) continued to campaign vigorously for the opening of all educational institutions, particularly schools, to all
South Africans. In this regard it was pleasing to note that there was a significant intake of Black pupils at schools within the control of the House of Delegates. The Association welcomed the acceptance of Black students to teacher training courses at the Springfield College of Education. The Association also supported the granting of financial assistance to these students on the same basis as it was made available to Indian students (Naicker 1991a: 07).

In 1991 Mr P. Naicker, President of the Association warned of a growing community anxiety and anger which threatened to explode in an intense backlash. Mr Naicker called upon the government to immediately dismantle the various department's of education and to establish a single Ministry of Education (Naicker 1991b: 07).

5.1.2. The Participation of the Association on Advisory Bodies

The Teachers' Association of South Africa (TASA) attempted to promote a sound educational policy for all South Africans, including the Indian community, through its participation on governmental advisory bodies. In 1985 the President of the Association, Mr P.C. Samuels was appointed as a committee member to the South African Council for Education (SACE). This was the foremost advisory body on
education policy in South Africa. The main function of the South African Council for Education (SACE) was to advise the Minister of National Education on all matters relating to education policy, inter alia, financing of education, quality of education programmes and school curricula (Samuels 1985a: 08).

The Association was also represented on the Research Committee for Education Structures (RECES). The Committee's objective was basically to act as a "think tank" on conditions of service for teachers and to make recommendations to the Minister of National Education. The Association played an important role at these meetings of the Research Committee for Education Structures (RECES), as it was at this level that blueprints for future educational developments and planning were established (Sangaran 1985: 22). For instance, the Association was represented on a sub-committee of the Research Committee for Education Structures (RECES), which was appointed to investigate the "evaluation of qualifications for the purpose of categorisation" (Rambaran 1987: 20). Thus the Association's representation on this body was a clear indication that it was concerned about the future of education in the Republic of South Africa (Sangaran 1985: 22).

Both these committees, the South African Council for
Education (SACE) and the Research Committee for Education Structures (RECES), fell under the jurisdiction of the Minister of National Education and acted as organs in terms of the South African National Education Policy Act, within the Department of National Education (Sangaran 1986: 24). The South African Council For Education (SACE) attempted to look at global educational issues, as it concerned the total South African community, and included representatives of all the sectors of the community; while the Research Committee for Education Structures (RECES) was concerned primarily with matters of a general nature, such as conditions of service, salary dispensation and matters of concern to education departments and educators (Sangaran 1986: 24).

In 1985 the President of the Association, Mr P.C. Samuels, stated that the Teachers' Association of South Africa (TASA) needed to look at the way in which it could enhance its role on advisory bodies such as the South African Council for Education (SACE). In order to positively influence educational policy in South Africa, he stressed the importance of making proposals to the South African Council of Education (SACE), as it was the body that advised the government on all matters concerning education (Samuels 1985c: 32).

In 1989, the Association found the participation on the
South African Council for Education (SACE) and the Research Committee for Education Structures (RECES) to be of little value. The Association subsequently withdrew its representatives from these structures (Govind 1989: 20).

5.2. The Provision of Education

5.2.1. The Provision of Education Beyond Standard Four

Before 1899, education in Indian schools was only permitted up to standard four. The Natal Indian Teachers' Society (NITS), the forerunner of the Teachers' Association of South Africa (TASA), became concerned about this matter. As a result of the many representations made to the education department, schools were permitted to teach beyond standard four (Natal Indian Teachers Society, Silver Jubilee Brochure 1950: 33).

5.2.2. The Provision of Education for Girls

The Natal Indian Teachers' Society, the forerunner (NITS) of the Teachers' Association of South Africa (TASA), was also deeply concerned with the unsatisfactory provision of education for Indian girls. Generally, the girls left at standards two or three and rarely reached standard four because of the inadequate provision of school accommodation, the reluctance of the parents to send girls to school and
the high school fees that parents had to pay. The Society and other officials such as Kunwar Sir Maharaj Singh, the Agent-General for the Government of India, and Kunwarani Lady Maharaj Singh were very interested in this cause and rendered their valuable assistance. They, and the Society, sought the reduction and finally the removal of school fees for girls. The results had been very pleasing. In 1950 there were five primary schools and two secondary schools for girls. The percentage of girls in co-educational primary schools had also increased considerably (Natal Indian Teachers Society, Silver Jubilee Brochure 1950: 33). In 1965 the few girls' schools in the Durban area were packed to capacity, and thousands of girls attended co-educational schools (Lazarus 1966: 23).

5.2.3. The Provision of Subsidies for State-Aided Schools

At the Association's annual conference in 1985 a motion was passed which called upon the Department of Education and Culture to increase maintenance subsidies to grantees of state-aided schools to a more realistic amount (Jaggernath 1985b: 45). Consequently, the Executive Director of the Department of Education and Culture announced that such subsidies had been increased with effect from 1 July 1985. Moreover, the Department undertook to review this subsidy from time to time (Jaggernath 1986a: 36).
5.2.4. The Equal Provision of Education

It was a commonly accepted fact that there was deprivation, in varying degrees, in all sectors of education. The 1983 survey of the South African Institute for Race Relations indicated the following per capita expenditure, in the 1982-1983 period, on education for each race group:

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<th>TABLE 1</th>
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<tr>
<td>TABLE SHOWING PER CAPITA EXPENDITURE IN EDUCATION FOR EACH RAND SPENT ON WHITES IN THE REPUBLIC OF SOUTH AFRICA*</td>
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<tr>
<td>WHITE</td>
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*including independent homelands

Consequently, the White Paper on Education issued in 1983 made a call for equal provision of education among South Africans and the Government accepted this recommendation (Samuels 1985: 31).

The Teachers' Association of South Africa (TASA) always
held the view that there should be equal provision of education for all the race groups in South Africa (Samuels 1987: 08).

In his 1984 presidential address, Mr P.C. Samuels stated:

*There is nothing in my opinion, that will enhance the status of the organized [teaching: GSM] profession more, than a concerted effort by all sectors within it, to the making of a significant contribution towards the elimination of the sad deprivation in the provision of education* (Samuels 1984b: 07).

Delegates to the Association's 62nd annual conference held from 17 to 19 June 1987 requested the Minister of National Education and the Minister of Education and Culture, House of Delegates, to provide the latest facts about the state of education within the House of Assembly and House of Delegates, particularly in the following areas: both per capita revenue and capital expenditure; the teacher-pupil ratios in secondary schools and primary schools; the minimum teaching hours per week for classroom teaching only; class size in each of the primary and secondary schools situations and the time table for the movement towards parity of teaching situations for all South African teachers (Pillay 1987: 22). The Minister of National Education subsequently stated that he would be organising a meeting with all the relevant parties to discuss his ten year plan for educational improvement and the formula for financing education. The Minister added that the formula was not yet policy (Jaggernath 1988: 44).
In November 1987 the Association's representatives were invited to a meeting organised by the National Education Department. The President and the Secretary General of the Association were informed of a concept called the "a" factor. It was said to be an essential part of the financing formula and it indicated the extent to which the provision of education was adequate, less than adequate or more than adequate. If the "a" factor were equal to 1, then the provision of education was adequate. If it was less than 1 then the provision was inadequate and if it was greater than 1, then the provision was more than adequate. The Association was informed that the "a" factor for the Indian community was greater than 1. In his presidential address to the Association's 1988 conference, Mr P.C. Samuels exclaimed:

There is considerable difficulty in trying to understand the reason for Indian Education being considered to be one that has surpluses. The Association had always claimed that it had had backlogs—some quite large in terms of standards of the first world. Hence he (Minister of National Education) needs to explain...to the last detail, the financing formula for education (Samuels 1988b: 10).

On the basis of the information provided by the Director General of National Education, Dr L.C.S. Stoop, the Association made certain criticisms. The Association pointed out that the adoption of a pupil-teacher ratio of 30:1 which served as the basis of the financing formula was of serious concern. This was because the Association was certain that it would erode educational standards already achieved by the Department of Education and Culture instead
of allowing for educational growth. There was also clear indication that there would be "cut-backs" in Indian education in spite of the fact that Indian education suffered backlogs in the provision of education (Samuels 1988a: 09). The Association was concerned that the government’s financing policy would cause severe damage to the standard of education for the Indian community (Samuels 1988a: 09). Any "cut-backs" in spending, as a result of the implementation of the financing formula, was totally unacceptable to the Association and to the Indian community as a whole, particularly in view of, inter alia, the following backlogs at that time: inadequacy in the number of teachers employed in the service; high pupil-teacher ratios; long teaching hours; simultaneous teaching of multiple grade classes; limited choice of subject packages in secondary schools; inadequate remedial education programmes; inadequate remedial education facilities and the absence of kindergarten education (Samuels 1988a: 09). At the Association’s annual conference in 1988 a resolution which called for the Minister of National Education to state clearly the government’s policy on the financing of education was adopted. The government was also requested to state the level at which it anticipated equal provision of education for the citizens of South Africa (Pillay 1988: 30). Another resolution called for the Minister of National Education to set up a commission of education whose
purpose, amongst others, would be to investigate the state of education in South Africa and compare it with the patterns of education that were emerging in the First World (Pillay 1988: 30).

The Association's delegates to the 1988 conference were gravely concerned that the services of professionally qualified teachers could be terminated on a 24 hour notice basis. The State financing formula for education did not allow the Minister of Education and Culture in the House of Delegates and the Chief Executive Director to create enough substantive teaching posts that would have allowed these teachers to be employed on a permanent basis. Consequently, the Association called upon the Minister of Education and Culture and the Minister of National Education to reveal to the Indian community the financing formula and to give exposition to the shortcomings in the adequate provision of education (Pillay 1988: 28).

At the Association's 1989 conference the membership were gravely concerned about the fact that Minister F.W. de Klerk and other ministers in the various Houses of Parliament had repeatedly claimed that the government was not in a position to adequately finance the primary and secondary education programmes, and more particularly the 10 year plan which had as its objective the equalisation of education for all South Africans. The Association again,
called upon the Minister of National Education, firstly, to reveal to the public the financing formula for education; secondly, to appoint a commission to scientifically evaluate the national needs of education. Thereafter, the commission was expected to give its considered recommendations, on the proper rationalisation of all education services within the country, with the emphasis on integration of education departments and the removal of unnecessary administration and inspectorial personnel (Pillay 1989b: 27). The Minister of Education and Culture in the House of Delegates replied that no general policy regarding a financial formula had been formalised. He added that the formula would have had to be negotiated with certain interested parties and thereafter be announced together with a strategy for its implementation. This was to be done as soon as a general policy for education had been determined (Kotiah 1989: 36). The Minister also indicated that he could not support the Association's request for setting up a national commission for education. He reasoned that it would have, to a large extent, overlapped with the responsibilities assigned to the Minister of National Education and his department. Furthermore, he contended that most of the problems that were experienced in education related to financial constraints over which the government had little or no control (Kotiah 1989: 36).
In 1990 the Association expressed grave concern that the Department of Education and Culture, in the House of Delegates, had through its management Circular No. 31 shifted the responsibility for the admission of Black pupils to Indian schools onto principals. The latter were subsequently faced with an almost impossible task, in that no additional funding was provided to cater for the resultant increase in the number of pupils (Naicker 1990: 08).

In light of the withdrawal of monetary allocation for library resources through the implementation of Circular 35 of 1990, the Association was moved to urgently call for a meeting on 21 September 1990 with the Department of Education and Culture. The strong representation made by the Association, centred around the adverse effects of such a measure on education in general. The Association also emphasised that this would precipitate a strong protest from the Indian community (Kotiah 1991: 53).

In 1991 a R73 million "cutback" in education spending for Indian schools was effected. Subsequently, Circular No. 2 of 1991 was then issued by the Department of Education and Culture, House of Delegates on 3 January 1991. It notified all Indian schools to reduce teaching posts and increase teaching time and teacher-pupil ratios (Daily News, 8 February 1991: 02). The Association rejected Circular No.
2 outright and it subsequently called teachers to stage a week-long sit-in at their schools during the first week of February 1991 (Sunday Tribune Herald, 9 February 1992: 02). On 7 February 1991 officials of the Association met with the Acting Chief Executive Director of Indian Education, Mr M. Pillay, to normalize this situation. The Department of Education and Culture agreed to "defer" the implementation of the Circular until further negotiations had taken place between the Association and itself. On 15 February 1991 the Association together with other bodies, such as the Association of School Education Committees (ASEC) led a protest march to affirm their disapproval against the implementation of Circular No. 2 of 1991. The Association threatened with more action of this nature if the Department of Education and Culture did not repeal Circular No. 2 (Pamphlet issued by the Teachers Association of South Africa (TASA), 8 February 1991). The Department subsequently withdrew Circular No. 2 of 1991 (Daily News, 8 February 1991: 02).

In his 1991 report to the Association, the President, Mr P. Naicker stated: "The preceding year saw cut-backs in education spending implemented on a scale unprecedented in Indian education". The Association, at the time of the implementation of the first "cut-back" warned that the failure to curtail "cut-backs" would lead to the intensification of the problem to calamitous proportions.
However, this advice was never heeded and consequently the quality of education was placed under enormous stress (Naicker 1991a: 08). The following "cut-backs" were effected or threatened: the withdrawal of monetary allocations for library resources at schools; the withdrawal of transport subsidies for schools and training centres; own arrangements by schools to provide replacements for teachers that were going on vacation leave; the possible introduction of early retirement for educators without provision for suitable replacements; little or no prospect of employment in 1991 for 150 newly-qualified teachers; failure to assure locos tenentes whose services were to be terminated at the end of 1991, about their renewal of their tenure; the reduction in the numbers of teachers through the implementation of Circular No 2 of 1991 (Naicker 1991a: 08).

The Association also voiced their protest against the Minister of Indian education, Mr Kisten Rajoo, for ignoring the "cutbacks" in education during the debate on the education budget in the House of Delegates on 23 May 1991. The Association's President Mr P. Naicker stated: "This, neither TASA nor the [Indian: GSM] community will tolerate". TASA will mobilise the community to safeguard and protect quality education in whatever way is deemed necessary" (Post, 29-01 May-June 1991: 17).

Consequently, the Department of Education and Culture, in
the House of Delegates, gave an assurance that it would intensify its efforts in persuading the national authorities to provide additional funding to overcome the problem (Kotiah 1991: 53).

5.3. The Provision of School Accommodation and School Facilities

5.3.1. The Natal Indian School Building Trust Fund

On 15 September 1951, the Natal Indian Teachers’ Society (NITS) — forerunner of the Teachers’ Association of South Africa (TASA) — the Durban Indian Child Welfare Society, the South African Trade and Labour Council and the Natal Indian Congress met and formed the Natal Indian School Building Trust Fund. A provisional committee comprising Dr A.D. Lazarus and nine other officials of the Society were appointed. Pledges were obtained from Indian teachers to boost the Natal Indian School Building Trust funds. Funds were collected through stop order payments comprising of 36 monthly instalments. At the Society’s conference, held on 21 June 1954 in Durban, Dr A.D. Lazarus highlighted the serious problem of school accommodation (Teachers’ Association of South Africa, Diamond Jubilee Brochure. 1987: 15-16).

By July 1957 the Society had contributed 20 000 pounds
through grants and loans, to assist the school building programme (Teachers' Association of South Africa, *Diamond Jubilee Brochure*. 1987: 16). A heavy responsibility rested on Branches of the Association which were required to examine and report on the many applications for assistance.

The Natal Indian School Building Trust fund also received a donation of land in Reservoir Hills from a Modern Town Planning enterprise for the erection of a primary school. The seven-classroom school, costing 13 000 pounds, was built from Trust funds. The school was later re-named the Dr A.D. Lazarus Primary School in honour of the founder and only chairman of the Trust, Dr A.D. Lazarus (Teachers' Association of South Africa, *Diamond Jubilee Brochure*. 1987: 34-35).

5.3.2. The Platoon School System

The inadequate provision of school accommodation and educational facilities for Indian children became an acute problem in the 1940's. Consequently, the Natal Indian Teachers' Society (NITS), forerunner of the Teachers' Association of South Africa (TASA), made numerous representations to the Natal Education Department to alleviate the problem. However, despite all these efforts, thousands of Indian children of school-going age could not
be admitted to school because of inadequate accommodation. The Association then made representations to the Education Department to seek permission to establish a Platoon school system (Teachers' Association of South Africa, *Diamond Jubilee Brochure. 1987: 16*). The Platoon system was introduced in August 1951. In this system the school day was divided into two sessions, namely, morning sessions and afternoon sessions. Each session had its own number of pupils, own staff and even its own principal, operating on the same premises. Both groups received a minimum of four hours instruction daily. At its best the Platoon system remained an unpopular but nevertheless an essential measure in order to alleviate the lack of school accommodation (Reddy & Pillay 1992: 17).

In 1966 there were 28 513 pupils in Platoon classes, in 1970, 13 047 and in 1975, 14 911 (Krog 1976: 24).

"Education for Equal Opportunity" was the theme for the Association's 1973 annual conference. This conference highlighted the problem of the Platoon system which was the direct result of an inadequate provision of classrooms for pupils. Consequently, the Teachers' Association of South Africa (TASA) raised the problem of Platoon schools regularly with the Director of Education (Teachers' Association of South Africa, *Diamond Jubilee Brochure. 1987: 19*). The Association also sent a memorandum to the
Prime Minister of South Africa on 19 May 1980. The memorandum declared the Association's concern, that even fourteen years after the transfer of the administration of education from provincial authorities, Platoon classes could not be eliminated (TASA News, December 1980: 01).

On 17 November 1980 the General Purposes Committee of the Association met with the Minister of Internal Affairs to discuss the Platoon system and the numerous problems that it had created. The Association contended that the long school-day for all pupils at Platoon schools resulted in low levels of scholastic performance and poorly motivated pupils (Nair 1981a: 27).

The Association gave priority to eliminate the Platoon system (Minutes of the Fifty Sixth annual General Meeting of the Association (Durban), 07.07.1981.). At the Association's fifty-fifth annual conference a resolution calling for the elimination of the Platoon class system was adopted (Nair 1981b: 34). The eradication of the Platoon classes was finally effected at the end of 1983 (Samuels 1985b: 09).
5.3.3. The Provision of Educational and other Facilities

In 1981 the Co-ordinating Council for Professional Matters of the Association expressed great concern over the need for sports grounds and sporting facilities at Indian schools (Cassim 1981b: 16). Consequently, the Director of Indian Education stated that the Department had decided to review the criteria for the allocation of sites, so that provision could be made for two soccer fields, one hockey field, two tennis courts, two netball fields and a swimming pool at secondary schools, and one soccer field, two tennis courts, two netball fields and a swimming pool at standard primary schools (Nair 1981a: 30).

In an interview with the Director of Indian Education on 11 March 1983 the Association’s viewpoint was, that, because it was a professional organisation it should have been consulted with respect to the physical planning of schools and the provision of educational facilities at schools. The Director undertook to invite a representative of the Association to the next meeting of the Physical Planning Committee (Singh 1983a: 35). The Stanger Branch and Newcastle Branch were requested to supply details of the problems that were experienced due to the poor planning of schools in their areas. Other Branches were also requested to supply details of problems pertaining to the planning of schools (Minutes of the National Council of the Teachers’
At the Association's annual conference of 1984 a resolution relating to the provision of educational facilities was adopted. It called upon the Director of Education to institute the following facilities in primary schools: library resource centres; science laboratories; music rooms; gymnasiums; school halls and standard size playing fields for, inter alia, athletics, soccer, netball, volleyball, cricket, and tennis (Jaggernath 1984: 39).

The Executive Director of the Department of Education and Culture responded to this resolution that was submitted to him. He maintained that the Department shared the Association's concern about the need for certain standardised educational facilities in primary schools and that schools which lacked facilities were, at the time, considered for up-dating on a priority basis (Jaggernath 1985: 36).

In his 1985 presidential address, Mr P.C. Samuels stated: "Much of the quality of modern education is dependent largely upon the quality of the teaching-learning spaces available in schools" (Samuels 1985b: 10). He further observed: "It has been pleasing to note that...all new schools are of good quality, more especially so in the provision of specialist teaching-learning spaces. Nevertheless, the bulk of the schools still need reasonably
good resource centres and all schools, except a handful, need a school hall each" (Samuels 1985b: 10). In 1986 the building of school halls commenced at four secondary schools. Thereafter, school halls were expected to be erected at the rate of ten per year (The Department of Education and Culture 1985: 10).

Delegates to the Association's 1986 annual conference called the Department of Education and Culture to take steps to provide specialist educational facilities at Indian schools and to improve the pre-existing educational facilities at schools (Jaggernath 1986b: 30). The Department of Education and Culture maintained that it had overcome the backlog in providing classroom accommodation. Consequently, it was in a position to channel a greater portion of the funds towards the provision of specialist educational facilities which included resource centres. According to the Department, it was, at the time, planning Computer Science laboratories at all secondary schools and electronic typewriting rooms and specialist facilities for Technical subjects at selected secondary schools (Jaggernath 1987: 37).

The first small school hall was completed in July 1987 at Rylands Secondary school in Cape Town. A small hall was also built in December 1987 at the Middelburg Primary and Secondary school in the Transvaal. On 5 March 1988, Mr A.
Rajbansi, the Minister of Housing and Chairman of the Ministers’ Council in the Administration: House of Delegates, officially opened the R1,34 million school hall at Arena Park secondary school. Mr Rajbansi contended: "Although the need for and value of a school hall has always been appreciated, priorities dictated that the provision of school halls be accorded a low priority". However, he noted: "it is possible to provide halls at schools, albeit on a limited scale". Mr Rajbansi added: "that when the demand for new schools diminishes, then more funds would be channelled into the provision of school halls, thereby accelerating their provision". He also maintained that rand-for-rand subsidies for the construction of sporting amenities such as tennis-courts and swimming pools were also being provided. Mr Rajbansi stated that it was the Administration’s intention to increase such assistance in order to enable as many schools as possible to benefit from it (Department of Education and Culture 1988a: 14).

5.3.4. Sastri College

In 1979 the South African Indian Teachers’ Association (SAITA), forerunner of the Teachers’ Association of South Africa (TASA), viewed with concern that the pre-existing Sastri College buildings, in Durban, were likely to become a part of the, neighbouring, M.L. Sultan Technical College
Over the years Sastri College served as a secondary school for Indian boys and had earned the reputation of being a prestigious academic institution. The Indian community had always identified itself with the high academic standards set by the College. An article that appeared in the March 1979 edition of SAITA News declared:

_Many of our country's leading professional and business men have passed through its [Sastri College: GSM] portals. In our view the proposed transfer, if given effect, will cause all these ideals, developed over years of enterprise and industry, to be lost to a people for whom the institution represents an important and significant milestone in the progress of Indian education. We strongly urge, therefore, that Sastri College should retain its existing form as a high school for Indian boys._

The _Save Sastri Action Committee_, of which the Teachers' Association of South Africa (TASA) was a part, was formed. This Committee noted that while the need for an extension of facilities for technical education was appreciated, any expansion programme should not intrude upon pre-existing facilities as its importance and necessity to the Indian community could not be underestimated (_SAITA News, March 1979: 01_). In a statement released to _TASA NEWS_ the chairman of the _Save Sastri Action Committee_, Dr. A.D. Lazarus declared:

_What is stupefying is that the decision to hand over the Sastri College buildings to the M.L. Sultan Technikon would appear to have been taken unilaterally by the Executive Committee of the South African Indian Council (SAIC) without the approval of the full Council and, more_
importantly, without any semblance whatever of consultation with the community whose contributions made possible this milestone in the struggle of the Indian people to be freed of the shackles of indentured labour (TASA News, September 1979: 01).

The Minister of Indian affairs subsequently offered to build a replica of Sastri College in the Overport-Sydenham area in Durban. However, this was unacceptable to the Save Sastri Action Committee (TASA News, December 1979: 02).

In 1981 the National Council of the Teachers' Association of South Africa (TASA) expressed itself strongly over the decision of the Minister of Internal Affairs; that, as from early 1982, Sastri College would fulfil the needs of a trade school up to the secondary school level. The National Council stated that the Minister of Internal Affairs, by his action, appeared to have shown little regard for the feelings of the Indian community. The National Council of the Association, urged the Save Sastri Action Committee to pursue further representations to the educational authorities for saving the College and to register its protest against the unilateral action of the Minister (TASA News, November/December 1981: 04).

However, the Save Sastri Action Committee had little success. Twelve thousand pupils had passed through the portals of Sastri College from 1930 to 1980. Thereafter, its traditional role and practice was broken and it became a technical school despite protests from the Indian community and the Teachers' Association of South Africa.
(TASA) (TASA News, November/December 1981: 04). On 10 September 1987 the Association had noted with great interest, an announcement made by Mr K. Ramduth, the Minister of Education and Culture in the House of Delegates. He stated that Sastri College was to revert to its former status as a secondary school in 1991 (TASA News, September 1987: 03).

5.3.5. Melville Primary School

At the beginning of 1988 the Teachers’ Association of South Africa (TASA) received an urgent appeal from the parents of pupils attending the Melville Primary school on the Natal north coast. The Association was urged to intervene and to overturn the decision made by the Department of Education and Culture to close the school (Samuels 1988a: 13-14). Following a meeting with the parents, the Association made urgent representations to the Minister of Education and Culture and to the Chief Executive Director to reverse their decision. As a result of these representations the Department convened another meeting with parents. At this meeting the Department of Education and Culture decided to reverse its decision and to keep the school open. Parents were advised by the Department that they had an option, either to continue sending their children to Melville Primary or to seek transfer for their children to other schools. The parents expressed immense gratitude to
the Association and to the Association’s President for all the assistance rendered to them (Samuels 1988a: 13-14).

5.4. The Provision of Free and Compulsory Education

5.4.1. The Provision of Free Education

As a result of prolonged negotiations made possible by the Natal Indian Teachers’ Society (NITS), a forerunner of TASA, a scheme for the gradual extension of free education was put into operation by the Natal Provincial Administration in 1942 (Natal Indian Teachers Society, Silver Jubilee Brochure 1950: 34). Until 1942, the Indian parent in Natal had to pay for the education of their children in any grade of any school in Natal. The remission of school fees denoted a definite degree of progress with regard to the provision of free education. It resulted in a lengthening of the school life of the Indian child, which up to 1942 was low (Natal Indian Teachers Society, Silver Jubilee Brochure 1950: 34).

Even with its impending dissolution, the Teachers’ Association of South Africa (TASA) concerned itself with the provision of free education for the parent and pupil community. In 1990, apart from lodging its protest with the Department of Education and Culture about the imposition of a twenty-five rand bussing fee, the
Association placed advertisements in two Sunday newspapers. These advertisements called on the Indian community and in particular the parents to resist the payment of the twenty-five rand bussing fee on the basis that it was a universally recognised right of the child to have free education (Naicker 1991: 08).

5.4.2. The Provision of Compulsory Education

From the beginning of 1973 compulsory school attendance was in force. The Teachers' Association of South Africa (TASA) had for long, through its forerunners, the Natal Indian Teachers' Society (NITS) and the South African Indian Teachers' Association (SAITA), campaigned for compulsory education for Indian pupils (Teachers' Association of South Africa, Diamond Jubilee Brochure. 1987: 19).

It was envisaged that compulsory education would benefit the Indian community in the following ways: significantly reducing the number of school drop-outs; reducing the rate of truancy among pupils; increasing the literacy levels and improving the economic development of the Indian community (Department of Indian Affairs 1976: 12-13).
5.5. The Curriculum

5.5.1. A Relevant Curriculum

In 1986 the President of the Teachers' Association of South Africa (TASA), Mr P.C. Samuels, wrote an article titled, *The Need for Relevant Curriculum Content in School Programmes*. He maintained: "It has been a widely accepted criticism that presentation, largely through the efforts of white authors, of history textbooks have been prejudicial to the honour, the standing and the dignity of the ...Indians..." (Samuels 1986a: 03). He also stated that the content of textbooks lacked a multicultural approach to learning, which if it was present, would have provided pupils with valuable insight into the important status of the Indian community (Samuels 1986a: 03).

The President recommended, at the time, that the Association's National Council should deal with the problem of an irrelevant school curriculum. He recommended, that in relation to the matter of relevant curriculum content, the following measures should be undertaken by the Association: that a clear distinction should be made between the content of the core curriculum and that which may be added onto it; that in each case of the above two sets of content, the Association through it's subject societies and committees should make a thorough analysis
with the purpose of determining the relevance of such content to the local community's life; that a Board of Curriculum Studies be appointed by the Association; further that the Board of Curriculum Studies should decide on policy matters with respect to the above recommendations (Samuels 1986a: 03).

The Association was pleased to approve a White Paper on several important issues. This was presented by the President, Mr P.C. Samuels, to the National Council of the Association. The White Paper identified certain problem areas in the development of a core curriculum for all South African schools. One such area was the way in which many aspects of South African history were presented. It was evident that pupils were looking for a more relevant education programme (Samuels 1986b: 10-11). The President, in his White Paper, also advocated a multicultural approach to education. Arising from the recommendations of the White Paper, the Association launched a Board of Curriculum Studies (Samuels 1986b: 10-11) on 8 March 1986 and it was chaired by the President of the Association, Mr P.C. Samuels. The task of the Board was to look at the syllabi and to see to what extent the syllabi, in terms of content and philosophy, were relevant to the education of children (Rambaran 1986b: 25).

The Subject Societies of the Association became
increasingly concerned about making the curriculum relevant to the lives of the pupils (Rambaran 1986b: 25). On 2 July 1986 the Teachers' Association of South Africa (TASA), through its twenty Subject Societies, decided to look at the relevance of syllabi and of teaching-learning materials that were used in classrooms (Samuels 1986c: 08).

The Association also maintained, that, in secondary schools pupils received an education, which, in their view, was too academic. The Association contended that in this present technological age there was a lack of technical schools which should have been present to prepare pupils for their careers (Rambaran 1986b: 25).

The Co-ordinating Council for Professional Matters chose as the theme for its 1987 mini-conference, Curriculum innovation: Preparing for a Post Apartheid Education. The speaker maintained that there was an urgent need to train pupils in a variety of skills so as to enable them to become versatile in the work situation. One way of doing this was "to bring the outside world into the school". The message that emerged was that the non-formal education programme was a vital supplement to the academic programme and that if these were administered jointly then it would do much in making education more relevant (TASA News, September 1987: 03).
The Association was of the view that the need for sound knowledge and understanding of the history, culture and traditions of the urban and rural peoples of South Africa was basic to the move of introducing a relevant curriculum. It was envisaged that such social studies should become an integral part of the national school curriculum in primary and secondary education. These would prepare the nation, not only for the oncoming integration within schools, but also for smoother transition in the social life of the country as a whole (Samuels 1988b:07).

On 28 December 1988 officials of the Association met with the Principal Education Planner of the Department of Education and Culture in the House of Delegates. Their intention was to finalise the syllabus so that Cultural Studies (see par 5.5.7.) could be implemented in Standard two. The Association was pleased to note that most of its proposals that were forwarded were accepted and implemented (Kotiah 1989:36).

On 10 March 1989 the relevance of the South African school curriculum came under scrutiny at a National Education Conference held under the aegis of the Association in Durban. The conference was addressed by several distinguished academics whose objective was to draw attention to the inadequacies in the pre-existing school curriculum and consequently make a positive contribution to
the development of a curriculum that was relevant to the needs of a changing society. The conference reaffirmed the often stated creed of the Association: "Education, to be relevant, must adjust to the changing needs of a changing society". Some of the papers presented at the conference included the following: *Towards a New Curriculum for South African Education* by Dr J. Moulder; *The Pre-Vocational Curriculum as a Part of a Liberal Education* by Professor A.L. Le Roux and *Teacher Evaluation Systems: The Curriculum and Teacher Efficiency* by Dr E.M. Jantjes (Pillay 1990a: 01).

5.5.2. **A Differentiated Curriculum**

The Teachers' Association of South Africa (TASA) constantly strived for a curriculum that catered for the needs of the entire pupil community.

At the Association's fifty-fifth annual conference, held in 1981, the following resolution, relating to the need for a differentiated curriculum, was passed. The Association rejected the practical grade course for senior secondary pupils, which in its view, had created greater problems for the pupils and it provided none of the solutions that it had initially envisaged (Nair 1981b: 34). In 1983 the Association was invited by the Planning Section of the Education Department to discuss the phasing out of
practical grade and replacing it with "subject differentiation". This was a system whereby several subjects were offered on the higher, standard and lower grades (Rambaran 1983: 15).

Delegates to the Association’s annual conference of 1984 made the following requests: a wider selection of courses to be offered to all pupils; that programmes for gifted pupils be offered; that extended programmes be implemented for children with special needs; that study, in terms of ability, for some pupils should not imply a watering down of syllabus content. The delegates also called for the whole system of differentiated education to be a subject of inquiry by the Human Sciences Research Council (HSRC) (Jaggernath 1984c: 31).

In 1985 two contributions, under the title, *Subject Differentiation: Its Implications with Special Reference to Lower Grades* appeared in the Association’s *Teachers Journal* (Nair 1985: 13). In the articles special emphasis was given to the lower grade, whereby mention was made of the learning characteristics of pupils in the lower grade and the teacher’s role in using the appropriate methods of teaching. Preparation and presentation of lessons for these pupils in the lower grade was also considered (Ramkawal 1985: 16-18). The writers, however, cautioned principals and teachers from placing intelligent pupils in
the lower grade. They felt that this action would have a detrimental effect on these pupils choice of a career in the future (Nair 1985: 13-14; Ramkawal 1985: 16). At the Association’s annual conference in 1985, delegates called for the appointment of a research committee to urgently investigate subjects on the lower grade with respect to the following: the content and scope of subjects that were offered on the lower grade and the possible long term advantages and disadvantages to pupils; the availability of facilities for effective teaching of lower grade subjects in all secondary schools; the number and characteristics of pupils that opted for subjects on the lower grade and the extent to which teacher education programmes were geared for the preparation of teachers for teaching subjects on the lower grade (Jaggernath 1985b: 44). Consequently, in 1985 the Department of Education and Culture made an investigation into the placement of pupils into the lower grade in the junior and senior secondary phases (The Department of Education and Culture 1985: 13).

Delegates to the Association’s 1986 conference became concerned about the fact that no provision was made for secondary school pupils, that were on different grades, to be taught in separate homogeneous groups (Jaggernath 1986b: 30). It was argued that since the various education departments in the Republic of South Africa were
being forced to apply a stringent teacher-pupil ratio, the possibility of making special provision to allow for the teaching of homogeneous groups, in all instances, at secondary schools was remote. The Department of Education and Culture was of the firm belief that syllabi for the different grades in a subject had been constructed, in such a way, so as to make it possible for different grades of the same subject to be taught in a single teaching unit (Jaggernath 1987: 37).

In his 1988 presidential address, Mr P.C. Samuels stated:

One might find very little wrong with the theory of a GSM differentiated programme. However, in the practice, teachers have had much difficulty. Teachers have been concerned largely with teaching methods and development of curriculum against the expectations of the bureaucrats that control schools. It is common knowledge that some teachers, being strongly influenced by the bureaucrats, took on the image of those bureaucrats themselves (Samuels 1988b: 07).

The choice of courses was quite often limited to less than ten percent of all those that were available. The reasons were generally based on economical considerations and a lack of availability of suitable teachers to fulfil the major needs of all the pupils. The Association subsequently recommended the introduction of cluster schools in the larger urban areas so that pupils could have a wider choice of courses. However, the Department of Education and Culture gave this recommendation no attention at all (Samuels 1988b: 07).
Mr Samuels further stated:

But with all these and other shortcomings, differentiated education programmes, when they are consciously thought about, are said to be in existence because the education authorities want them or because they are necessarily good. The major reason, and quite often the only one, is that the senior certificate examination results make it appear good (Samuels 1988b: 08).

The average pass rate, between 1978 to 1988, in the House of Delegates schools had been 86.67%. Just about 50% of those that passed gained matriculation exemption passes and many of these pupils found their way into tertiary education programmes. The President exclaimed: "what happens to the other 50% of the pupils who have obtained senior certificates without exemptions is of very little concern to the media or to the community". According to the President the pupil population by which the system of differentiated education was judged was about 5% of the total school population. Whatever happened to pupils outside those in standard ten was, again, of little concern (Samuels 1988b: 09). Mr Samuels questioned:

Can we be satisfied that differentiated education is good because the education authorities advocates the system or because about 2.5% of the school population who gained matriculation exemption passes, have the opportunities of entering the higher professions? Whilst we may be proud of those in the higher professions we have, of necessity, to worry about all those who leave school, including dropouts (Samuels 1988b: 09).

The President then raised the question: "Is the school [differentiated: GSM] system geared to give good opportunity to teach each child to take his place meaningfully in society"? (Samuels 1988b: 09)
The President then called upon the government to evaluate the education system and its differentiated education programme, by establishing a commission which would advocate recommendations for educational reform (Samuels 1988b: 09).

The Association maintained that the proposal recommended by them, years ago, needed to be given due attention. The proposal envisaged a system of cluster-schools which would provide specific subject offerings other than the language in each of the schools forming such a cluster. It was likely that in subjects where teachers were scarce, the distribution of such teachers would be to specific schools only. Hence, pupils engaged in studies there, were likely to have received good quality teaching-learning situations, as maximum use was made of scarce teachers (Samuels 1989b: 08).

5.5.3. Curriculum Development

The Teachers' Association of South Africa (TASA) held the view that emphasising the area of curriculum development through the professional activities of it's Subject Societies (see par 6.4.2.) would ultimately benefit the pupil community. In order to enlighten the membership about the issue of curriculum development the Association
published the following contributions in the 1986 edition of the *Teachers Journal: The Need for Relevant Curriculum Content in School Programmes* (Samuels 1986a: 03);

*Curriculum Development* (Hepworth, 1986: 04-10);

*Curriculum Development and the Classroom Teacher* (Naidoo 1986: 11-12); *Curriculum Development and Teacher Training* (Kelly 1986: 13-15) and *Curriculum Development and Teacher Training* (Bagwandeen 1986: 15-17). The author of the last article provided a valuable reference list for the teacher who wanted to make an in depth inquiry into the various issues of curriculum development. The contributors of the various articles looked at curriculum designs, in respect of its rationale, definitions, processes and outcomes of programmes. They represented a variety of professional levels which included the Educational Planning section, schools, colleges of education and universities. However, they focussed their discourse on the role of the classroom teacher in curricula matters (Reddy 1986: 01).

In the Association's 1986 edition of its *Teachers' Journal* the editor stated:

> In recent years the focus, by educators at different levels, on the subject of curriculum development suggests that the theory behind educational practice is as important as what happened in the classroom. We are pleased, in this issue of the journal to present a variety of view points (sic!) on this exciting issue... (Reddy 1986: 01)

In 1988 the restructuring of the Co-ordinating Council for Professional Matters led to the creation of the portfolio,
Vice President for Curriculum Development (Rambaran 1988: 19). Consequently, the Association spent more time, than ever before, in trying to stimulate the Subject Societies to pursue activities which would promote the development of the curriculum (Karim 1989: 16). For example, a paper, by Mr C.S. Nightingale, titled, Geography in a Post-Apartheid South Africa was presented at the Association’s annual general meeting of the Geography Society in April 1988. In this paper he focussed on what the content of a future Geography syllabus should look like. He maintained that the following aspects of a child’s education to which Geography could make a contribution in future was the social, economic and political awareness; environmental awareness; attitudes and values and the development of skills (Nightingale 1989: 16-25). On 11 January 1989, four delegates from the Association’s Science Society participated in a workshop held by the Science Curriculum Initiative for South Africa. The workshop addressed the various issues of curriculum development in Science (Karim 1989: 18).

On 25 January 1991 the Co-ordinating Council for Professional Matters held a mini-conference on curriculum development. The purpose of the conference was to stimulate teachers to critically examine the pre-existing curriculum so that they could make inputs for the future planning of the curriculum (Karim 1991: 19-20).
5.5.4. **Environmental Education**

The Geography Society of the Teachers' Association of South Africa held a Geography conference on 22 and 23 April 1983. The theme of the conference was *Environmental Awareness and Geography Teaching in our Schools*. The conference stressed the value and urgent need of environmental education. The delegates to the conference also indicated that instead of teaching the learning content of a subject in an isolated manner, environmental education should become an integral part of the curriculum in order to foster the inter-disciplinary nature of fields of study such as Geography (Singh 1983b: 31).

Subsequently, the conference adopted the following resolutions: that the Association be the negotiating body with the Department of Education to establish a Departmental Working Committee which would draw up an integrated programme of school syllabi for the various subjects; the Association should negotiate with the Director of Indian Education so that a module on environmental education for primary schools could be structured on an inter-disciplinary basis, and that the Association negotiate with the Department of Education so that courses, associated with environmental education could be established at teacher-training institutions (Singh
The Teachers' Association of South Africa (TASA) became concerned that teachers were not available to teach subjects that were newly introduced into the curriculum. Consequently, a resolution that was adopted at the Association's 62nd annual conference, held from 17 to 19 June 1987, stated that the Department of Education and Culture should ensure that there were sufficient numbers of qualified teachers available before considering the introduction of any new subjects into the school curriculum (Pillay 1987: 22). Responding to the Association’s call, the Chief Executive Director of the Department of Education and Culture, said that sufficient numbers of appropriately qualified teachers would be available to teach subjects that were newly introduced into the curriculum. However, the Department argued that it was an extremely difficult ideal to meet. According to the Department there was always the developing and formative phase of the subject when interim strategies had to be adopted, such as, crash courses for in-service training, development of study guides, curriculum packages and retraining of the teaching force. The Department, however, maintained that pre-service training of teachers had begun at that time, and as it took 3 to 4 years to train teachers the solution to the
problem was an unavoidably long one (Jaggernath 1988: 43).

5.5.6. The Introduction of Computer Studies in the Curriculum

In 1984 the Association made several requests to the Executive Director of the Department of Education and Culture, to offer Computer Studies as a subject to all pupils interested. The Director replied that the course would be introduced in all secondary schools on a phased basis (Jaggernath 1984b: 33).

At the Association’s annual conference in 1985, delegates again called for the Department of Education and Culture to offer, as soon as possible, Computer Studies as a sixth subject for senior secondary school pupils (Jaggernath 1985b: 44). In 1986 the Executive Director stated that, as from 1988, Computer Studies for pupils in standards 8, 9 and 10 would be introduced on a phased basis at selected schools. He also maintained that pupils could study Computer Studies as a seventh subject and that, as from 1987, Computer Literacy would be introduced as a compulsory subject for pupils in standards 6 and 7 (Jaggernath 1986a: 35). The Association was also informed that every secondary school would receive 11 computers. It was further indicated by the Department of Education and
Culture that schools which were offering Computer Studies would be supplied with additional computer hardware so that pupils would be able to work with computers on a one-to-one basis (Jaggernath 1985b: 43). However, by 1987 many secondary schools still did not have an adequate supply of computers for effective teaching. A resolution adopted at the Association's 62nd annual conference, held from 17 to 19 June 1987, called on the Department to give priority to supply those schools offering computer education, with sufficient numbers of computers, as this would enable pupils to work with computers on a one-to-one basis (Pillay 1987: 24).

At the Association's 1988 annual conference the delegates again called upon the Chief Executive Director to give priority to the provision of a full complement of computers in schools which offered Computer Studies as a subject (Pillay 1988: 28).

Mr A.K. Singh, the Acting Chief Executive Director of the Department of Education and Culture in the house of Delegates stated:

In 1988, 133 secondary schools had been provided with computer rooms, computer tables and computer hardware and software with a total value of twelve million rands. With the establishment of computer rooms at all secondary schools, computer literacy as a compulsory non-examination subject will be offered to standard six and seven pupils. Computer studies as a sixth optional examination subject in the senior secondary phase will be formally introduced into the curriculum of selected secondary schools as of 1989.
In 1989, the Chief Executive Director also stated that all secondary schools had been supplied with an average of twenty-two micro computers and five dot matrix printers each (Kotiah 1990: 49).

5.5.7. Vernacular Languages and Cultural Studies

In 1984 Indian language subjects were introduced into the school curriculum on a phased basis, starting in standard two (The Department of Education and Culture 1985: 08). The Association expressed the point that it was not opposed to the introduction of vernacular languages in the school curriculum, however, it raised its concern at the manner in which the Department of Education and Culture had dealt with the introduction of vernacular languages in the school curriculum. The Association was concerned that vernacular languages could be offered as a substitute for the subjects Right Living and Guidance. The Association maintained that the latter were the cornerstone to the decision-making process of individual and group-life and was thus very important subjects (Jaggernath 1984b: 33).

Delegates to the Association’s annual conference of 1984 called for a curriculum planning committee, consisting of school planners, members of the organised profession, and representatives of the community to be instituted for
programming the study of vernacular languages (Jaggernath 1984c: 32).

On 26 June 1986, the Association was informed by the Department of Education and Culture that a new subject, "Cultural Studies", was to be offered as an alternative to vernacular languages in standards two to five. The Association was invited by the Department to nominate one representative to serve on the newly created Syllabus Committee for Cultural Studies. However, in a letter sent to the Department, dated 13 August 1986, the Association protested at the fact that the organised profession had not been consulted on the matter of the introduction of Cultural Studies into the curriculum. Furthermore, the Association maintained that no indication had been given, as to how the subject Cultural Studies would be integrated into the pre-existing curriculum. In September 1986, the Department of Education and Culture responded to the Association's protests. The Department maintained that Cultural Studies would be integrated into the school curriculum through the reduction in the number of teaching periods, in the subjects English, Afrikaans and Mathematics (Rambaran 1987: 20).

The Association also objected to the fact that pupils who came from different cultures in the Indian community would be taught in separate homogeneous groups. The
Association's view that a study of a broad "South African culture" was not only desirable, but also necessary, was eventually accepted by the Syllabus Committee for Cultural Studies (Minutes of the National Council of the Teachers' Association of South Africa (TASA) (Durban), 08:11:86). The syllabus for the new subject was subsequently re-designed to promote this concept of a "South African culture". The Association also requested the Department to initially introduce the subject in 1988 on a "pilot basis". In addition the Association requested the Department to hold courses for teachers who were selected to teach the subject. The Department of Education and Culture acceded to these requests (Rambaran 1988: 20).

5.6. Adult Education

5.6.1. Concern over the Provision of Adult Education

The Association's 1979 national conference theme was on Educational Evaluation - Patterns and Purpose. One of the speakers, Professor G.R. Bozzoli maintained that the area of adult education was one which should enjoy high priority, and it also warranted the diversion of resources from the school education system. He pointed to two important areas in adult education that needed to be covered. Firstly, that of upgrading education, which would include literacy programmes for adults who had been
compelled to drop out of school at an early stage, and in-service training programmes for workers, including teachers. Secondly, that of adult education in the more general sense, which would be aimed at the cultural enrichment of the individual and the society and which would include education related to the needs of the individual and the community (Nair 1979: 03).

In 1980, John Rees, Director of the South African Institute of Race Relations, addressed delegates to the national conference of the Association. He recommended a comprehensive programme of adult education, with particular attention given to the establishment of functional literacy and numeracy programmes for all those adults who did not have these skills (Nair 1980: 09).

In 1985 the Department of Education and Culture investigated the extent to which non-formal education was required in the technical field in the greater Durban area (The Department of Education and Culture 1985: 13).

In 1986 the Vice-President for External Matters of the Teachers' Association of South Africa, Mr L.F. Sangaran, stated: "TASA also intends looking at problems involved in non-formal education with particular emphasis on the provision of non-formal education for adults" (Sangaran 1986: 24).
In 1986 investigations were conducted by the Department of Education and Culture in order to explore the possibility of extending school facilities to the community at large, with a view to offering community development programmes. It was hoped that various community education services would be introduced so that the quality of life of the Indian community would be enhanced (The Department of Education and Culture 1986: 13).

5.7. Nursery Education

5.7.1. Concern over Nursery Education

Delegates to the Association's fifty-fifth annual conference held in 1981 were concerned at the limited provision of pre-primary education for Indian children by the Department of Indian Education (Nair 1981: 36). The Association called upon the Department to play a greater role in this regard. By 1986, in addition to paying subsidies towards the establishment and maintenance of privately established pre-primary schools, the Department of Education and Culture in the House of Delegates introduced a subsidy towards the salaries that were paid to pre-school teachers. The Department maintained that this would alleviate the burden on especially the welfare organisations in the Indian community (The Department of Education and Culture 1986: 13).
A paper on *The Role of the Education Department in School Readiness Programmes* was presented on 12 September 1987, at a symposium on readiness classes. The symposium was arranged by the Association's Junior Primary Education Society (Moodley 1988: 04). The speaker, Mr B.M. Moodley, maintained that the Department of Education and Culture in the House of Delegates was, at that time, involved in the provisions of pre-primary education, through direct or indirect means, in the following three ways: through the registration and subsidisation of private pre-primary schools; through the provision of a bridging module readiness class service (BMRCS) and by making premises available to local community organisations for the conducting of school readiness classes (Moodley 1988: 04).

At the Association's annual conference, in 1988, a resolution, relating to the need for pre-primary education, was adopted. The conference called upon the Chief Executive Director of the Department of Education and Culture, to institute kindergarten education as part of the formal school programme, for children from four to five years (Pillay 1988: 30). Another resolution called the Minister of National Education to state the reason why the State could not follow a policy that catered for pre-primary education for children in State schools (Pillay
In 1988 a community social worker from the Phoenix Child and Family Welfare Society wrote an article titled, *School Readiness: Objects, Operations and Problems*. This appeared in the Association’s *Teachers’ Journal*. The writer called upon the State and the community to be responsible for the provision of school readiness classes (Meharchand 1988: 08).

In 1988 there were 31 private pre-primary schools registered with the Department of Education and Culture, with an enrolment of 2194 children. Of these 31 schools, 19 were in receipt of Departmental subsidies. A significant development in the area of pre-primary education had been the establishment, by the Department of Education and Culture, of bridging module readiness classes in the regular schools. These were classes for 5 year olds who were due to enter class one in the following year (Moodley 1988: 04).

In 1990 the Department of Education and Culture indicated that it was providing for kindergarten education for children from three to four years. This was part of the formal school programme provided within the constraints of the limited finances that was available. In addition to the establishment of 155 bridging module readiness classes,
the Department pointed out that it was encouraging and supporting the institution of community-based readiness classes for 5 year olds. This was through the provision, inter alia, of a wage subsidy for personnel. The Department also indicated that it had envisaged the extending of the bridging module readiness class service (BMRCS) to as many schools, as possible (Kotiah 1990: 50). Mr P.C. Samuels who became the Honorary Life President of the Teachers' Association of South Africa stated: "TASA campaigned for many years for proper attention to be given to early learning and it was a victory for education when the BMRC [bridging module readiness class: GSM] was introduced" (Post, 11-14 February 1992: 01).

In 1992 pre-primary education had been dealt a severe blow when scores of teachers from bridging module readiness classes (BMRC) had been transferred to junior primary classes. The Department of Education and Culture subsequently appointed retired teachers, surplus teachers, housewives, and others with no appropriate teaching qualifications to replace bridging module readiness class teachers. Consequently, the Association expressed deep concern and requested an immediate investigation into this matter. However a spokesman for the Department of Education and Culture, Mr R. Maharaj, said that there was a shortage of junior primary teachers and in order to address
this shortage the Department had decided to appoint a substantial number of the 150 bridging module readiness class teachers to junior primary classes. Mr Maharaj added: "BMRC [bridging module readiness classes: GSM] did not require teachers who were highly specialized" (Post, 11-14 February 1992: 01;). Mr P.C. Samuels responded: "This move would appear to be a very simplistic ploy on the part of the Department...to save money". He contended:

Instead of having to pay BMRC [bridging module readiness class: GSM] teachers full salaries, those who fill the vacancies will be paid by the hour. While the education authorities saved on costs, there did not appear to be too much concern about the 'damage' to children under the supervision of people who were untrained and unqualified for the job (Post, 11-14 February 1992: 03).

5.8. **Special Education**

5.8.1. **Donations**

Over the years the Teachers' Association of South Africa (TASA) had made a number of donations, especially in cash, to various special education institutions. In 1981 an amount of 350 rands was donated to the Natal Cripple Care Association which was to be used in the work of the Spes Nova School for the cerebral palsied (Cassim 1981b: 16). In 1983 the Association responded to an appeal for financial assistance by the Spes Nova School for the cerebral palsied. The Association agreed to donate 5000 rands to assist with the schools fund-raising programme (Singh 1983a: 33). In 1984 the Association rallied to

The V.N. Naick school for the Deaf extended its sincere thanks and appreciation to all principals, educators and pupils of the many schools which supported its annual fun run held at the Hypermarket in Durban North on 16 March 1986. In a letter to TASA NEWS, the principal of the school, Mr R.R. Pillay, wrote: "through your [Association’s: GSM] wonderful gesture an amount of R 5281 was raised and this indeed helps us considerably in our efforts to improve the quality of life of these aurally handicapped children left in our care" (TASA News, August, 1986: 05).

5.8.2. Concern over Special Education

At the Association’s fifty-fifth annual conference held in 1981 the following resolutions, relating to special education, were adopted: that the State should be called upon to accept responsibility for suitable and adequate provision of special educational facilities to meet the needs of every handicapped pupil; that the state provide medical and counselling services to the handicapped; that the education of the child with special educational needs should be made compulsory and free; the Psychological
Services of the Department of Indian Education be expanded to provide a comprehensive assessment of the disabled pupils which would cover diagnosis, educational needs, placement, and follow-up and back up services to teaching personnel and that the Department be requested to make available bursaries to assist teachers to pursue studies and attend overseas conferences in all areas of special education (Nair 1981b: 36). By 1986 the Department of Education and Culture in the House of Delegates had made some progress in the provision of special education. Remedial education services were provided to meet the needs of pupils having specific or general learning difficulties. Also, ten additional remedial classes were established. Additional facilities and extensions were made to the Newcastle School of Industries for boys and girls. State-aided private special schools were established on a subsidised basis and included the New Horizon school for the visually impaired, three schools for the aurally handicapped, the A.M. Moolla Spes Nova School for the cerebral palsied, eight training centres for the severely mentally handicapped and the Clare Estate School for the physically disabled. In 1986 there were sixteen registered private special schools and training centres (The Department of Education and Culture 1986: 11).

purpose of the article was to advocate the following point of view; that if juvenile delinquency could be diagnosed, treated and prevented, then the level of crime, committed by adolescents, could be significantly reduced (Rocher & Padayachee 1986: 20).

Delegates to the Association's 1988 annual conference urged the Chief Executive Director, in the Department of Education and Culture to give urgent attention to satisfy the needs of Special Education (Pillay 1988: 28). The delegates also became greatly concerned that special schools, under the control of the Department of Education and Culture, were, at that time, under utilised. This was because of the "cut-backs" in finances introduced into the education system. Hence, the conference urged the Association to pursue this matter to the fullest, as the need for special education in the Indian community was great (Pillay 1988: 29).

In 1989 the Association made strong representations to the Department of Education and Culture, for the adequate provision of facilities at certain special schools. The Association was pleased to note the development, in particular, of the S. Dass school for the disabled (Samuels 1989a: 10).
The 1990 annual conference of the Association, again, urgently demanded, that the education for the handicapped child be made free and compulsory (Pillay 1990: 20).

The Chief Executive Director, of the Department of Education and Culture, responded that while the Department was committed to providing specialised education facilities for those children who had learning disabilities, the expansion of special education was adversely affected by a lack of finance (Kotiah 1990: 50).

5.8.3. The Curriculum in Special Education

In 1985 Professor A. Ramphal addressed teachers on the topic Working Towards a Better Tomorrow with Special Reference to Children with Behaviour Problems. He highlighted his research findings pertaining to emotionally disturbed children and called upon the teacher to identify these children early in their schooling life. The teacher was to do this by observing certain physical, emotional, and behavioural signs displayed by the children. The teacher was also shown ways on how to rectify the problem (Ramphal 1985: 02-04).

In 1986 an article, relating to Special Education appeared in the Association's Teachers' Journal. It maintained that the curriculum in special education needed to be individualised. This meant that the content and scope of
the curriculum had to be determined by the nature of the pupil's specific disability, needs and progress. In contrast to the regular school syllabi, the curriculum in special education appeared to be "low powered and unchallenging", unless the teacher followed a well structured course for each pupil (Naidoo 1986: 19).

A paper titled *Educating the Gifted and Talented*, was presented at an international conference held between 10 to 14 April 1987 (Soobiah 1988: 10-14). The paper called upon the educational authorities to remodel traditional teacher education courses to cater for this area of special education (Soobiah 1988: 10-14).

5.8.4. Transport Subsidy for Special Schools

In 1990 the threatened curtailment of transport subsidies to special schools by the Department of Education and Culture resulted in a protest march to Truro House in Durban. This was organised by an action committee representing special schools (Naicker 1991a: 08). The protesters consisted of more than 4000 disabled pupils, their teachers and parents (TASA News, December 1990: 03). The Association was fully supportive of this initiative and called on its membership to participate in the protests wherever possible (Naicker 1991a: 08).
5.9. Matters affecting Secondary Education

5.9.1. "Leakages" in the 1981 Senior Certificate Examination Papers

In order to safeguard the interests of the pupil and parental community the Teachers’ Association of South Africa (TASA) protested at the "leakages" in the 1981 Senior Certificate Examination Papers. Following several letters that were sent to the Director of Education by the Association on reports of the "leaked" examination papers, representatives of the Association met with the Director of Indian Education on 18 November 1981 to resolve this issue (Nair 1982a: 27). The Association, together with the Director of Education, accepted that the rescheduled matriculation examinations would be written under clearly defined conditions. Finally, the need for stricter measures of control and security were emphasized by the Association and this was accepted by the Director (TASA News, November/December 1981: 01).

The Association had the difficult task of containing what threatened to become an explosive situation in the Indian community (Nair 1982a: 27). Thus in order to reduce the tension, the Association held meetings with parent committees in many areas in Natal. The Association maintained that this was, exclusively, an educational
problem that called for a practical solution (TASA News, November/December 1981: 01). The foremost concern of the Association was the safeguarding of the future careers of the several hundreds of Senior Certificate candidates, who, without the Association's careful handling of the matter, may have found it difficult to enter tertiary institutions to satisfy the growing needs of the Indian community in the professional and technical areas (Nair 1982a: 27).

5.9.2. Entrance Fee for Standard Ten Practical Grade Examinations

At a meeting between the Director of Indian Education and the Association on 16 April 1981, the latter requested that the entry fee for the standard ten practical grade examination should remain unchanged. The Director indicated that this request would receive the consideration of the Department (Nair 1981a: 28).

At the Association's fifty-fifth annual conference, a resolution called for the Director of Indian Education to waive the payment of the examination fee for entry to the Senior Certificate Examination in the practical grade (Nair 1981b: 35). In response to the Association's request the Director maintained that the examination fees were determined by the Committee of Education Heads and approved by the Treasury. Thus the Director had no
authority to waive the payment of the examination fee
( Minutes of the National Council of the Teachers'
Association of South Africa (TASA) (Durban), 12:09:81 ).

5.9.3. Errors in the Senior Certificate Examinations

The Association was concerned about the poor administration
of the 1987 Senior Certificate examinations that were
organised by the Department of Education and Culture. This
gave rise to anxiety, and in fact embarrassment, within the
Indian community. The concern arose from the fact that a
large number of errors had appeared in the examination
question papers of certain subjects ( Samuels 1988a: 07 ).
The Association called upon the Chief Executive Director to
explain what safeguards would be used in the future to
reduce or eliminate errors in examination papers ( Samuels
1988a: 10 ).

On 29 November 1989 the Association met with the Chief
Executive Director of the Department of Education and
Culture in order to discuss errors in the 1989 Senior
Certificate examination papers, especially the higher grade
Accounting paper. Various ways of compensating the
affected candidates who wrote the papers were discussed
( Kotiah 1990: 51 ).
5.9.4. An Inflated Pass Rate

Another matter of grave concern for the Association was the over-inflated pass rate for the 1987 group of matriculants. While the initial announcement of the high pass rate was a pleasant surprise, it was startling to note that there was an extra-ordinary increase of 7.14 % in the pass rate, as compared to the previous year. This was also in contrast to the ten-year average of 0.68 %. In an attempt to explain this high pass rate, the Department of Education and Culture made reference to the use of a conversion formula that was approved by the Joint Matriculation Board. This conversion formula could have been used to offset disadvantages to pupils who wrote examination papers which had a large number of errors ( see par 5.9.3. ) ( Samuels 1988a: 10 ). The Association’s subsequent investigations revealed that whilst the Department of Education and Culture had conformed with the Joint Matriculation Board’s requirements for the granting of matric exemptions, it had been using, norms "peculiar to itself" in granting school leaving certificates. The President of the Association, Mr P.C. Samuels, noted: "At stake in this entire matter has been the credibility that now surrounds the quality of the passes that were achieved in the 1987 Senior Certificate examinations under the House of Delegates" ( Samuels 1988a: 10 ).
5.9.5. Re-admittance of Matric Pupils to the Senior Certificate Examinations

In reply to an enquiry, the Welbedacht Branch of the Teachers' Association of South Africa (TASA) was informed by the Association's National Council that it was free to convene a meeting to advise parents about the restrictions placed on partially successful matric pupils from been re-admitted to school, in order to obtain a higher quality of pass. The National Council maintained that this was an important function of Branches; namely, to advise the community on matters relating to education and the National Council hoped that other Branches would do the same (Minutes of the National Council of the Teachers' Association of South Africa (TASA) (Durban), 08:03:80). Delegates to the Association's 1983 national conference called upon the Director of Indian Education to revise the regulations which restricted candidates who were partially successful in the Senior Certificate examination from being re-admitted to school so that they could obtain an improved quality of pass (Singh 1983b: 32). However, the Director did not accede to the Association's request. The refusal was on the grounds that the Department had experienced problems of accommodation and discipline with such pupils, and that the Department's responsibility ceased when a pupil had obtained a Senior Certificate (Jaggernath 1984b:
5.9.6. Request for a Continuous System of Assessment of Pupils Performance

In 1986 the Association requested that the Senior Certificate examination for standard ten pupils be discontinued and that a system of continuous assessment of performance be implemented (Jaggernath 1986a: 35). The Executive Director responded: "despite its limitations, the Senior Certificate examinations tended to be more acceptable than internal examinations or assessments". The Executive Director also stated that the format of the examinations may well change since the Department of Education and Culture held the view that a combination of internal and external assessments would increase the validity and reliability of the examination (Jaggernath 1986a: 35).

5.9.7. Senior Certificate Supplementary Examination

In 1986 the Department of Education and Culture indicated that it was going to abolish the Senior Certificate Supplementary Examination. The Association considered this to be detrimental to the education of future matriculants and consequently Mr A.H. Rambaran, Vice President for Professional Matters, prepared a six-point motivation, in
favour of retaining the supplementary examination. He presented the memorandum to the General Purposes Committee for approval. This was later sent to the Department of Education and Culture (Minutes of the General Purposes Committee of the Teachers' Association of South Africa (TASA) (Durban), 25:01:86). The Department's letter dated 7 February 1986 stated that the Association's request would be placed on the agenda of the Department's Examination Board meeting, scheduled for 25 April 1986. The Association's representative on this Board was requested to support the Association's motivation for the retention of the Senior Certificate Supplementary examination (Minutes of the General Purposes Committee of the Teachers' Association of South Africa (TASA) (Durban), 13:02:86).

In October 1986 the Vice President for Professional Matters was pleased to announce that the Department of Education and Culture had decided to defer its decision regarding the abolition of the Senior Certificate supplementary examinations (Rambaran 1987: 16).

5.9.8. The Boycott of Classes by Pupils

An urgent meeting between the representatives of the Teachers' Association of South Africa (TASA) and the Director of Indian Education was convened on 20 May 1981 to address the plight of 300 pupils. These pupils had been suspended from school for boycotting their classes (Nair
1981a: 29). The pupils had boycotted their classes as a form of protest against the Republic Day celebrations which is normally held in May of each year (Minutes of the meeting between the Teachers' Association of South Africa (TASA) and the Director of Indian Education (Durban), 20:05:81; Natal Mercury, 18 June 1981: 01). The Association contended that the pupils boycotted their classes so that they could draw attention to the political problems in the country. However, the Association felt that this was not the function of pupils (Minutes of the meeting between the Teachers' Association of South Africa (TASA) and the Director of Indian Education (Durban). The discussions between the Director and the Association came to a halt when the Director indicated that he would proceed with his decision to expel the pupils. On three subsequent occasions the President of the Association, Mr P.C. Samuels, together with the Interim Committee of Parents and Pupils, a representative body of parents and pupils met with the Director in order to resolve the issue of the pupils impending expulsions (Nair 1981a: 29). In an interview with the Minister of Education, the Association's representatives expressed concern for the serious plight of these pupils who were not allowed to attend school and the plea was made to the Director of Education to reconsider his decision. However, the Minister was not prepared to consider their readmission at that stage (Nair 1982a: 28).
On 17 August 1981, the President, Mr P.C. Samuels and the Secretary General, Mr D. Nair, represented the Association at an interview with the Minister of Internal Affairs in Cape Town. They later reported that all attempts to secure the readmission of the expelled pupils to schools had been unsuccessful. However, the expelled pupils received tuition as private candidates albeit with great difficulty (Minutes of the National Council of the Teachers' Association of South Africa (TASA) (Durban), 12:09:81).

At the Association's fifty-fifth annual conference the following resolution was adopted; that the Department of Education’s procedure which was laid down for the expulsion of pupils be reviewed. The Department’s procedure removed discretion from the principals who were best suited to deal effectively and humanely with pupils that expressed dissent through absenteeism from the classroom. Furthermore, the Association resolved that the Department give urgent attention to the creation of circumstances which would enable a responsible leadership of pupils to develop (Nair 1981b: 33).

The Association met with the authorities, concerned parents and community leaders in order to resolve the issue of "pupil unrest". The Association considered it vital to examine the entire phenomenon of "pupil unrest" in an atmosphere free of charged emotion. It was for this
purpose that a one-day mini-conference was convened by the Association in September 1981. The planned programme provided for the President, Mr P.C. Samuels to present an overview of the boycott-situation in schools. The following papers were delivered at the conference: *The History of Boycotts; the Socio-Psychological Implications of School Boycotts; A Study of the Psychological effect of Boycotts, Suspensions and Expulsions; The Role of a Teacher Association in Boycotts* (Nair 1982a: 27).

5.10. **Parent Associations**

5.10.1. **Education Committees**

The Teachers’ Association of South Africa (TASA) had always attempted to promote the concept of a parent’s association as they realised that this would enable parents to play a more meaningful role in the education of their children. On 4 November 1984, the President of the Association, Mr P.C. Samuels addressed a seminar, organised by the Association of School Education Committees (ASEC), on the relevance of community involvement in education (*Minutes of the General Purposes Committee of the Teachers’ Association of South Africa (TASA) (Durban), 05:11:84*).

At the Association’s annual conference in 1985, a motion was passed. It called for the Association to undertake a
study to determine what amendments could be made to regulations that related to school Education Committees so that these Committees could then play a more meaningful role in the education of the children (Jaggernath 1985: 45).

In 1986 the President of the Association, Mr P.C. Samuels, again drew attention to the need for greater community involvement in education. He said that it was important to activate, in particular, Education Committees and to impress upon them the need to work in close conjunction with the organised teaching profession (Samuels 1986b: 10). The Association believed that education management on the third level of government, should have been structured in such a way, so as to allow parent representative bodies a greater say in the education of their children. The Association held the view that the functions of the Education Committees should have been extended so as to have enabled them to play a greater and more active role in educational matters (Sangaran 1986: 24).

In 1988 the Association continued to stress to community-based organisations the need for them to recognise that the crisis in Indian education was real and they, therefore, had to play an active role in seeking ways to redress these problems. The Association rendered support and assistance
to the Association of School Education Committees (ASEC) in embarking on an extensive programme of establishing regional councils for this Association throughout Natal (Samuels 1988a: 13).

At the Association's annual conference in 1988 a resolution was adopted that the Regional Councils of the Association should strongly stimulate the community to participate in resolving problems of an educational nature through education committees (Pillay 1988: 28).

The Association was represented on the executive committee of the Association of School Education Committees (ASEC) by its Deputy President, Mr N.K. Govind. Between July 1989 and July 1990 he attended seven executive committee meetings, two National Council meetings and a meeting in the Transvaal. The Association of School Education Committees (ASEC) had a close working relationship with the Association and had pursued important matters such as The Role of Parents in Education (Govind 1990: 14).

5.10.2. The National Education Council

On 9 November 1986, the President of the Association, Mr P.C. Samuels, emphasised that there was an urgent need for the State to make up for the "backlogs" in Indian education. The most significant decision of the meeting
was an acceptance of a key recommendation made by the Association's President, namely, the formation of a National Education Council (NEC). This Council would, on behalf of the community, monitor and advance the provision of education on the local and national levels. Whilst the initial purpose was to attend to the needs of education for the Indian community, the longer term goals of the Council was the adequate provision of education for all South Africans (Samuels 1987: 11). A provisional National Education Council evolved, which formally became the National Education Council at another meeting on 22 March 1987. Mr P.C. Samuels, the President of the Association, was elected the Council's first Chairman (Govind 1987: 22).

5.10.3. Parent-Teacher-Student Associations

At the Association's 1990 annual conference, the delegates called for the Association to urgently recommend the formation of Parent-Teacher-Student Associations (PTSA) in secondary schools and Parent-Teacher Associations (PTA) in primary schools (Pillay 1990b: 21). The establishment of Parent-Teacher-Associations (PTA) for primary schools and Parent-Teacher-Student-Associations (PTSA) for secondary schools was given a major boost by the directive to the Association's branches and regions to get actively involved in the process (TASA News, December 1990: 02).
In 1991 the Association dismissed the Parent-Teacher Association (PTA) model which was promulgated for establishment at House of Delegate’s schools as a futile attempt at diverting the community from its democratic aspirations. Many parents and teachers had mockingly described the Parent-Teacher-Association (PTA) as the former school Education Committee in disguise. The Association maintained that the problem with the Parent-Teacher Association (PTA) was that students were excluded from participation in any meaningful, decision-making process, and educators were inadequately represented on this body. Furthermore, the Parent-Teacher Association (PTA) had been foisted on the Indian community in a unilateral and arbitrary fashion without any consultation with the key components of the school community, namely, parents, teachers and students (TASA News, August 1991: 07). Consequently, in the August 1991 edition of TASA News the Association proposed constitutional guidelines for the establishment of new Parent-Teacher Associations (PTA) in primary schools and Parent-Teacher-Student-Associations (PTSA) in secondary schools (TASA News, August 1991: 07).

The Association of School Education Committees (ASEC), together with the Teachers’ Association of South Africa, subscribed to the concept of Parent-Teacher-Student-Associations (PTSA) and from 1991 onwards they endeavoured
to have these established at schools (Govind 1991: 13).

5.11. Library Books and Textbooks

5.11.1. The Supply of Textbooks and Library Books

In 1980 the Association's Co-ordinating Council for Professional Matters concerned itself with the need to increase the allocation of library books and textbooks to schools (Cassim 1981b: 16). On 17 November 1980 the General Purposes Committee of the Association met with the Minister of Internal Affairs to discuss the inadequate supply of textbooks and library books to Indian schools (Nair 1981a: 27).

In 1983 the Association pointed out to the Director of Education that some booksellers did not plan for stocks to arrive in good time. This resulted in a long wait and many children were disadvantaged due to the lack of textbooks. The Director responded, at that time, that complaints from principals about unsatisfactory service from booksellers were under investigation (Jaggernath 1984a: 32).

In the light of the withdrawal of monetary allocation for library resources in 1990, the Association urgently called for a meeting with the Department of Education and Culture. The Association met with the Department of Education and
Culture on 21 September 1990 and warned that failure to secure the necessary funding to provide for library resources would result in an enormous backlash from the Indian community (Naicker 1991a: 08).

The Minister of Education and Culture, Mr K. Rajoo maintained that the "cutbacks" were necessary as this money was needed to uplift Black education. However, the Honorary Life President of the Association, Mr P.C. Samuels, argued that it appeared that Black education was used as a "scapegoat" by the House of Delegates, which up to that time, was the only Department to implement "cutbacks" in library resources. He further found it difficult to believe that by cutting back on library resources at Indian schools, Black education could subsequently be given a massive financial boost (Sunday Tribune Herald, 18 November 1990: 04).

The Association, together with other community bodies, were subsequently involved in an extensive campaign to make the community aware of the deleterious effects that "cutbacks" would have for the quality of education. Consequently, the Department gave an assurance that it would intensify its efforts in pressuring the national authorities for the provision of additional funding to overcome the problem (Naicker 1991a: 08).
5.11.2. The Selection of Textbooks

A resolution which was adopted at the Association's 1983 national conference stated that authority should be vested in the principal of the school for the final selection and purchase of textbooks and library books from any supplier (Singh 1983b: 32). At the Association's National Council meeting of 9 June 1984, delegates observed that there was a greater deal of freedom allowed in the selection of books. It was noted that the Association's efforts in campaigning for this had borne fruit (Jaggernath 1984b: 32).

The establishment of a teachers' bookshop, situated on the seventh floor of the Teachers' Centre in Durban, was a joint venture between the Association and Nits Investments Ltd (Naidoo 1986: 25). The company's intention was for the maximisation of profits which would have been utilised, solely, for curriculum and professional development programmes (Naidoo 1987: 24). It was hoped, at that time, that principals would have been given the option of buying prescribed textbooks from a bookseller of their choice (Naidoo 1986: 25).

A resolution adopted at the Association's 62nd annual conference, held from 17 to 19 June 1987, stated that in respect of textbooks, authority should be vested in the principal for its final selection. The Principal may be
guided, but not restricted, by a catalogue, and may therefore purchase textbooks from any supplier (Pillay 1987: 23). The Chief Executive Director, of the Department of Education and Culture, argued that in respect of printed and non-printed media, authority was vested in the principal for their final selection and purchase. He added that when an approved bookseller that was allocated to a school failed to execute the original order, then the principal was empowered to order the books that the school required from any other bookseller (Jaggernath 1988: 44).

The Association's bookshop repeatedly made requests for book allocations. However, the company was advised that the Allocations Committee of the Department of Education and Culture would give consideration to the companies' request at its meeting which was scheduled to be held in the second term of 1988 (Naidoo 1988: 27).

At the Association's annual conference in 1988 a resolution was adopted which permitted the Department to provide schools with a list of booksellers enabling the principal to select his own booksupplier from the list (Pillay 1988: 28).

Delegates to the Association's 1989 conference reaffirmed their confidence in the integrity and professionalism of the staff of Indian schools, especially, in their
ability to procure textbooks and library books. The Association again called upon the Department of Education and Culture to do away with the system of selecting, ordering and buying resources as contained in it's Circular Minute 16 of 1989 and to consider the request made at several of the Association's previous conferences that the matter of buying resources should be left entirely to the school principal (Pillay 1989b: 27). At a meeting with the Ministers' Council in the House of Delegates on 9 May 1989, the Ministers' Council without giving details, said that a new system of book orders was in the final stage of evolvement and principals would be notified in due course (Samuels 1989a: 08). The Department of Education and Culture indicated that the new system was implemented because of the negative findings of the James Commission of Inquiry, relating to the acquisition of books (Kotiah 1990: 50). However, the Association objected to this new system of procuring books since its inception. This was because it still undermined the integrity of the school professional staff and it increased the burden of clerical work that was placed upon them. The Association subsequently met on 7 June 1989 and again on 11 August 1989 with the Publications Procurement Committee of the Department of Education and Culture to raise the problematic aspects of the new system. Finally, in 1990, the Association had called for the scrapping of the new system (Naicker 1990: 08). On the question of the future
of the new system, the Department’s position was that it needed at least another year’s trial before a final decision could be taken. Again the Association stood by its call for a complete scrapping of the system (Kotiah 1990: 51).

At a meeting with the Chief Executive Director, of the Department of Education and Culture on 9 May 1990, it was pointed out to the Association that on the matter of the selection of textbooks, the Department’s position was that while it accepted the Association’s principle, that the selection of books should be the responsibility of the professional staff of each school, it nevertheless, had reservations about allowing schools a free hand in the selection of books for the following reasons: the danger of the professional staff not being in a position to make informed choices; the fear that the school would be subjected to "high pressure salesmanship" from book suppliers (Kotiah 1990: 50).

For the above reasons the Department pointed out that it would continue with the practice of entrusting the task of determining and selecting textbooks to "experts" in the field of education. The Association stood by its position that the principal and his professional staff had the expertise and experience to best carry out that function. The Department finally agreed to look into ways of
accommodating the Association's proposal that principals should be allowed to recommend a greater number of alternative titles of textbooks for inclusion in the Departmental catalogue (Kotiah 1990: 51).

5.11.3. The Content of Textbooks

The President of the Association, Mr P.C. Samuels, presented a White Paper to the National Council, in which he called for the content of all textbooks that was approved by the Department of Education and Culture to be closely examined and evaluated. This was for the purpose of determining whether such content was relevant to an education programme that lent dignity to the image of each South African. He maintained that this task of evaluating textbooks should have been undertaken by the Subject Societies of the Association. He further stated that teachers in schools should be stimulated to produce textbooks and content that was relevant to the community (Samuels 1986a: 03).

He called on the Department of Education and Culture to place emphasis on an education programme that would cause teachers to seek ways and means of "giving exposure" to relevant lesson content. He further maintained that the Association initiate such an education programme and persuade the Department of Education and Culture to support
At a meeting of the Association’s National Council on 10 November 1985, the Council agreed on the need to establish a Textbook Evaluation Centre. It was agreed that it would operate under the Association’s Coordinating Council for Professional Matters, and that a committee of five people be appointed to constitute such an evaluation committee (Samuels 1986b: 09). Textbooks that were received from various booksellers were evaluated by the Resource Evaluation Committee in conjunction with the various Subject Societies. The multicultural approach and the relevance of content was taken into account. Reviews of the evaluated textbooks were published in the Association’s TASA News (Minutes of the National Council of the Teachers’ Association of South Africa (TASA) (Durban), 07:06:86).

5.11.4. The Payment of Tax on Textbooks

At the Association’s annual conference in 1985, delegates requested the authorities to exempt all schools from the payment of general sales tax levied on books that was purchased (Jaggernath 1985: 45). The Executive Director of the Department of Education and Culture indicated that he had appealed to the Government to abolish general sales tax on school books. However, he was unsuccessful in this
regard (Jaggernath 1986a: 36).
5.12. Resume

The Teachers' Association of South Africa (TASA) attempted to satisfy many of the aspirations held by the Indian parent-pupil community.

In an attempt to achieve a sound educational policy for all South Africans, including the Indian community, the Association made a call for the institution of a single Ministry of Education. In addition, the Association also represented itself on bodies that advised the government on educational matters. These bodies were the South African Council for Education (SACE) and the Research Committee for Education Structures (RECES).

The Association made numerous representations to the educational authorities for the provision of equal education for all South Africans, including the Indian parent-pupil community. The Association also aimed at the adequate provision of school accommodation and school facilities for Indian pupils. The eradication of the Platoon school system and the institution of the Natal Indian School Building Trust Fund were some of the ways in which the Association sought to accomplish this.

The Teachers' Association of South Africa (TASA), through its forerunners, the Natal Indian Teachers' Society (NITS)
and the South African Indian Teachers' Association (SAITA) had for long campaigned for the institution of free and compulsory education for the parent-pupil community.

The Association became increasingly concerned about the provision of a relevant and differentiated curriculum for Indian pupils.

The development of Adult Education, Nursery Education and Special Education for the parent-pupil community was also encouraged by the Association.

In order to safeguard the interests of the parent-pupil community, the Teachers' Association of South Africa (TASA) concerned itself with the many matters that affected secondary education, such as, the "leakages" in the 1981 Senior Certificate Examination papers and the boycott of classes by pupils. The Association also sought to influence the procurement of suitable Library Books and textbooks for Indian pupils.

The Teachers' Association of South Africa (TASA) attempted to motivate parents to play a more meaningful role in their children's education.
CHAPTER SIX

The Role Played by the Teachers' Association of South Africa (TASA) in Expressing and Fulfilling the Educational Aspirations of the Teacher Community

6.1. The Qualifications of Teachers

6.1.1. The Call to Upgrade the Qualifications of Teachers

The Teachers' Association of South Africa (TASA) was concerned about the number of teachers who were underqualified. The Association consequently called the Director of Indian Education to include those teachers who possessed the NTSC - M + 1 and Junior Certificate + 2 years qualifications in the M + 3 teacher training course (TASA News, March 1979: 01).

The Association made a plea to the Director of Indian Education and the Minister of Indian Affairs for the M + 3 external course to be offered as a permanent and on-going service to assist the several hundred teachers, who would not only benefit financially by acquiring such a higher qualification, but whose own teaching in the classroom would be significantly more effective (TASA News, March 1979: 01).
At a meeting held on 16 April 1981 between the Director of Indian Education and the Association, the latter requested that lowly qualified teachers, who possessed the Senior Certificate qualification, be allowed to write the M + 3 external examination (Nair 1981a: 28).

In 1981 the Secretary General of the Association stated: "The Association regards it as an obligation...to encourage and assist lowly qualified colleagues to improve their qualifications" (Nair 1981a: 30).

Delegates to the Association's fifty-fifth annual conference of 1981 once again called for the Department of Indian Education to give teachers with qualifications below M + 3 an opportunity to improve their qualifications (Nair 1981b: 33).

The National Council of the Association decided that representations should be made to the Director of Indian Education for teachers below category A, to be placed on category A in circumstances where they had been in the employment of the Department of Indian Education for many years (Jaggernath 1984b: 32).

Delegates to the Association’s 1981 conference also called upon the Department of Education and Culture to employ lowly qualified teachers serving as locos tenentes
and that they should be given preference for admittance to teacher training colleges, on the recommendation by the Principal, after a cumulative teaching period of two years (Jaggernath 1984c: 40). However, the Executive Director was not prepared to accede to this request. He argued that the admission of such persons would result in a lowering of standards (Jaggernath 1985a: 37).

Further representations to the Department of Education and Culture led to the acceptance of teachers in category A2 for study. Representations had also been made for a similar dispensation for unqualified teachers who had obtained good reports on their teaching by their principals (Jaggernath 1986a: 36).

In 1986 the President of the Association, Mr P.C. Samuels remarked:

*It is pleasing to note that the percentage of teachers in the permanent service qualified at C grade or higher is just over 97.5%. Of these, 37% are graduates holding one or more degrees* (Samuels 1986c: 09).

6.1.2. The College for the Further Training of Teachers

On 9 March 1985 the National Council of the Association noted that although a blueprint for a college for the further training of teachers had been prepared some time back, no further progress had been noted. This was in spite of the fact that at a meeting with the Consultative
Committee for Teacher Education in November 1984, the Association's representatives had reacted strongly to the proposal that the matter of instituting a College for the further training of teachers be delayed for another year (Jaggernath 1985a: 35).

At the Association's annual conference in 1985 a motion was passed which called for a college of further education to be established immediately to provide in-service training for teachers (Jaggernath 1985b: 45).

In 1985 the President of the Association, Mr P.C. Samuels stated:

*The Education Department, House of Delegates, is the only one in the country that has not yet instituted such a college for in-service teachers. It is difficult to understand why the Department has been dragging its feet on such an important matter that affects directly the quality of the professional endeavour in our schools* (Samuels 1985b: 10).

As a result of negotiations between the Department of Education and Culture and the Association, the college of education for further training at last became a reality (Jaggernath 1986a: 37). The opening of the new Orion College of Further Training in Chatsworth, Durban, was gratifying news. The College was headed by Dr C. Soobiah. The teaching staff of the College was drawn from the Springfield College of Education and various schools. In-service teachers began their academic programme at the College in April 1986. The courses offered at the College
lead to the M + 3 qualification and was taken over two
years by full time study or 4 years by correspondence

It was largely through the Association's initiatives that
the Orion College for Further Education and Training was
established by the Department of Education and Culture to
provide an opportunity for unqualified and underqualified
teachers to upgrade to the minimum required qualifications
( Samuels 1986b: 08 ).

6.1.3. The Request to separate In-Service Teacher Training
from Pre-Service Teacher Training

The President of the Association, Mr P.C. Samuels, reported
on a meeting held with the Minister of Education and
Culture in July 1985 to discuss, inter alia, the upgrading
of the qualifications of lowly qualified teachers. The
Association was represented by the President, Mr P.C.
Samuels and the Deputy President, Mr P. Naicker. The
Association recommended that serious attention be given to
the unsatisfactory situation of long-service teachers
studying at the Colleges of Education with young pre-
service members ( Samuels 1986b: 08 ). This was due to the
closure of the Orion College for Further Education and
Training, and transfer of this in-service training function
to the Springfield College of Education. The Association
called for the in-service and pre-service functions to be kept distinct from each other (TASA News, July/August 1987: 01).

A resolution adopted at the Association's 62nd annual conference, held from 17 to 19 June 1987, again called upon the Executive Director of the Department of Education and Culture to institute, in the shortest possible time, a College of Education for Further Training, and further that the College be kept distinct from that of a college of education for pre-service training (Pillay 1987: 24). The Chief Executive Director responded that the Department of Education and Culture was clearly supportive of the Association's standpoint, but due to exigencies which resulted from a reduced intake of pre-service students, the possible transfer of College personnel and the pre-existing financial constraints, both, the pre-service and in-service training facilities were housed at the campus of the Springfield College of Education. The Department of Education and Culture added that the question of rationalisation of teacher education facilities was under investigation, and that, depending on the outcome of the investigation and the availability of funds, steps would be taken to make the College of Education for Further Training distinct from the pre-service institution (Jaggernath 1988: 38). The Association reiterated the above resolution at its conference in 1988 (Pillay 1989b:()}
28). The Department’s standpoint, at the time, was that it was waiting for the investigation into the rationalisation of teacher education facilities and the availability of funds to be completed. Until such time, however, both services would continue to be housed at the Springfield College of Education (Kotiah 1990: 50).

6.1.4. The Plight of Underqualified Teachers

The Association had always recognised the worth of the long serviced temporary teacher who had given invaluable service to Indian education. A resolution adopted at the Association’s 62nd annual conference, held from 17 to 19 June 1987, called upon the Executive Director of the Department of Education and Culture to be aware that the Association was not unmindful of the international trends in education to enhance the professional status of teachers by improving their qualifications. The Association consequently recommended that the Executive Director, in view of his professional obligation to underqualified teachers, give them a reasonable period of time to upgrade to the minimum qualifications that were acceptable to him, failing which, he may take appropriate action (Pillay 1987: 23). The Executive Director argued that ample opportunity for the upgrading of qualifications had been afforded to these teachers. However, not all unqualified teachers had availed themselves of the opportunities that
were offered by the Department of Education and Culture and other institutions. It was also pointed out by the Chief Executive Director that financial constraints precluded the offering of such programmes on a continuous basis. The Department of Education and Culture also advised that any future in-service programme would have to conform strictly to the "Criteria for the Evaluation of Teaching Qualifications in South Africa" which stipulated the admission and course requirements (Jaggernath 1988: 43).

6.2. In-service Training for Teachers

6.2.1. Concern over In-service Training for Teachers

At its fifty-sixth annual conference, the Teachers' Association of South Africa (TASA) adopted a resolution which stated that the authorities, together with teachers' organisations, should promote the establishment of a system of in-service training for all teachers. Furthermore, the Association resolved that teachers should be allowed the necessary time for taking part in in-service training programmes (Singh 1982: 26-27).

At the Association's 1983 national conference, Professor J.M. Niven highlighted the role of in-service training for teachers. He maintained that the trained teacher is not a finished product, but rather, he is a means to an end,
namely, that of improvement in the quality of education which is offered through the progressive raising of the quality of the teacher. Professor Niven noted that in-service training of teachers is only a part of a massive strategy which takes into account the total position of the teacher in the educational process. At the same time, in-service training of teachers is an essential part of the improvement of the provision of education. It was pointed out that all teachers ought to have opportunities to extend and deepen their knowledge of teaching methods and educational theory. All teachers will need to refresh and extend their knowledge of their subjects. Furthermore, in-service training of teachers should also be directed to unqualified and underqualified teachers, professionals that were concerned with curriculum development, educational administrators and the newly promoted teacher. Professor Niven contended that any in-service training programme should maximise human potential and promote professional and social growth (Niven 1983: 15-17).

Delegates to the Association's conference of 1983 declared that teachers should have the right to in-service training, which should normally take place during working hours, and that while participating in the in-service training programme, the teachers should be paid their normal salaries (Singh 1983b: 30-31). Arising from this, the Association adopted a resolution which reaffirmed it's
concern with the nature and quality of in-service teacher training. The Association believed that in-service training determined the quality and status of the teaching profession. In pursuance of this objective, the Association was particularly concerned about the nature, structure and standards of in-service training throughout a teacher's professional career. The Association advocated the following aims for in-service training of teachers: the improvement of professional competence and the extension of the teachers' knowledge of the subjects that he taught; the enrichment of the teachers' whole personality; to allow teachers to participate in an on-going educational enquiry, particularly in the processes of curriculum innovation and curriculum development (Singh 1983b: 30-31).

In August 1984 a paper by Mr R.L. Charles, Chief Inspector of Education, titled, the Professional Growth of Teachers, was presented at the annual general meeting of the Association's Co-ordinating Council for Professional Matters. He stressed that an in-service training programme for teachers should be a system designed to improve the professional expertise of the teacher throughout his lifetime (Charles 1985: 22).

On 10 November 1984 the President, Mr P.C. Samuels emphasised the need for teachers to grow professionally through the provision of opportunities for in-service
professional development programmes (Jaggernath 1985a: 35).

In 1986 the Association was pleased to approve a White Paper on in-service training for teachers, which was presented by the President, Mr P.C. Samuels, to the National Council of the Association. The White Paper proposed the following: the National Council of the Association institute permanent professional services for its members in, among others, teacher-learning strategies. In approving the proposals in principle, the National Council noted that the Association had considered the professional development of teachers to be of prime importance in the development of good quality education programmes (Samuels 1986b: 10).

The President of the Association, Mr P.C. Samuels stated:

TASA itself needs to go on with its newfound enthusiasm for professional growth programmes and enhance the worth of... [the: GSM] teacher. TASA is proud of its continued efforts at stimulating teachers to upgrade whilst in service (Samuels 1986b: 09).

6.2.2. The In-Service Training Programmes

In 1981 the Co-ordinating Council for Professional Matters of the Association called upon the Director of Indian Education to institute more in-service courses for specialist teachers, especially for teachers of English
In 1982 three hundred in-service teachers attended a five-day orientation course which was presented for their benefit at the Springfield College of Education during the Winter recess. This orientation course was offered to acquaint teachers with the last phase of their in-service study programme which had extended over two years. The Education Society of the Association which co-ordinated the programme received several letters of gratitude. One of the letters stated:

_I wish to express my sincere thanks and deep gratitude for the excellent manner in which the vacation course for the external M + 3 candidates was organised at the Springfield College of Education. I have benefitted tremendously from this course and every single lecture delivered was a very meaningful one, as many of my doubts and difficulties have now been erased. This has been the general opinion of all the students who were present at the course_ ( _TASA News, July 1982: 04_ ).

Delegates to the Association's annual conference of 1988 requested the Department of Education and Culture to give priority to specialist teachers when selecting candidates for the specialist in-service diploma courses ( _Pillay 1988: 29_ ).
6.2.3. The Request to Offer In-Service Courses to all Teachers

Delegates to the Association’s conference of 1989 were gravely concerned that the Executive Director of the Department of Education and Culture invited teachers only in certain subject areas to enrol for the in-service M + 4 course. The Association had previously requested the Director to offer the M + 4 in-service course to all teachers. Delegates to the conference also contended that whilst they supported the idea that priority be given to pre-service education of teachers in certain subject areas, they did not support the upgrading of teachers’ qualifications from M + 3 to M + 4 in certain subject areas only. The delegates urged the Director to consider the fact that all teachers had the right to upgrade their qualifications, since the minimum qualification requirement affected all teachers’ irrespective of the subjects they taught (Pillay 1989b: 27). The Executive Director of the Department of Education and Culture indicated that the decision to allow teachers only in certain subject areas to enrol for M + 4 in-service course was a result of severe financial constraints and depleted resources. He added that in the future he hoped to extend the course to cover as many subject areas and include as many teachers as possible. The Association’s position was that the Department of Education and Culture had to eliminate the
element of prejudice, and had to be mindful of the feelings of all teachers (Kotiah 1990: 51).

6.2.4. The Rescheduling of Examinations for In-Service Teachers

The Association viewed with concern a belated decision taken by the Department of Education and Culture to reschedule the mid-year examinations for in-service students, from the original dates in May, to the June vacation. As a result of the Association's representations to the Department of Education and Culture, the Chief Executive Director restored the original time table for M + 2 and M + 3 categories of students (Samuels 1988a: 12).

6.2.5. The Appointment of In-Service Teachers

The Association protested the fact that teachers holding substantive posts in schools could not return to their respective posts upon completion of their full time in-service training. However, the matter was resolved when those teachers were appointed to substantive posts close to their homes. The Association played a major role in the re-appointment of these teachers to more suitable schools (Samuels 1989a: 10).
6.3. Conferences

6.3.1. The Annual Conference of the Teachers Association of South Africa

Members of the Teachers’ Association of South Africa (TASA) gathered during July of each year at the annual conference of the Association (see table II). The annual conference was held in conjunction with the annual general meeting of the Association (Constitution, Teachers’ Association of South Africa September 1988).

At the Association’s 1981 national conference, a paper was delivered on *The Role of the Principal in Curriculum Development and Innovation*. Attention was given to the role of the teacher and principal in curriculum development (Gibbon 1981: 20;22).

In order to highlight the effect of the prescriptive nature of the Indian education system on the professional autonomy of the Indian teacher (see par 6.8.1.), the Association presented four papers on the theme *Who runs an Education Department* at the 1984 annual conference (Sonn et al 1984: 15-23). The Association also presented papers at this conference on the Thematic Approach. The speakers described the ways in which this approach could be used in

The 61st annual conference of the Teachers’ Association of South Africa (TASA) will undoubtedly be remembered by many as having offered some clear pointers to those actions which was necessary to enhance the role of education as a liberating force. The conference, which opened on 1 July at the Durban City Hall used the theme *Education for Liberation*. It considered many matters of deep importance to the teacher and to the community. Of particular importance were those matters, such as, education as a liberating factor, particularly within the context of the school situation and the relevance of the pre-existing curriculum in realising the educational aspirations of the pupils (TASA News, August, 1986: 01).

The main theme of the Association’s 1990 conference *The Doors of Learning and Culture shall be Opened*, demonstrated the Association’s commitment to contributing towards informed debate on urgent issues. The sub-themes of the conference; namely, *All Schools for all People; Teacher Unity - Ideal and Reality;* and *The Status of Women in Schools and in Teacher Organisations*, drew attention to the need for united action on all fronts so that the goal of a
non-racial, non-sexist and unitary system could be realised
(Pillay 1991a: 01).

The 1991 annual conference of the Association was held from
2 July 1991 to 4 July 1991. The conference was a historic
one since it resolved to dissolve the Teachers' Association
of South Africa (TASA) and to seek affiliation with the
South African Democratic Teachers' Union (SADTU). The
conference theme *New Horizons*, captured the development of
the Association's quest for a single teacher organisation
in a democratic South Africa, with a single Ministry of
Education (Pillay 1991a: 01).

6.3.2. The Conferences of Subject Societies of the
Teachers' Association of South Africa

Many of the Subject Societies of the Association were
actively engaged in convening conferences for the
professional development of the teacher and for the
educational advancement of pupils (see par 6.4.) (Cassim
1981b: 16). The English Society of the Association held a
very successful mini-conference for matric teachers and
pupils on 4 August 1990 at the Springfield College of
Education. More than 600 teachers and pupils attended the
mini-conference which was designated as *New Insights into
Literature*. During the programme, the following guest
speakers presented papers: Professor M. Chapman - King
Lear; Mr H.B. Singh - Great Expectations; Mr H. Sewlall - Animal Farm. During the presentations of their papers the speakers proffered new perspectives on these setworks, exposing both teachers and pupils to new ideas. This engendered much philosophical interest and stimulated pupil discussion during the ensuing group discussions (TASA News, July/August 1990: 06).

6.3.3. Conferences at Branch Level

Many of the Branches of the Association actively involved themselves in the conferences which were aimed at the professional development of teachers. On 5 September 1981 the Stanger Branch of the Association held a mini-conference on The Year of the Disabled (Rambaran 1982: 05-06).

On 25 September 1981, the Umgeni Branch of the Association invited Dr A.D. Lazarus to speak on The Lazarus Commission Report on Education. At the Pietermaritzburg Branch a paper titled Learning to Read with Special Emphasis on Group C, was presented on 13 February 1982 (Rambaran 1982: 05-06).

On 14 May 1982, Dr M. Naidoo was invited by the Umgeni Branch to speak on The Role of the Teacher. On 3 June 1982, the Welbedacht Branch invited a guest speaker to speak on The Adult World versus the Child World (Rambaran
<table>
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<tr>
<th>Conference Number</th>
<th>Date</th>
<th>Conference Theme</th>
<th>Main Speaker</th>
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<tbody>
<tr>
<td>53</td>
<td>July 1979</td>
<td><strong>Educational Evaluation - Patterns and Purposes</strong></td>
<td>Professor G.R. Bozzoli</td>
</tr>
<tr>
<td>54</td>
<td>July 1980</td>
<td><strong>Education for an Open Society</strong></td>
<td>Professor Es'kia Mphahlele</td>
</tr>
<tr>
<td>55</td>
<td>July 1981</td>
<td><strong>Priorities for Education in South Africa for the Eighties</strong></td>
<td>Professor N.D. Clarence</td>
</tr>
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<td>56</td>
<td>July 1982</td>
<td><strong>The Status of the Teacher</strong></td>
<td>Professor M.J. Ashley</td>
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<td>57</td>
<td>July 1983</td>
<td><strong>Education - a continuing Process</strong></td>
<td>Professor Phillip V Tobias</td>
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<td>58</td>
<td>July 1984</td>
<td><strong>Education Trends in South Africa</strong></td>
<td>Dr James Moulder</td>
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<td>59</td>
<td>July 1985</td>
<td><strong>Teacher Power and the Organised Profession</strong></td>
<td>Professor Owen van den Berg</td>
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<td>60</td>
<td>July 1986</td>
<td><strong>Education for Liberation</strong></td>
<td>Professor Cornelius Marivate</td>
</tr>
<tr>
<td>61</td>
<td>July 1987</td>
<td><strong>Education in a Post-Apartheid Society</strong></td>
<td>Professor Kogila Moodley</td>
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<td>62</td>
<td>July 1988</td>
<td><strong>Education Dynamics and the Bureaucracy</strong></td>
<td>Dr Ken Harstshorne</td>
</tr>
<tr>
<td>63</td>
<td>July 1989</td>
<td><strong>Universal Values in Education and the South African Scenario</strong></td>
<td>Professor P de V Booysen</td>
</tr>
<tr>
<td>64</td>
<td>July 1990</td>
<td><strong>The Doors of Learning and Culture shall be opened</strong></td>
<td>Mr Govan Mbeki</td>
</tr>
<tr>
<td>65</td>
<td>July 1991</td>
<td><strong>New Horizons</strong></td>
<td>Professor P. Reddy</td>
</tr>
</tbody>
</table>
In 1985 an interesting paper was delivered by Mr N.M. Moodley, a senior subject advisor, at a conference on school management. The paper was titled *Towards Mastery Learning and Pupil Orientated Supervision: The Teacher’s Role*. In it he highlighted the role that teachers should play in catering for "mastery learning". This concept stressed that all pupils can learn and attain success (Moodley 1985: 07).

6.3.4. Conferences of other Teachers’ Associations

Members the Teachers’ Association of South Africa (TASA) also attended and delivered papers at the conferences of other teachers’ associations (Katha 1983: 28), such as the conferences of the Society of Natal Teachers (SONAT), Transvaal Teachers’ Association (TTA), "Natalse Onderwysersunie" (NOU), South African Pedagogical Society and the South African Teachers’ Association (SATA) (Cooper 1981: 22).
6.4. Subject Societies

6.4.1. The Co-ordinating Council for Professional Matters

The Co-ordinating Council for Professional Matters co-ordinated the activities of the various Subject Societies of the Teachers' Association of South Africa (TASA). In 1981 all Subject Societies were requested by the Co-ordinating Council for Professional Matters to make surveys on the work load of teachers. On researching this matter the English Society, for instance, found that the problems experienced in the Junior Primary phase appeared to be complex. The matter was referred to the Research Bureau for further investigation (see par 6.6.1.) (Cassim 1981b: 16).

In 1981 the Chairman of the Co-ordinating Council for Professional Matters, Mr M.F. Cassim, stated:

The Council has a proud record of fostering professional and academic growth. Through the interaction of its many Subject Societies, teachers are forced to strive for excellence. The teacher who is shackled by a strictly ordered hierarchy which commandeers for itself opportunities for experimentation and innovation, finds room within the Subject Societies and the Co-ordinating Council to make unbridled strides towards achievement that gives personal satisfaction and an impetus for further professional growth (TASA News, September 1981: 08).

On 21 August 1982 at the ninth annual general meeting of the Co-ordinating Council for Professional Matters, Dr B. Dobie outlined the role of the Subject Societies; while the
Deputy President of the Association, Mr M.F. Cassim spoke on curriculum innovation and planning (Rambaran 1983: 14).

On 23 April 1983 a conference was convened to celebrate the tenth anniversary of the Co-ordinating Council for Professional Matters. The *Role of the School in a Changing Society* was selected as the conference theme. The keynote address was presented by the world renowned author, Dr Alan Paton. Mrs E. Maharaj spoke on *Community Involvement in the Life of The School*.

A panel discussion analysed the theme *The Present system of Education in Relation to a Changing Society* (Rambaran 1983: 15).

The Subject Societies were encouraged by the Executive Committee of the Co-ordinating Council for Professional Matters to organise more activities of a professional nature. In order to promote this, a constitutional change was effected to create the posts of three Vice Presidents of the Council (see par 4.2.4.) (Rambaran 1985: 16).

The Co-ordinating Council for Professional Matters made every effort to work out satisfactory arrangements to cater for the needs of the various Subject Societies; such as, the need for greater funds (Rambaran 1986a: 17). The Co-ordinating Council for Professional Matters, in keeping with its professional function held a very successful mini-conference on the theme *Curriculum Development and the*
Classroom Teacher. This spurred the executive members of the Co-ordinating Council for Professional Matters to encourage the Subject Societies to discuss, at its meetings, various aspects of curriculum development ( Rambaran 1986a: 17 ).

By 1986 the Co-ordinating Council for Professional Matters continued to diversify its activities in terms of curriculum and professional development. While Subject Societies were engaged in professional growth programmes in the main, efforts had been made to engage them to a greater extent in the evaluation of the school curriculum. The Co-ordinating Council for Professional Matters pointed out that there was a need for greater involvement on the part of subject societies to get their committees to exercise their minds on the critical evaluation of syllabus content and resource material ( see par 5.5.1. ) ( Rambaran 1986a: 17 ).

In his 1989 report the Vice President for Professional Matters Mr K. Karim stated:

I am pleased to report that Subject Societies are planning activities that are original, creative and in many instances directly addressing the vital areas of curriculum relevance and professional development. The quality of programmes undertaken by our societies is, in itself, a testimony to the high premium placed by our educators on professional excellence ( Karim 1989: 17 ).

A workshop dealing with Group Dynamics: Leadership Skills and Development was organised by the Co-ordinating Council
for Professional Matters on 9 September 1989. The workshop was conducted by Mr T. Mogadime, a visiting Canadian academic (Karim 1989: 17).

In 1991 the President of the Association, Mr P. Naicker, noted that the professional development programmes of the Co-ordinating Council for Professional Matters, together with the Subject Societies, were highly appreciated (Naicker 1991a: 06).

At the time of the Association's dissolution in February 1992 there were 18 Subject Societies. Between 1979 and 1992 many of the Subject Societies such as the Mathematics, Science, English and Junior Primary Education, organised numerous activities which were aimed at the the professional development of the teacher community (Naicker 1991a: 06).

6.4.2. The Activities of the Mathematics Society

Professor P. Pillay and Messrs D. Reddy and M. Moodley tutored some 200 pupils in northern Natal during the winter vacation in 1983. This exercise was undertaken so that matriculants could be exposed to the teaching of different teachers (Rambaran 1984a: 16).

A Mathematics seminar was held at the Chatsworth Teachers'

The *MATHS "FIVE" and MATHS "EIGHT"* contests proved to be very popular and subsequently became an annual event. An overwhelming number of entries were received for these contests each year. In October 1984, 233 schools participated in these contests. A team of 40 teachers assembled at Gandhi Desai Secondary school to mark the scripts. Four mini computers, cash prizes and certificates were awarded to the winners in the respective categories. The finance was generated by entry fees of the candidates who participated (Rambaran 1985: 18).

On 20 April 1985 the annual general meeting of the Mathematics Society was held at the Durban Girls' Secondary school. Guest speakers Mr V. Sewjathan spoke on *A Fundamental Spatial Realistic Theory Valid for Real Valued Speeds* and Mr D. Kooblal spoke on *Games in Mathematics Teaching* (Rambaran 1985: 18).

On 19 April 1986, the guest speaker, Mr A. Rambaran, delivered an enlightening talk on *The Link Between Basic Concepts and Problem Solving at the Senior Primary Level*, at the Springfield College of Education (Rambaran 1985: 20).
On 3 April 1988, workshops relating to *The Teaching of Mathematics* were held at the Springfield College of Education. They were conducted by Dr N. Presmeg and Mr P. Reddy (Rambaran 1988: 22).

On 28 July 1989 pupils participated in the finals of the *Mathematics Talk Contest* held at the Springfield College of Education. Winners were presented with trophies and cash prizes (Karim 1990: 22).

The Chatsworth Branch of the Mathematics Society organised a seminar at the Chatsworth Teachers' Centre on 26 August 1989. The guest speaker was Professor P. Human from the University of Stellenbosch (Karim 1990: 22).

### 6.4.3. The Activities of the Junior Primary Education Society

On 24 August 1983 two lectures were presented at the Springfield College of Education. Mr N.K. Govind presented an address on *Promotion, Evaluation and Retardation* while Mrs L. Sampath spoke on *Phonics - How Children Cope* (Rambaran 1984a: 17).

On 19 and 20 April 1985, 220 teachers attended a two day mini conference at the V.N. Naik School for the Deaf. The theme of this conference was *The Slow Learner in Junior*
Primary Education. The conference was opened by the President of the Association Mr P.C. Samuels (Rambaran 1985: 18).

On 23 September 1986 the Junior Primary Education Society held a workshop at the W.A. Lewitt Primary school in Pietermaritzburg. Matters that were discussed included the evaluation of teachers and contemporary trends in Junior Primary Education (Rambaran 1987: 18).

The Society conducted a workshop on 18 October 1986 at the Fordsburg Secondary school in Johannesburg on Evaluating Current Practices in the Junior Primary Phase. The workshop was attended by approximately 60 Junior Primary teachers (Rambaran 1987: 18).

On the 3 September 1987 a workshop on Record Keeping in Junior Primary Education was held at the Welbedacht Branch of the Association (Rambaran 1988: 21).

The Society conducted a workshop for members of the Port Shepstone Primary school. The workshop dealt with the following topics: Helping Children with Reading Problems — conducted by Mrs K. Sewlall and Some methods of teaching study of the Environment — conducted by Mrs J. Mahomed (Karim 1989: 18).
On 29 September and 7 October 1989 workshops on *Developing Number Sense in Young Children* and on *Creativity in the Classroom* were held respectively (Karim 1990: 22).

6.4.4. The Activities of the Science Society

In 1983 a Science Project competition, which was organised by the Science Society, drew a total of 56 entries. The entries were judged on 4 July 1983 and cash prizes were awarded to eight pupils for their winning projects. A book voucher was presented to Apollo Secondary school for the submission of the best overall entry by their pupil, A. Kamdar. This project was presented to "Expo 83" which was held in Johannesburg in October 1983. The Association was placed fourth at this event (Rambaran 1984a: 17).

Representatives of the Science Society were invited by the Association of Private schools to it's conference held at Hilton College in Natal on 30 June 1984. Dr Harry Wong from the United States of America was the guest speaker, and papers that were delivered by him included *How to achieve Maximum Success in the Classroom* and *Effective Classroom and Laboratory Management* (Rambaran 1985: 19).

The Chairman of the Science Society, Mr V. Naidoo, attended a Science conference in Britain during the summer vacation of 1984 (Rambaran 1985: 19).
On 23 March 1985, at the annual general meeting of the Science Society, Mr Gordon Blake, a lecturer in Physiology at the University of Natal, spoke on *The Eye – its structures, optics, medical problems* (Rambaran 1985: 19).

On 20 to 22 September 1985, the Science Society conducted an ecological excursion to the Umgeni Valley Nature Reserve in Howick (Rambaran 1986a: 19).

On 12 April 1986, the Science Society held a workshop on *Corrosion* at the Springfield College of Education. The workshop was conducted by Mr P. Hobden (Rambaran 1986a: 20).

On 19 April 1986, the Science Society held its annual general meeting at the Springfield College of Education. The Guest speakers, Mr L. Pillay, Mr G. Khadaroo, and Dr G. Schuster, spoke on the topics *Demonstration of Primary Science Kit with Worksheets, Problems in Biology and Qualitative Questions in Physics Exams*, respectively (Rambaran 1986a: 20).

At the Society's annual general meeting on 11 April 1987, Mr L.R. Naidoo spoke about the *Aims and Objectives of Science Teaching* (Rambaran 1987: 19).
Professor J. van de Ende spoke on *Sexually Transmitted Diseases* at the Society's annual general meeting on 26 March 1988, at the Springfield College of Education (Rambaran 1988: 22).

An ecological excursion to the Drakensberg was organised by the Science Society for teachers of Biology from 5 November 1988 to 6 November 1988 (Rambaran 1988: 22).

Four representatives of the Science Society attended a three day conference on *Environmental Education*, from 9 February 1989 to 11 February 1989. This conference was organised by the Science Education Centre of Soweto College of Education (Karim 1989: 18).

6.4.5. The Activities of the English Society

The finals of the *TASA Junior Communication Project*, was held on 22 October 1983 at the Springfield College of Education. This proved to be a very successful activity and subsequently became an annual project of the English Society. The Vice President for Professional Matters, Mr A.H. Rambaran noted that the participation and keenness shown by Branches and Regions of the Association was a very pleasing feature of this event (Rambaran 1984a: 17).

A seminar on *Approaches to the Teaching of English* was held
at Durban Girls’ Secondary school on 8 September 1984. This was a very well attended meeting with lively discussion emanating from the delegates (Rambaran 1985: 17).

A Literary Essay competition also became an annual event. The organiser, Mr E.H. Khamissa, noted at the prize-giving function held on 12 October 1984, that the quality of essays was pleasing (Rambaran 1985: 17).

The English Society held a lecture on *Theatre in London* at the Springfield College of Education on 19 May 1986. The lecture was delivered by Mrs J. Holmes Newsome from the Trinity College, London. The lecture included reviews of contemporary plays on the London Stage (Rambaran 1986a: 19).

At the Society’s annual general meeting, which was held on 19 April 1986 at the Springfield College of Education, the guest speaker, Mr S. Wallace, delivered the keynote address on *Coping with the Bright Child in Phase One*. In his address Mr Wallace provided a theoretical and practical exposition of the very bright child and how teachers could extend their abilities (Rambaran 1986a: 16).
6.5. **Publications of the Teachers' Association of South Africa (TASA)**

6.5.1. **The Portfolio of Vice President for Publications**

At almost every annual general meeting of the Co-ordinating Council for Professional Matters, the President of the Teachers' Association of South Africa (TASA), Mr P.C. Samuels, stressed the need for the members of the Association to write textbooks and articles for the professional growth of teachers. The call was also made by the President to produce resource material which would have been used as teaching aids in the classroom. In order to stimulate and administer such programmes, the portfolio, Vice President for Publications was created in 1980 (see par 4.2.1.) (Teachers' Association of South Africa, *Diamond Jubilee Brochure*. 1987: 21).

Throughout the years, the various publications of the Association played a vital role in promoting the Association's professional image (Govind 1985: 20).

6.5.2. **The Teachers' Journal**

The *Teachers' Journal* was one of several publications issued by the Teachers' Association of South Africa (TASA).
In the main, the Teachers' Journal placed emphasis on professional matters and it's intention was to bring to its readers the views of educationists on changing trends in education. The Teachers' Journal was made up of addresses that were delivered at the conferences of the Association as well as articles that were written on a wide range of educational topics (Nair 1982b: 01). For instance, the various addresses on the theme Education: A Continuing Process, that were delivered at the fifty-seventh annual conference of the Association, was published in the Teachers' Journal Vol XXIII, number 12. The key-note address was presented by the chief guest, Professor Philip V. Tobias, Head of Department of Anatomy, University of Witwatersrand at the city hall in Durban on 6 July 1983. This exhilarating address by Professor Tobias set the tone for a lively, three day conference. The Association recognized the exceedingly valuable features of the addresses that were presented by leading educationists, and also the enthusiastic responses of the delegates to the conferences. Consequently, the Association published these addresses and the relevant resolutions that were passed at the conference (Singh 1983c: 01).

6.5.3. TASA News

In order to give the vast membership of teachers a regular news update and insight into matters of a professional and
academic nature, the Association launched a newspaper, the *Saita News* in December 1970. In July 1979 the name of the newspaper was changed to *Tasa News*. *Tasa News* was published on a monthly basis (Reddy 1981: 20).

The main thrust of reporting was on the issues that the Association faced during the year. Some of the regular features included the "International Scene" and crossword and blockword competitions (Naicker 1984: 29).

The July-August 1990 edition of *Tasa News* focussed on matters that were affecting the professional status of women teachers. Many of the articles were written by members of the Women's Committee (see par 6.15.1.) (Narsee 1991: 50).

In 1989 Mr C.R. Pillay, the Vice President for Publications noted: "It is important that *Tasa News* is published regularly and timeously so that the general membership is kept fully informed of all activities of the Association" (Pillay 1989a: 19).

Whilst *Tasa News* gave full coverage to the problems that confronted the Association, the Association also had its views published in other newspapers such as the Sunday Tribune Herald, Post and Sunday Times Extra. The Association believed that the community had to be appraised
about the problems that existed in Indian education (Pillay 1989a: 19).

6.5.4. Publications of the Subject Societies

After the Subject Societies of the Association had been established in 1969 (see par 4.2.4.), many of them began producing publications; such as bulletins and journals. The English Society, for instance, published its first Bulletin in October 1971. The Infant Teaching Society's first publication was *In the beginning...*, in 1973. The Mathematics Society produced the *Maths Page* regularly, while the Commercial Subjects Society produced the *BUSECON* (Teachers' Association of South Africa, *Diamond Jubilee Brochure*. 1987: 45-46).

A further major growth in publications occurred in 1981 when a Vice President for Publications was appointed. His task was to stimulate the production of new publications. This phase saw the publication of *Tasa Tutor*, with Mr T. Reddy as the founding editor. *Tasa Tutor* was published quarterly and it dealt with the improvement of classroom instruction and professional growth of teachers. Initially, *Tasa Tutor* catered for a broad spectrum of school subjects, but subsequent editions focussed on single subjects; such as, Science and Mathematics (Teachers' Association of South Africa, *Diamond Jubilee Brochure*.
The *English Focus* edition of *Tasa Tutor* drew on the expertise of some experienced teachers of English and was concerned with both theoretical and practical issues in the teaching of English. Much of the content was based on seminars and workshops that were conducted with teachers of English in the Senior Secondary phase. Some of the contributions in the 1984 issue were *The Language of Logic* by Mr M.F. Cassim, and *Improving Comprehension Skills* by Mr B.A. Dobie (Naicker 1984: 30).

*Focus Science* was a publication that contained articles which were based on the Science syllabus. These articles were meant to provide stimulating information of a scientific nature. Contributions in the 1984 issue included *Interpreting a Graph in Physical Science* by P. Pillay, and *Guessing should be encouraged* by D.B. Shah (Naicker 1984: 30).

In 1984 the English Society of the Teachers' Association of South Africa (TASA) published the best essays of pupils. They were: *A Man for All Seasons* by D.G. Pillay from Verulam Secondary school and, *King Lear* by B.R. Govender from Umkomaas Secondary school (Naicker 1984: 30).

The *JP* was a publication of the Junior Primary Education
Society. It provided a medium through which all the teachers that were engaged in Junior Primary education could express their views, suggestions, criticisms, experiences and expertise. In addition, it gave information about other publications, meetings and conferences related to Junior Primary education (Naicker 1984: 30). Juniped, a newsletter of the Junior Primary Education Society was released and distributed to all schools (Pillay 1986: 22).

The Mathematics Society provided a valuable aid for teachers and matriculants, by publishing a booklet titled Solution to IAD Senior Certificate Maths Papers. Juniped, a newsletter of the Junior Primary Education Society was released and distributed to all schools (Pillay 1986: 22).

The Geography Society's first newsletter, Geoscope, featured articles of a general nature and was released on 1 November 1988. On 22 October 1988, the Education Society organised a seminar on Non-Racial Education at the Springfield College of Education. The papers that were delivered at this seminar constituted a special publication, titled Galaxy which was released in March of 1989. The first publication of the Media Resource Society, titled Mediacom, was released in April 1989. The Domestic Science Society released a booklet on Hints and Recipes
for Baking which was distributed to all schools (Pillay 1989a: 19-20).


6.6. Research

6.6.1. The Research Bureau of the Teachers' Association of South Africa (TASA)

In 1981 the Teachers' Association of South Africa (TASA) established a Research Bureau. The Association maintained that a Research Bureau was an absolute necessity as problem areas in education had to be evaluated critically and scientifically (Nair 1981a: 29).

Under the leadership of Mr P.C. Samuels and Mr M.F. Cassim, the Research Bureau's first task was a probe into certain areas of work conditions of teachers. The General Purposes Committee of the Association could not find a satisfactory way of dealing with the numerous complaints that it had received from teachers about their conditions of work in general, and about the prescriptive nature of
supervision in particular (see par 6.8.1.). There were numerous complaints, for instance, from teachers in the Junior Primary Phase and from teachers of English. Consequently, the Research Bureau designed a questionnaire to ascertain whether teachers were unduly placed under stress (Samuels & Cassim 1981: 11). The findings of the Research Bureau were published in the June, 1981 edition of the Teachers Journal. The Research Bureau concluded that most teachers operated under conditions of severe stress. This was a matter for concern, and the Research Bureau subsequently called for action to be taken to ease the stress-levels of the teacher and to give him a greater degree of job satisfaction (Nair 1981a: 24).

In 1984 the Research Bureau, under the Directorship of Mr P.C. Samuels and Mr A.H. Rambaran, conducted research into the thematic approach to the teaching of English (Jaggernath 1984b: 33). At a meeting of the National Council of the Association on 10 November 1985, the officials noted the widespread dissatisfaction among teachers about the manner in which the promotions for teachers were conducted. This prompted the Research Bureau to conduct a survey on the opinions of teachers on this matter (Samuels 1986b: 09).

Following reports that teachers of schools in Tongaat had been subjected to varying degrees of pressure to
participate in the House of Delegates (HOD) by-elections in Tongaat which was held in November 1987, a survey was conducted among teachers by the Association’s Research Bureau in that area to test the veracity of the reports. An analysis of the response indicated inter alia: that 78% of the respondents had indicated that the reports were true; that the degree to which teachers had been placed under duress was either high or very high and that at schools, the majority of those pressuring others were in management positions. These findings were of grave concern to the Association (Samuels 1988a: 14).

6.6.2. The Human Sciences Research Council (HSRC)

The Teachers’ Association of South Africa (TASA) was also represented on the advisory committee for educational research of the Human Sciences Research Council (HSRC). The following were some of the programmes in which the Human Sciences Research Council (HSRC) was involved in: education technology research; curriculum research and development; guidance research; education statistics; financing research; special and remedial research; and curriculum research in respect of non-formal basic education. The Association also requested the Human Sciences Research Council (HSRC) to carry out a full investigation into the question of a unitary system of education (Sangaran 1986: 24).
6.7. **The Maintenance of Professional Standards**

6.7.1. **The Call to institute a Teachers' Registration Council**

In the 1985 edition of the Teachers' Journal, Mr P.C. Samuels wrote:

*With regard to maintaining of standards, it is clearly not possible to deal with curriculum content only. We need to go beyond that. Such a development will enhance the education programme for all* (Samuels 1985c: 31).

The Teachers' Association of South Africa (TASA) repeatedly requested the education authorities to institute a Teachers' Registration Council for the enhancement of educational standards and high standard of professional behaviour among teachers (TASA News, April 1980: 04).

The South African Council for White teachers was established in terms of Act 116 of 1976 (see par 2.2.1.).

The Association's letter dated 1 June 1976, addressed to the then Prime Minister of the Republic of South Africa, the Honourable B.J. Vorster, stated:

*The South African Indian Teachers' Association earnestly appeals that...provision be made for all South African teachers to be included in the proposed Council so that due and proper recognition is given to the professional status of all professionally qualified teachers* (TASA News, April 1980: 04).

The President of the Association. Mr P.C. Samuels, was a representative on a Working Party whose task it was to
determine the nature and functions of a central teachers' professional registration council. At this meeting held in April 1984, the formation of this council was accepted only in principle (Samuels 1984a: 10).

A resolution adopted at the Association's 62nd annual conference held from 17 to 19 June 1987, called the Minister of National Education to establish a single Registration Council for all educators within the Republic of South Africa (Pillay 1987: 24).

The Association rejected a draft bill which was presented by the Minister of National Education for the establishment of the Teachers' Registration Council. The main objection to the draft bill was that it made provision for only one function, namely the registration of teachers. A major shortcoming was that it did not allow for meaningful control by the organised teaching profession over the affairs of teachers. In response to the draft bill, the Association submitted proposals on the establishment of a teachers' council to the Minister of National Education. The Association envisaged that such a council would have had many functions, inter alia, the control of teacher training which included accreditation, the control of pupil certification; registration and discipline of teachers and evaluation of curriculum content (Samuels 1988a: 12).
6.7.2. Monitoring the Quality of Teacher-Training

At a meeting held on 16 April 1981 between the Director of Indian Education and the Teachers’ Association of South Africa (TASA), it was pointed out that the conditions for recognition of the first degree in the case of White teachers, serving in the Cape Province and the Transvaal, were less stringent than those applicable to Indian teachers. The Association requested that the dispensation which was determined by the Inter-Departmental Committee of Heads be made applicable to all teachers (Nair 1981: 28).

Arising from this, the Association adopted a resolution at its 1983 national conference. The resolution reaffirmed the Association’s concern with the nature and quality of pre-service teacher training because this determined the quality and status of the teaching profession. In pursuing this objective, the Association was particularly concerned about the following: the standards of entry to pre-service teacher training institutions, which included the criteria that was used to determine the admission requirements for pre-service education; the objectives, content, structure and duration of pre-service teacher education courses; the support and guidance that was given to the student teachers and teachers that were teaching for the first year (Singh 1983b: 30).
The Association maintained that standards would best be guaranteed through the stipulation of criteria for the admission of students at Colleges and Universities. The Association, therefore, resolved to seek representation on the Selection Committee at the two Colleges of Education and at the University of Durban-Westville. Furthermore, the Association requested the Selection Committee to examine the criteria which would be used to make a selection of prospective teachers based on their academic performance as well as their ability and interest in extra-curricular activities; such as, reading; leisure-time activities; social awareness and sports (Jaggernath 1984c: 32).

The Executive Director of the Department of Education and Culture, House of Delegates, stated that the Association could enjoy representation on the selection councils and would thus have a say in the selection of prospective teachers (Jaggernath 1985a: 33).

The Association was represented by Messrs N.K. Govind, M.M. Moodley and H.E.S. Samuel on the selection panels. These officials scrutinized selected applicants for admission to the Springfield College of Education, Transvaal College of Education and the University of Durban-Westville respectively. In the past, the final selection of students for teacher-training was made by the selection committee,
but from 1987 onwards, the final selection was made by the Executive Director of the Department of Education and Culture. The Association requested for the previous practice to be restored, however, the Executive Director did not respond to this request (Govind 1989: 20).

The Deputy President, Mr N.K. Govind, served as the Association's representative on the sub-committee for the selection of students for teacher training at the Springfield College of Education. This sub-committee dealt with applications for admissions to both pre-service and in-service courses at the College. In September 1990, the sub-committee interviewed teachers for the two-year correspondence courses which lead to the M + 4 qualification. In October 1990, in-service teachers were interviewed for the two year correspondence course for the diploma in Resource Centre Management. In October 1990, in-service teachers, who wished to "retrain" for the Junior Primary phase, were also interviewed for the Higher Education Diploma and the Junior Primary two year in-service correspondence course. During the months of January and February 1991, applicants for the following courses were interviewed: 4-year Higher Education Diploma-Junior Primary; 4-Year Higher Education Diploma-Senior Primary; 4-Year Higher Education Diploma Secondary. Both the Association and the College Council strived to obtain the authority for the final selection of student teachers.
to be vested in the College Council and not, as the case
was, in the Chief Executive Director. On 27 May 1991, the
sub-committee had a meeting to consider the criteria for
the selection of teachers for the 1992 in-service courses
( Govind 1991: 14 ).

6.7.3. The Code of Ethics

In 1984 a paper presented by Professor A.J. Thembela at the
Association's Co-ordinating Council for Professional
Matters, reflected on the positive effect that a
profession's code of ethics could have in fostering the
professionalism of teachers. The professional autonomy
that was enjoyed by the teachers required, in turn, a
willingness by the teaching profession and the individual
teacher within it, to monitor their own behaviour. Every
member of the profession was, as it were, expected to
"police" himself, that is, to act in accordance with
certain moral obligations to the community ( Thembela
1985: 29 ).

On 8 June 1985 at a National Council meeting of the
Association, the President, Mr P.C. Samuels referred to an
article which appeared in the Sunday Times Extra of 26 May
1985. The article contained a statement made by a member
of the National Council, Mr N. Kanjee, which adversely
criticised Mr Samuels and the Association ( Minutes of the
National Council meeting of the Teachers' Association of South Africa (Durban), 08:06:1985).

The President stated that before the article was published he had informed the reporter concerned that publication of the statement by Mr N. Kanjee would constitute a breach of the Code of Ethics of the Association (see annexure A). Mr Samuels added, that while criticisms of the Association should be welcomed, such criticisms should be made within the Association itself (Minutes of the National Council meeting of the Teachers' Association of South Africa (Durban), 08:06:1985).

The delegates to the meeting contended that Mr Kanjee's statement could be construed by the community as being contumelious to the President. The delegates to the meeting also noted, that as President of the Association, Mr Samuels had every right to protect the image of the Association (Minutes of the National Council meeting of the Teachers' Association of South Africa (Durban), 08:06:1985).

The Secretary General, Mr S.T. Jaggernath, after seeking legal advice, reported that Mr Kanjee had breached the Association's Code of Ethics, and that the Association could, in terms of Clause 3.4. of its Constitution (see annexure B), take disciplinary action against him
The delegates agreed to issue a stern warning to Mr N. Kanjee that he was in breach of the Association’s Code of Ethics. Furthermore, the delegates warned that should he continue to breach the Code of Ethics, then the Association would be obliged to take strong disciplinary steps against him (Minutes of the National Council meeting of the Teachers’ Association of South Africa (Durban), 08:06:1985).

6.7.4. The Academic Qualifications of the Minister of Education and Culture

The President of the Association, Mr P. Naicker was served with a defamation claim by the Minister of Education and Culture, Dr K. Rajoo (Naicker 1990: 10). This action arose as a result of articles that were published in the Natal Post dated 24 January 1990 and the Sunday Tribune Herald dated 28 January 1990 (Naicker 1990: 10). The articles focussed on the controversy that surrounded Dr Rajoo’s attainment of his Doctoral degree. Mr Naicker was reported to have said that the Association had received a number of queries from its members about the validity of Dr Rajoo’s Doctoral qualification. This occurred because Dr Rajoo’s election manifesto declared that he had gained
his Doctorate degree in a very short time. Investigations by the Association, through teacher organisations in the United States, revealed that most of them had never heard of the Western Pacific University where Dr Rajoo had obtained his Doctorate. However, one teacher’s organisation did confirm the University’s existence and the fact that it was not an accredited institution (TASA News, December 1990: 01).

Dr Rajoo, however failed in his bid to sue Mr Naicker for defamation. Dr Rajoo charged that the implications of Mr Naicker’s statements was that his Doctor of Philosophy degree was invalid, in which case it was defamatory of him (Naicker 1990: 10).

In his judgement, Justice Squires reasoned that Mr Naicker’s statements had to be examined on their own and not together with the articles in their entirety. He pointed out when this was done, then, Mr Naicker’s statement could not be found to be defamatory. He concluded: "in my view the statements made by Mr Naicker do not diminish the stature of the plaintiff" (TASA News, December 1990: 02). Dr K. Rajoo’s action against Mr P. Naicker was dismissed with costs in the Supreme Court in November 1990. Dr Rajoo subsequently instituted an appeal against the verdict (Naicker 1990: 10).
On 18 November 1990 the Sunday Tribune admitted that it had received two copies of theses that were submitted by Dr Rajoo to the Pacific-Western University for his two post graduate degrees. The editor of the newspaper concluded:

In the circumstances the Sunday Tribune is satisfied that the original report was erroneous in suggesting that Dr Rajoo had purchased his degree or had not submitted any academic material in order to obtain his degrees, and wishes to retract that suggestion, and to express its regret to Dr Rajoo for the incorrect version that was published (Sunday Tribune, 18 November 1990: 05).

6.7.5. The Case of Dr G.K. Nair

The Association became concerned that the untested charges which stemmed from the James Commission of Inquiry and the Thaver Parliamentary House Committee against Dr G.K. Nair, continued to leave a dark cloud hanging over the professional integrity of the Department of Education and Culture, House of Delegates, and the teaching profession (Pillay 1991b: 11).

Dr Nair was given his job back as Chief Director of Professional Planning after being suspended from March 1989 to December 1990 after alleged irregularities in the allocation of textbook orders (see par 5.11.2.) and the sale of the Government owned Odeon cinema in Chatsworth, Durban (Sunday Times Extra, 14 July 1991: 02).

The Association felt that it had the moral duty to
safeguard and uphold the highest standards of professional conduct at all times, and it appeared that this had a bearing on Dr Nair as he was a candidate for the position of Chief Executive Director of the Department of Education and Culture, House of Delegates (Pillay 1991b: 11).

The Association, therefore, resolved to demand the institution of an independent commission of inquiry for the testing of the charges against Dr G.K. Nair. Furthermore, the Association maintained that it would not accept the appointment of a person, whose credibility was in serious question, to the position of head of the Department of Education and Culture, House of Delegates (Pillay 1991b: 11).

The Association subsequently took the matter to court in a bid to block the possible appointment of Dr G.K. Nair to the post of Chief Executive Director (Sunday Times Extra, 14 July 1991: 02).

6.8. Factors Affecting the Professional Autonomy of Teachers

6.8.1. The Supervision of Teachers

As early as 1966 the Natal Indian Teachers' Society (NITS) - the forerunner of the Teachers' Association of South
Africa (TASA) - found that teaching practice in Indian education was hamstrung by unnecessary prescription. At the 1968 annual conference of the Natal Indian Teachers' Society (NITS), a strongly worded resolution was passed, attacking the prescriptive nature of the education programme and the unreasonable injunctions of Inspectors of Education ( Teachers' Association of South Africa, Diamond Jubilee Brochure. 1987: 19 ).

At the Association's national conference of 1980 a speaker, Mr G. Kistnasamy stated:

*The present position of supervision is based on a false premise. The assumption is that all cannot be well in the teachers' work. As a result, a negative approach is adopted by most supervisors. They visit the classroom with a view to finding faults. It is obvious that anyone with this attitude of mind will find many faults* ( Kistnasamy 1980: 17 ).

Mr Kistnasamy then suggested the following ways of improving the supervision of teachers: supervision of a teacher's work could be improved by the creation of a healthy climate in which no suspicion of teachers occurs; supervision should be arranged with the full co-operation of the teachers; there should be no surprise visits by Inspectors; details such as dates and purpose of visits by Inspectors should be made known to the teacher; a positive attitude to supervision should be adopted and credit must be freely given to the teacher where it is due ( Kistnasamy 1980: 17 ).
The Vice President for the Co-ordinating Council for Professional Matters, Mr M.F. Cassim, suggested that supervision which took into account human relations and the total growth of the teacher could never be standardised in terms of graphs, charts and lesson plans. Effective supervision could only take place after supervisors gained the confidence and respect of those whom they wished to help. Supervisors needed to become better students of the human aspect of teachers. Mr Cassim added that the Inspectors needed to throw away the gold braid of authority that was usually attached to supervision, and establish a rapport on a person-to-person basis. Mr Cassim stated:

Teachers...want a kind of supervision that permits them to remain captains of their souls, that makes it possible for them to respect themselves thoroughly, and give them a feeling that they are in business for themselves - not for the Supervisor (Cassim 1981a: 10).

The Directors of the Association's Research Bureau, Mr P.C. Samuels and Mr M.F. Cassim, suggested that instead of the Inspector "descending" upon the teacher, greater emphasis should be placed on short in-service courses for teachers on the development of teaching material, and on a greater interaction amongst teachers (Nair 1981a: 25).

In order to address the issue of prescription in education, two of the papers delivered at the Association's national conference in 1981 dealt with Bureaucracy and Education (Le Roux 1981: 11-15; Naicker 1981: 16-19). One of the
suggestions made at the conference to alleviate prescription in education, was that roles of administrators and teachers be expanded and redefined, so that they could offer teachers greater professional autonomy and room to adapt to local conditions (Naicker 1981: 16-19).

At the Association's 1982 national conference, three papers were presented on *Prescription and the Status of the Teacher*. The conclusion reached was that a certain amount of prescription was necessary in areas, such as, conditions of service, core syllabi and school administration (Shah 1982: 23). However, when a professionally trained and competent teacher had to follow extensive instruction the teachers' status was adversely affected (Cassim 1982b: 20).

The Association adopted a resolution which stated that any system of supervision should be designed to encourage and help teachers in their professional tasks and should not diminish their freedom, initiative and responsibility (Singh 1982: 26).

In an interview with the Director of Indian Education on 11 March 1983, the Association made a strong case against the restriction of the professional freedom of school principals by way of curbs which was placed upon them by some circuit Inspectors and subject advisors. The
Association pointed out, for instance, that there was unnecessary prescription in the allocation of subjects and the distribution of subject periods to teachers. The Association noted that the incidence of ordering principals to revise "time-tableting" was on the increase. The Director did admit that there could have been differences in the way that different Inspectors viewed a particular matter. The Association was advised to report to the Director specific instances of alleged interference in the professional tasks of the principal. The Association undertook to do so in the future (Singh 1983a: 34).

The Association was fully cognisant of the many adverse criticisms that were made by teachers at level one of the supervision programmes of the school management. Consequently, delegates to the Association's annual conference of 1984 urged the Director of Indian Education to investigate the nature of the supervision programmes in schools and to ascertain whether the objectives were being achieved. Furthermore, the Director was required to make his findings of the above known to the teaching profession and to make such changes as may be considered necessary after consultation with high ranking members of his inspectorate and members of the Association (Jaggernath 1984c: 39). The Director replied that such supervision programmes were monitored regularly. However, he 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 pointed out that the whole question of supervision would be reviewed as soon as the inspectorate was re-structured (Jaggernath 1984a: 36).

In 1985 a paper *Prescriptivity in Education* was presented by Mr B. Panday, Chief Inspector of Education, at a meeting of the Education Society of the Association. He maintained: "prescriptivity stifles the teachers' individuality, originality, creativity and initiative...in the classroom" (Panday 1985: 20). He stressed that there should be co-operation and consultation at all levels, instead of prescription. In order to achieve this he called for an improvement through open and efficient channels of communication at all levels (Panday 1985: 19-20).

In the first half of 1985, the President of the Association, Mr P.C. Samuels, addressed and conducted seventeen symposia for teachers and management personnel at schools. At these Branch meetings, small groups of teachers held discussions which analysed aspects of the system of educational practice and discussed ways in which meaningful change could be undertaken so that the quality of educational output could be maximised. From these discussions, recommendations were made to the Executive
Director of Education and Culture on the matter of meaningful change in educational practice in Indian schools (Samuels 1985a: 09).

One of the major outcomes of the Association's call for a less prescriptive system of educational practice, was the identification of the need for the key persons in school administration; namely, school principals, to enhance their worth by the formation of a Principals' Society. It was envisaged that this Society would provide a forum through which principals could develop professionally. The first such development took place at a symposium of principals held in Johannesburg on 27 April 1985. A Principals' Society under the wing of the Transvaal Regional Council was formed at that symposium (see par 4.2.3.) (Samuels 1985a: 09).

The Association maintained that subject advisors should evaluate the quality of education against the wide framework of divergent but acceptable educational theories. Furthermore, they should do this free of personal preferences which had a deleterious effect on the enthusiasm and morale of the qualified and highly experienced teacher (Jaggernath 1985b: 44).

The Executive Director of the Department of Education and Culture contended that his department did not prescribe in
detail as to how the learning process should be conducted, or the manner of administration in schools. He added that the Department had laid down broad parameters within which teachers were free to innovate and that subject advisors provided guidance only when it was apparent that there was need for it (Jaggernath 1986a: 36).

The President of the Association, Mr P.C. Samuels exclaimed: "It is necessary also to believe that you, the teacher, can operate with a minimum of overseeing as you have the ability to work well" (Samuels 1985b: 10). Mr Samuels added: "I believe that all teachers in South Africa can and should fight for the eradication of unnecessary prescription and thereby improve the quality of the education programme" (Samuels 1985c: 32).

The editorial comment of the first edition of the Teachers' Journal of 1986 noted that the tendency towards prescription had deprived the teacher of his role as chief decision-maker in the classroom. This lead to some unfortunate consequences for the education of the child. It was, therefore, interesting to note that most contributors in this edition of the Teachers' Journal were concerned with the restoration to the teacher of his professionalism, the erosion of which the teacher had perhaps wittingly or unwittingly allowed to happen (Reddy 1986: 01).
In 1988 Mr P.C. Samuels noted the lack of a warm, supportive and trustful climate in many schools. This caused many teachers to focus their attention on the expectations of their superiors rather than on the needs of pupils (Samuels 1988b: 08).

Mr M. Saman, a level one teacher, had the following viewpoint: He maintained that prescription stifled the democratic principle, individuality and creativity of teachers. It promoted domination and authoritarianism and it also had a detrimental effect on interpersonal relationships which resulted in a certain degree of tension and animosity among staff members. Furthermore, staff members generally became reserved and rarely voiced their opinions on controversial matters. Mr Saman proposed that the education of pupils should receive precedence over the administrative requirements at schools. According to him the schools should enjoy sovereign status and be allowed to exercise its flexible and creative powers. He called on Superintendents and Subject Advisors to play a more effective role in the professional development of teachers (Saman 1988: 17).

Mr M. Balkisson, a Principal, maintained that many schools were moving away from the stilted and unscientific approaches in supervision (Balkisson 1988: 20). The Association was aware of the abnormal procedures that were
used by Superintendents and some members of the management staff in schools, such as, prescribing to teachers how they should teach (Pillay 1988: 27). The Association was especially concerned about the continued prescription of teaching methods by superintendents of English (Pillay 1988: 29). Consequently, delegates to the Association's 1988 conference called upon the Department of Education and Culture to recognise the rights of teachers to use teaching strategies that were best suited to their styles, and more importantly, meaningful to the pupils they taught, notwithstanding the fact that these teaching strategies could have been innovative in some or all aspects (Pillay 1988: 27). The Director maintained that Superintendents of English subscribed fully to the following educationally accepted principles: that the respective English syllabi for the senior primary and secondary schools determined the philosophy and principles of the subject; the requirements of the syllabus also indicated, to a large extent, the broad methodological approaches to be used. The Director pointed out that the Superintendents, together with the English Subject Committee had the task of determining how the basic premises and principles of the syllabus could best be accommodated in the planning of an effective teaching programme for English. For this, workshop-orientated meetings had been held since 1986, with teachers to determine the best approaches (Kotiah 1990: 50).
A paper presented at the annual general meeting of the Association's Co-ordinating Council for Professional Matters, on 13 August 1988, focussed on the different management styles of school administrators, and how these could affect staff development and professional growth (Connacher 1989: 06).

Representatives of the Teachers' Association of South Africa (TASA) and the Association of Professional Officers of Education of the Republic of South Africa (APROESA) met on 24 August 1988 to discuss the issue of prescription in education. Both the Associations agreed that the quality of education was their primary concern (Govind 1989: 21).

A level one primary school teacher, Mrs D. Narain noted that in some schools there existed a very rigid hierarchical system with absolute control and authority vested in the management staff. At the base of such a hierarchy were the teachers who were largely responsible for the practical and successful implementation of the activities at the school. In some schools, such a hierarchy was described as authoritarian and prescription was the rule (Narain 1989: 13). Mrs Narain further stated that teachers should be given the opportunity to be part of the decision-making process. This would expose their latent talents and enable them to take on leadership roles within the school (Narain 1989: 14).
Delegates to the Association's 1989 conference urged all those in the upper management positions in schools to consider a review of the "top-down" decision-making process which was familiar to the administration of the day-to-day practice in schools. They maintained that this was to be done by introducing a pattern of peer group decision-making with respect to basic principles on the following: the methodology that each teacher employs in his work; the choice of subjects, standards and grades that each teacher would like to teach; the decision about co-curricular and extra-curricular duties and peer group professional development programmes (Pillay 1989b: 27).

A head of department, Mr K.F. Earnest stated that during the workshops on Human Resources Evaluation which was conducted by the Association in 1988 (see par 6.8.6.) it was revealed that democratic leadership did not exist in Indian schools. Teachers were neither consulted nor was there any negotiation between teachers and management staff (Ernest 1989: 16). However, the Chief Executive Director of the Department of Education and Culture argued that Superintendents did not prescribe to teachers as to how they should teach. Rather they advised teachers and acquainted them with new trends and accepted practices (Kotiah 1990: 49). The Department maintained that Superintendents from levels 4 to 7 were well equipped to
act as advisors to classroom practitioners as they had proved
themselves to be experts in the teaching profession
(Kotiah 1990: 51).

The 1991 report of the Vice President for Teacher Welfare
revealed that the Association had dealt with several cases
of disputes between the staff of schools and their
respective managements. The Association had intervened on
several occasions and had assisted in resolving the
problems amicably. However, the report also noted that it
appeared that teachers were victimised and punished for
demanding their rights and for facilitating a democratic
atmosphere in schools. At the time of its dissolution the
Association was busy preparing a response to this
development (Brijraj 1991: 48).

6.8.2. Political Interference in Education

The Natal Mercury of 5 November 1982 carried an article in
which the President of the Association, Mr P.C. Samuels
asserted that the Chairman of the South African Indian
Council (SAIC) embarrassed teachers and even Inspectors.
He further stated that the Council should leave
professional aspects of education, including promotions and
appointments, to professionals of the Department of Indian
Education, such as, Inspectors and the Director of Indian
Education as they were best suited to evaluate an
applicants' worth and offer fair judgement. Mr Samuels added: "if confidence in these professionals was lost, then irreparable harm could be done to Indian education" (TASA News, November/December 1982: 06).

The meddling of the South African Indian Council (SAIC) in the professional matters of education resulted in the resignation of Mr P.I. Devan from the Executive of the South African Indian Council (SAIC). Mr Devan who was also a former Inspector of Education agreed with the Association when he declared that professionally qualified full-time educationists and not politicians should evaluate applicants for promotion (TASA News, November/December 1982: 06). He added that at the interviews of the applicants for promotion, three members of the Executive Committee of the South African Indian Council could not ask any questions because they knew nothing about educational matters. He alleged that the Chairman had been given questions by someone else and he was not competent to assess the answers of the candidates. In doing this, Mr Devan declared that the Chairman of the South African Indian Council (SAIC), Mr A. Rajbansi had sacrificed the dignity and decorum of Indian education so that he could get some political mileage out of it (TASA News, November/December 1982: 06).

In order to resolve the matter, the Association attempted
to contact the Director of Indian Education. However, delegates to the annual general meeting of the Association were shocked and angered at the attempt by the South African Indian Council (SAIC) to prevent direct communication by the Association with the Director of Indian Education (Minutes of the Teachers’ Association of South Africa (Durban), 06:07:1983).

The Association objected vociferously to the interference by the South African Indian Council (SAIC) in the promotion of teachers to posts in the higher echelons of the teaching service. The Association alleged that the South African Indian Council (SAIC) had no role to play in the day-to-day matters of education. It maintained that the work of professionals should be done by professionals (Samuels 1983: 08). Consequently, the National Council of the Association passed a unanimous resolution on 10 September 1983 requesting a meeting with the Minister of Internal Affairs to discuss the role of the South African Indian Council (SAIC) in education (Samuels 1984a: 07).

On 24 January 1984 a mass meeting of teachers was held in Durban to reaffirm the Association’s call to the Prime Minister for a judicial commission of inquiry to be set up. A two man commission under the direction of the Director General was instituted. However, the Association maintained that this small unit could not investigate the
The problem to any satisfactory extent as the South African Indian Council (SAIC) was superior in status to the Director General (Samuels 1984a: 09).

The President of the Association, Mr P.C. Samuels, demanded that the State President promote the interests of the Indian community by protecting it from adverse political influences. He stated:

TASA [Teachers' Association of South Africa; GSM] reaffirms the call made to the [State President: GSM] to protect, as a matter of national importance, the interests of the South African Indian community, more specifically that of providing a high quality of the formal education programme which serves to promote upward mobility in the social, economic and political life of that selfsame community; further, that in pursuance of the immediate objective of protecting those aforementioned interests, the Prime Minister be urged yet again to institute a Judicial Commission of Inquiry into the control and administration of education... (TASA News, February, 1984: 01)

Consequently, on 12 January 1984 the Association sent a telegram to the State President, Mr P.W. Botha, calling for a judicial inquiry into Indian Education as a matter of national interest. A letter, dated 16 January 1984 which was addressed to the State President stated that the following matters should constitute the major part of an agenda for the Judicial Commission that was requested: the way in which the Rector of the Springfield College of Education was appointed and the simultaneous undermining of the authority and status of the Director of Education (see par 6.13.5.); the level of competence of the Executive Committee of the South African Indian Council (SAIC) to
appoint persons other than those recommended by the Director to vacant promotion posts; the procedures that were adopted in respect of the appointment of teachers; the reasons for the decisions to bar pregnant students from teaching practice; the tarnishing of the image of Indian Education due to certain acts of the Chairman of the South African Indian Council (SAIC); the interference in the appointment of certain beginner teachers to vacant posts in certain schools and the implications of the above to the professional growth of teachers (Samuels 1984a: 08-09).

In a lengthy reply to the Association's call for a Judicial Commission of Inquiry into the administration and control of Indian education by the Executive Committee of the South African Indian Council (SAIC), the Minister of Internal Affairs, Mr F.W. de Klerk, alleged that no substantial evidence had been provided for the appointment of a Commission. The Minister then went on to make a key statement that supported the Association's allegations of political interference into the educational administration by the Executive Committee of the South African Indian council (SAIC) (TASA News, June 1984: 06). He stated:

The dissatisfaction expressed with the Committee [Executive Committee of the South African Indian Council: GSM] rather concerns the exercise of its powers in a manner allegedly constituting a transgression of the conventional dividing line between the executive roles of political and administrative functionaries (TASA News, June 1984: 06).

In response to a letter from the Association inquiring as
to why the book *Maths 2000* was included in the standard list in spite of it having been rejected by the Department's Mathematics Subject Committee, the Director of Indian Education stated that the decision to include the book was taken jointly at a session of the Executive Committee of the South African Indian Council (SAIC) and that professional persons had been consulted. Although the Director deemed the matter to be closed, the Association was constrained to reply that politicians had made decisions on this professional matter. The National Council of the Association expressed its concern that the Director's action made it to appear as if the Departmental Mathematics Committee was not competent to render professional advice (Jaggernath 1984b: 33).

On 24 November 1983 more than 30 community based organisations including the Teachers' Association of South Africa (TASA) met in Durban and decided unanimously to protest against the political interference in education. Arising from this more than 60 000 members of the Indian community signed a petition requesting the Minister of Internal Affairs to investigate the interference of the South African Indian Council (SAIC) in the day-to-day matters of education. The Association wrote to the Minister requesting him to meet a representative delegation from the community which would present the petition to him. However, no reply was received (Samuels 1984a: 08).
At the Association's annual conference of 1984 the delegates passed a resolution which affirmed its belief that the administration of the day-to-day matters of education was the responsibility of the Director of Indian Education and the Association frowned upon the political interference in matters of an educational nature, notwithstanding the fact that they had political control over education (Jaggernath 1984c: 31). The Executive Director replied that the Association's stand against any interference by politicians in the day-to-day administration of education was noted (Jaggernath 1985a: 36).

In September 1984 the Association, again, called for the appointment of a Judicial Commission of Inquiry into the control and administration of Indian Education. The Association noted that, although the State President did not consider it necessary to appoint a Judicial Commission of Inquiry, one of the important outcomes of the call was that the government had taken cognisance of the Association's stand and that it was unlikely that there would be a repetition of the type of political interference that Indian education had been faced with (Jaggernath 1985a: 33). At the Association's 1986 conference the Association reiterated this call for the institution of a Judicial Commission of Inquiry into the administration and control of Indian education (Jaggernath 1986b: 32).
On 6 September 1989 Mr P. Naicker, the President of the Association issued a firm warning by pointing out that teachers would no longer tolerate the meddling by politicians from the House of Delegates in the affairs of teachers. Mr Naicker warned that the Association would monitor very carefully the management of education and would take action against any form of unprofessional conduct or irregular action by those in authority (TASA News, September/October 1989: 01).

In 1989 the Association submitted a memorandum to the James Commission of Inquiry. It concerned the alleged involvement of members in the Ministers' Council of the House of Delegates in certain irregularities which included, amongst others, the conduct of officials which was motivated by personal considerations other than the interests of education (see par 6.7.5.) and the refusal to promote those teachers who were worthy of promotion because of their political affiliations. The evidence in the memorandum supported the allegations made by the Association on the question of victimisation and abuse of power. A number of cases were submitted to the Commission which included the victimisation and harassment of teachers and management staff at certain schools (Memorandum submitted by S.T. Jaggernath, Secretary-General of the Teachers' Association of South Africa (TASA) to the James Commission of Inquiry 1988). However, the Director
General stated to the James Commission of Inquiry that he had requested formal contact with the Association and was awaiting a response from the Association. This apparently caused Justice James to divert his attention away from the Association's memorandum (Samuels 1989a: 07).

At a meeting on 9 May 1989 another call was made to the Minister's Council in the House of Delegates for a Commission of Inquiry. However, the Association was requested by the Minister's Council to submit "hard evidence" of irregularities and that if such evidence warranted it, then the Council maintained that it would make a case to the State President for the institution of a Judicial Commission of Inquiry (Samuels 1989a: 08). The Minister's Council promised the Association, on several occasions throughout the meeting, that political interference in the administration of the day-to-day matters in education would not take place again (Samuels 1989a: 08).

The Association also objected strongly to the presentation of Long Service Awards to teachers by the Minister of Education and Culture and the Chairman of the Minister's Council of the House of Delegates. It considered this as a further example of political interference in education (Naicker 1990: 08).
The Association also protested strongly against the spate of public announcements by the Minister of Education and Culture in respect of the following: banning of corporal punishment; the establishment of a teacher welfare body; after-hour tuition to Black pupils and a five-year wait for teachers who wanted transfers. The Association considered the above pronouncements as direct political interference in the control and administration of education (Naicker 1990: 08). The Association maintained that the Minister of Education who was a political appointee had interfered in the administration and control of education and consequently undermined the authority of the Chief Executive Director, officials of his department and school principals (Kotiah 1990: 51).

The Minister of Education and Culture continued to make public utterances on matters that related to the control and administration of education. These were often in conflict with the viewpoints that were conveyed to the Association by the Executive Director of the Department of Education and Culture. During the 1991 budget debate in the House of Delegates politicians were united in their attack against teachers instead of focussing on the cause of educational problems in Indian education, namely, the inability of the Minister's Council of the House of Delegates to secure the necessary funding to maintain education at an acceptable level. It was evident from the
charges made against teachers that Mr K. Rajoo, Minister of Education and Culture in the House of Delegates, was determined on forcing teachers into a situation of confrontation. This was evident from his threat to exclude from the promotion list teachers who refused to be seen by superintendents, and to subsequently terminate their service after three warnings (Naicker 1991a: 07).

At an annual general meeting on 19 June 1990 the President drew attention to problems encountered in respect of the administration and control of education within the House of Delgates, particularly the question of political interference in education, which had become the order of the day since the appointment of the new Minister of Education and Culture, Mr K. Rajoo. The President, however, expressed the view that in the future political climate he was hopeful that a more democratic educational dispensation would develop, thereby negating the politicisation of education control (Minutes of the 65th Annual General Meeting of the Teachers' Association of South Africa (Durban), 19:06:1990).

The President, Mr P. Naicker, was extremely pleased with the courage, conviction and commitment of the Deputy President, the Vice Presidents, National Councillors, Branch and Regional officers in facing the total onslaught of the Department of Education and Culture, House of
6.8.3. The Relationship Between the Department of Education and Culture and the Teachers Association of South Africa (TASA)

In 1980 the Director of Indian Education withdrew his representation from the Association's annual conference and indicated that he would not grant interviews to the Association but that he would extend to it the courtesy of replying to all letters that he received from the Association. The Association subsequently called for the resignation of the Director of Indian Education (Nair 1981a: 25).

On 17 November 1980 the General Purposes Committee of the Association met with the Minister of Internal Affairs to discuss the strained relationship between the Director of Indian Education and the Association (Nair 1981a: 27).

On 12 December 1980 the Director of Indian Education met with representatives from the Association in order to resolve the problem. It was agreed that in the interests of the education of the child, it was always necessary to keep the lines of communication, between the Department of Indian Education and the Association, open (Nair 1981a: 28).
On 14 March 1981 delegates to the meeting of the Association’s National Council agreed to make a new initiative for a meeting with the Inspector’s Association so that the strained relations between it and the Association could be resolved (Nair 1981a: 25). The meeting which was proposed by the Association and hosted by the Inspector’s Association was held in mid-September of 1982 in Durban. The Director of Indian Education welcomed the move by the Association to forge a closer relationship between the two Associations. The need for continuous dialogue was emphasised by both parties. Matters that were discussed concerned such areas as supervision, curriculum and complaints of teachers (Singh 1983a: 33).

Delegates to the Association’s 1986 conference expressed concern at the continued absence of the Executive Director of Education from his office in Durban, and at the difficulties the Association had consequently experienced in trying to obtain timeous interviews with the Executive Director of Education on many important issues that affected Indian education (Jaggernath 1986b: 31).

At a meeting with the Minister’s Council in the House of Delegates on 9 May 1989, the Minister’s Council was favourably disposed to structured meetings by the Association and the Education Department (Samuels 1989a: 08). The Minister’s Council, however, did not give
favourable consideration to the strong motivation that was provided by the Association's representatives, that the Chief Executive Director remain permanently at his headquarters in Durban (Samuels 1989a: 08).

At an informal meeting on 20 May 1988, the Director General within the House of Delegates promised to improve communication between the Department of Education and Culture in the House of Delegates, and the Association (Jaggernath 1988: 45).

The Department of Education and Culture finally gave in to the Association's demand that the Chief Executive Director remain at his headquarters in Durban and not in Cape Town during parliamentary sessions. This represented a major victory for the Association, who had been engaged in a long and bitter struggle with the Department of Education and Culture over the politicising of the role of the Chief Executive Director (see par 6.8.2.) by placing him as political advisor to the Minister in Cape Town during parliamentary sessions (TASA News, November/December 1989: 08).

The Minister of Education and Culture later stated that the Chief Executive Director would henceforth remain at his headquarters in Durban (Naicker 1990: 08).
6.8.4. The "Blacklisting" of Pre-Service Teachers

The Teachers' Association of South Africa (TASA) expressed great concern at the existence of a "blacklist" of beginner pre-service teachers which was revealed in 1984. The Association subsequently called upon the Director of Indian Education to reveal all records of whatever kind on the students concerned. In response to the Executive Director's reply that all official documents that were kept at Colleges of Education were shown to parents, the Association enquired whether the "blacklist" was considered to be an official document. However, no reply was received and the Association concluded that the "blacklist" was not an official document (Jaggernath 1985a: 36).

The Association subsequently recommended to the Director of Indian Education that any record which was kept by an educational institution under the control of the Director of Indian Education, or by any professional or administrative staff of that institution, should be made known to the student concerned (Jaggernath 1985c: 39).

The Minister of Internal Affairs, Mr F.W. de Klerk, informed the Association that two staff members were involved in the compilation of a "blacklist" of student teachers at the Springfield College of Education. He stated that one held a post under his control and the other
a post under the control of the Executive Committee of the South African Indian Council (SAIC). The Director General subsequently made recommendations to the Minister of Internal Affairs and to the Executive Committee of the South African Indian Council (SAIC): "that certain staff changes be made in the interests of sound administration of education". The Minister of Internal Affairs stated that he had decided to execute the recommendation of the Director General and had consequently directed the officer under his control to be transferred. The Minister added that he had decided not to punish the officer concerned and he called upon the Association to respect this decision. The Minister pointed out that as far as the other officer was concerned, he had left it to the Executive Committee of the South African Indian Council (SAIC) to announce its decision on the matter (TASA News, June 1984: 06).

The Minister of Internal Affairs made it clear that it was unlikely that "blacklists" would be readily compiled in schools and colleges in the future (TASA News, June 1984: 06).

Thus it stood to the credit of the Teachers’ Association of South Africa (TASA) that the Association was in the vanguard of the struggle to restore a measure of dignity to the teaching profession that was so shamefully attacked (TASA News, June 1984: 06).
6.8.5. The Role Functions of Educators

Since 1984 the Association had become increasingly concerned with the division of educational administration between the Minister of Education and the Minister of Budgetary and Auxiliary Services. Consequently, the Executive Director of the Department of Education and Culture lost control over certain areas in the administration of education, such as, staffing and the salaries of teachers (Samuels 1987: 09-10).

At a meeting of the National Council of the Association on 10 November 1985 the delegates noted with concern that the powers and functions of the Executive Director of the Department of Education and Culture seemed increasingly to be taken over by others, namely, the Minister of Education and Culture and the Director General of the House of Delegates (Samuels 1986b: 09-10).

The Association requested that the Department of Education and Culture, in conjunction with the Association, establish a committee which would broadly define the roles of educators at all levels in the educational hierarchy. The Executive Director acknowledged a need to redefine certain roles. He added, at the time, that this was been attended to (Jaggernath 1986a: 36).
The Association pointed out that the control of educational practice in schools was also singled out as an area of concern. The Association contended that there was an urgent need for legislation, particularly, so that all parties involved in the education process would be clear about their respective roles (Samuels 1986b: 09).

The Association had several meetings with the Department of Education and Culture to discuss the roles needed to be performed by educators at various levels. Subsequently, the Executive Director formed a committee to review the roles of his management staff. The Association was represented on this committee by the President, the Vice President for Professional Matters and the Chairman of the Principals' Society. One of the recommendations of these representatives was that the principal should be the key evaluator of teachers and thus responsible for their professional growth. However, with regard to the Heads of Departments, the Association's representatives made no progress and they emphasized the futility of debate as there was no consideration given to the revision of their teaching time from 20 hours per week to the Association's request for a minimum of 15 hours per week. This prompted the representatives of the Association to leave the meeting in protest. On 7 March 1981 the National Council of the Association at its meeting commended the representatives for their firm stand on the matter of teaching hours and
their "walkout" from the meeting (Samuels 1987: 10).

In 1981 the Association called for inquiries to be made into the role-play of the Minister of Education and Culture and whether the Minister usurped in any way his function or even that of the Chief Executive Director (Samuels 1988a: 10).

On 2 September 1988 the final meeting on the role-play of educators was held. Mr Sewdarsen, acting on behalf of the Association, accepted the role-play that was outlined by the Departmental Committee. He then emphasised that no meaningful outcome could arise without a notable reduction of teaching time for the Heads of Departments from the existing 20 hours per week. Since it was announced that there was to be no change in teaching time for Heads of Departments, Mr Sewdarsen withdrew from the meeting (Samuels 1989a: 10).

6.8.6. The Administration and Control of Education

In his submission of a memorandum to the James Commission of Inquiry, the Secretary General of the Association, Mr S.T. Jaggernath wrote: "Today, Indian Education is plagued by mismanagement, abuse and misuse of political power, gross inefficiency, favouritism, malpractices and nepotism" (Memorandum submitted by S.T. Jaggernath,
Secretary-General of the Teachers' Association of South Africa (TASA) to the James Commission of Inquiry 1988).

At a meeting held on 22 March 1987 with community based organisations in Durban, the President of the Association, Mr P.C. Samuels pointed out that the crises in Indian education was serious and it was vitally important for the community as a whole to become involved in seeking solutions. The President maintained that the situation necessitated the appointment of a Commission of Inquiry to investigate the administration and control of Indian Education (Samuels 1987: 11).

The Association believed that the task of the Commission of Inquiry should be aimed at exposing the extent to which the House of Delegates allowed the Chief Executive Director to have full control of the administration of his department as laid down in Article 2 of the Indians Education Act, Act 61 of 1965 (see par 6.8.5.). The Association pointed out that an inquiry into the following areas of educational administration was necessary: whether the infra-structure of education within the House of Delegates allowed the Chief Executive Director to have full control with respect to new appointments of teachers, transfers, promotions and retrenchments; whether the Chief Executive Director had not been deliberately responsible for tarnishing the image of the teaching profession by not employing many of the
teachers that he had selected for teacher-training
(Samuels 1988a: 08).

The Association became increasingly frustrated with
the following areas in the administration of education:
evaluations and promotions of teachers; transfers and the
granting of leave for teachers; the use of teachers during
school hours so that they could canvass for political
parties; and the lack of the status of the school principal
as an adequate school manager and consultant. The
Association’s frustration was heightened by the fact that
there was an apparent lack of concern about the state of
education control for the Indian community by the Ministry
of National Education (Samuels 1988a: 07). In addition,
Mr K. Ramduth, Executive Director of Education and Culture,
gave little attention to the representations made by the
Association for meaningful consultation (see par 6.8.3.).
The National Council of the Association was thoroughly
disillusioned with the results of the consultation process
and called for more viable and forceful strategies.
Consequently, the National Council’s meeting of November
1987 considered the following lines of action: to
investigate the feasibility of attaining trade union status
for the Association; the holding of meetings, whenever
possible, to expose feelings of teachers about the problems
that they faced, and to engage in a publicity campaign to
highlight deficiencies in education (Samuels 1988a: 08).
The Association questioned the competence of the Chief Executive Director of the Department of Education and Culture to assess the relevance of the education programmes in schools and whether he had the power to make positive changes, especially in making the curriculum content more relevant to the needs of the pupils (see par 5.5.1.) (Samuels 1988a: 09).

The Association also questioned the Chief Executive Director's policies and practices with respect to the provision, selection and supply of text, reference and library books (see par 5.11.) (Samuels 1988a: 09).

In his 1988 report, the President of the Association, Mr P.C. Samuels, pointed out that he was doubtful as to whether the Chief Executive Director played his role in terms of Article 2 of Act 61 of 1965, and whether his control over the authority delegated to him, was effective and complete when it was compared with national policies and practices. Furthermore, the President was also concerned about the effects of the highly bureaucratic nature of the Department of Education and Culture, as it affected the role-play of superintendents, principals, deputy principals, heads of departments and level one teachers (see par 6.8.5.) (Samuels 1988a: 09).
The President contended that the bureaucratic system of management of education by the Department of Education and Culture did not lend itself to the proper professional development of teachers, nor did it encourage teachers to do so (Samuels 1989b: 08).

On 15 September 1990, the Minister of Budget and Auxiliary Services in the House of Delegates, Mr R. Bhana announced the appointment of a two-member committee of inquiry to investigate the alleged malpractices in the Department of Education and Culture in the House of Delegates. The committee was given the task to investigate and report on alleged contraventions of the Indian Education Act, No 111 of 1984, in the appointment, promotion, transfer, disciplinary matters and the termination of services of teachers (Daily News, 15 September 1990: 03). However, the Association stated that it would not support the two-member committee of inquiry as it had all along called for a judicial committee of inquiry (Post, 23 September 1990: 05).

The Association’s President, Mr P. Naicker stated:

_We believe that the HoD’s [House of Delegates: GSM] committee is nothing more than an in-house arrangement which is bound to lack the credibility and reliability which a judicial commission of inquiry is likely to enjoy_ (Post, 23 September 1990: 05).

The Association also protested at the fact that the inquiry was closed to the public and media (Sunday Tribune Herald,
6.9. The Supply of Qualified Teachers

6.9.1. Shortage of Qualified Teachers

In a memorandum addressed to the Honourable State President P.W. Botha on 19 May 1980, the Teachers’ Association of South Africa (TASA) focussed on some of the inadequacies that existed in Indian Education. In 1980, approximately 750 locos tenentes had been employed in addition to the 560 unqualified personnel who were already employed in the teaching profession. This situation was indicative of the fact that educational planning in the Department of Indian Education had not taken adequate care of the supply of qualified teachers in relation to their demand (TASA News, June 1980: 03).

At its fifty-sixth annual conference of 1982, the Association adopted a resolution which stated that the Department of Indian Education should recognize that improvements in the social and economic status of teachers, namely, their living and working conditions, their conditions of employment and their prospects for promotions were the best means of overcoming any shortage of competent and experienced teachers. The Association pointed out that these factors were essential in attracting and retaining
substantial numbers of qualified teachers in the teaching profession (Singh 1982: 27).

In an interview with the Director of Indian Education on 11 March 1983 the Association raised the matter of teacher shortages in the rural areas of South Africa. The question of unqualified and underqualified teachers was considered an essential part of the problem of teacher shortages (Singh 1983a: 35).

In the Association's Teachers' Journal, number two of 1984, Professor J.L. Sadie predicted that if the pre-existing number of Indian teachers were trained, then there would be a shortage of 820 secondary school teachers between 1984 and 1990 (Sadie 1984: 11).

6.9.2. The Employment of Newly Qualified Teachers

In 1987 the Minister of Education and Culture stated that he would not require the services of approximately 500 newly trained teachers. The Association viewed this matter with great concern. The Association was of the firm belief that the Executive Director had a moral obligation to employ the teachers in view of the fact that they were allowed to train with the full knowledge and approval of the Executive Director. The Association maintained that cognisance had to be taken of the expectations of the
affected teachers and of their parents. Large sums of money were spent on the training of the teachers in that they were in education programmes that were subsidised from government funds. Furthermore, the Association pointed out that there were still shortages of qualified teachers within the teaching service that needed to be urgently met. The Association warned of the deleterious long term consequences for education if the Department failed to appoint the newly-qualified teachers (Samuels 1987: 08).

At a meeting with the Minister of National Education on 9 February 1987 the Association argued that the government had a moral obligation to ensure that all newly-qualified teachers should be allocated teaching posts. The Minister stated that his responsibility was confined to determining how the funds for the provision of education, which was made available by the central government, were to be shared among the various Houses of Parliament. The Minister added, that the actual usage of the allocated funds was not determined by him but by each of the Houses of Parliament. This statement was a matter of deep concern to the Association (Samuels 1987: 08). A resolution adopted at the Association's 62nd annual conference held from 17 to 19 June 1987, called on the Department of Education and Culture to immediately employ all students who qualified as teachers at the end of 1986 (Pillay 1987: 22).
It was through the very strong efforts of the Association that a large number of the newly-qualified teachers gained employment. The Association was given the assurance that the remaining number of 157 teachers would be employed as soon as possible (Samuels 1987: 08).

The Chief Executive Director responded that all teachers who qualified at the end of 1986 had been placed in employment in 1987. However, as there had been no permanent places available, it had not been possible to offer newly-qualified teachers appointments in permanent capacities (Jaggernath 1988: 43).

The Chief Executive Director reiterated his stance that no more teachers could be employed because the financing formula that was employed (see par 5.2.4.) did not generate enough funds. The Association was highly critical of the fact that the Department of Education and Culture appeared to have accepted the financing formula (Jaggernath 1988: 44).

The President, Mr P.C. Samuels said that while it was a generally recognised truth that the major area of backlog was in the shortage of qualified teachers, the Department of Education and Culture had nonetheless gone on to make irresponsible statements about having a surplus of qualified teachers (Minutes of the Annual General Meeting
of the Teachers' Association of South Africa (Durban), 17:06:1988).

At a meeting with the Ministers' Council of the House of Delegates on 9 May 1989 the Chief Executive Director of the Department of Education and Culture stated that an attempt was made to find jobs for beginner teachers (Samuels 1989a: 08).

6.9.3. The Call for Qualified Teachers to be placed in Permanent Positions.

The Association protested strongly at the fact that more than 1300 newly-qualified teachers had not been employed in a permanent capacity as was the practice prior to 1986. It also pointed to the expectations of the teaching profession, namely, that adequate teacher-pupil ratios be maintained (see par 6.24.) and that good quality teachers would not be drawn into the teaching profession because of a lack of job security. The Association warned that there could be a "brain-drain" of teachers away from the teaching profession (Samuels 1988a: 12).

A resolution adopted at the Association's 62nd annual conference held from 17 to 19 June 1987 called the Department of Education and Culture to apply its previously established policy of employment, whereby newly-qualified
teachers were placed on the permanent staff subject to the normal probationary period and other conditions of service (Pillay 1987: 22).

On 22 February 1990, at a meeting with the Association, the Department gave a firm assurance that at the end of 1990 all teachers would be appointed to the permanent staff (Brijraj 1990: 47).

6.9.4. The Early Retirement of Qualified Teachers

In 1990 the Department of Education and Culture introduced the possibility of early retirement for teachers without the provision for replacements. This early retirement dispensation was first signalled by Circular No. 25 of 1990 and later formalised via Circular No. 2 of 1991. The Association had several reservations about the early retirement scheme. The Association argued that every teacher employed at that stage was needed to ensure the normal and effective functioning of schools. The Association felt that a reduction in teaching personnel would have a negative impact on the quality of education (Naicker 1991a: 08-09).

The Association noted that because the early retirement scheme was intended to be made available only for 1991, it meant that access to the same benefit would probably be
denied to eligible teachers in future years. The Association deemed this to be grossly unfair. Furthermore, the early retirement benefit was limited to a certain number of teachers. This was further evidence of unequal treatment which the Association could not support. At a meeting held on 28 February 1991 with the Department of Education and Culture, the Association raised the above issue. The Department concluded that because circumstances had altered considerably since the inception of the scheme, it was consequently not in a position to allow the early retirement of educators. While the Association took this to be the Department’s last word in the matter, this was soon contradicted by a public assurance by the Minister of Education and Culture, Mr K. Rajoo that the early retirement scheme would in fact be effected. This was confirmed by a letter, dated 10 May 1991, which was sent by the Department. It stated that the early retirement of 48 educators would be effected from 1 June 1991 and that a further 463 applications for early retirements were, at the time, under consideration (Naicker 1991a: 09).
6.10. The Training of Teachers

6.10.1. The Introduction of a Four-Year Diploma Course at Colleges of Education

In 1981 the Co-ordinating Council for Professional Matters of the Teachers' Association of South Africa (TASA) concerned itself with the institution of a four year diploma course at the Colleges of Education (Cassim 1981b: 16). The Director of Indian Education stated, at the time that the Association's expectation with regard to the four year education diploma was receiving attention (Nair 1981a: 30).

In 1989 the four year diploma course was introduced for students who wished to enter the teaching profession. Two College Councils, one at the Springfield College of Education and one at the Transvaal College were established. Mr P.C. Samuels and others represented the Association on both these councils. At a meeting in May 1987 at the Springfield College of Education, Mr P.C. Samuels motivated for the Colleges of Education to become graduate teacher-training centres. This was accepted in principle by the National Council of the Association which supported the ideal of a graduate profession and consequently called upon the Colleges of Education to prepare themselves to become graduate teacher-training
centres (Samuels 1989a: 10).

6.10.2. Courses for Teacher Education

At the 1983 national conference of the Teachers' Association of South Africa (TASA), Dr John Gibbon argued, that besides the teaching profession, no other profession was so careless about the induction of its new members, namely, teachers. He pointed out that to solve this problem the following should be implemented: a range of topics, especially, of a professional and administrative nature; lessons of beginner teachers should be observed by senior teachers and discussed with them; beginner teachers should watch experienced colleagues teach lessons and the appointment of an experienced teacher as a tutor for beginner teachers (Gibbon 1983: 10;12).

Delegates to the Association's 1983 national conference stated that a teacher preparation programme should include the following: General Studies; Philosophy of Education, Psychology of Education, Sociology of Education, History of Education, Comparative Education, Experimental Pedagogy, School Administration and methods of teaching various subjects. The Association also considered that the practice in teaching and in conducting extra-curricula activities under the guidance of qualified teachers was essential. Moreover, the delegates felt that students
should be educated, more particularly, in the following aspects: collaboration among teachers with respect to the preparation and execution of work plans, research and innovation in the field of education and of individual subjects; understanding the various pupil groupings which took into account their individual characteristics such as cultural, linguistic, intellectual, mental, emotional, social, economic and physiological (Singh 1983b: 30-31).

The Association's conference of 1989 advocated a practice in pre-service teacher education programmes wherein teachers who were regarded as above average in class performance were to be seconded to teacher education institutions where they would be expected to offer basic training for students in teaching methodology (Pillay 1989b: 27).

The Association pointed out to the Department of Education and Culture that in their final year of study students should spend a continuous period of three months at a school as an integral part of their pre-service programmes (Pillay 1989b: 27). The Department of Education and Culture, House of Delegates, indicated that it would have to consider the matter in relation to the national criteria for the training of teachers. The Department accepted the fact that there was a need to review pre-service education (Kotiah 1990: 51).
6.11. Teacher-Unity

6.11.1. Attempts by the Teachers’ Association of South Africa (TASA) to unify Teachers’ Associations in South Africa

It is significant to mention that one of the articles of the constitution of the Natal Indian Teachers’ Society (NITS) - forerunner of the Teachers’ Association of South Africa (TASA) - read: "to cooperate with other established organisations in educational matters" (Samuel 1990: 13).

In 1979 the President of the Association, Mr P.C. Samuels stated: "I believe that the only way to enhance professional worth is through the joint effort of teachers throughout the country" (Samuels 1979: 04).

The Association’s Co-ordinating Council for Professional Matters pursued the teacher-unity movement at grass-roots level by extending invitations of its meetings to subject societies of other teachers’ associations. The Association’s Mathematics, History, Science, English and Geography Societies had been instrumental in stimulating unity among the different teachers’ associations. For instance, the English and Geography Societies of the Association met on a regular basis with similar societies of the Natal Teachers’ Society (NTS) (Cassim 1981b: 19).
The effort to promote teacher unity was also undertaken at the branch and regional level of the Association. Members of the Association offered their services, without charge, to help Black teachers and pupils in areas such as Newcastle, Ladysmith, Welbedacht, Umzinto, Eastern Cape, Cape Peninsula, Tongaat, the East Rand, Pietermaritzburg and Stanger. Assistance was offered in areas such as school administration, use of laboratory facilities, provision of adult education, and the sponsorship of student-teachers (Cooper 1981: 22-23).

The Association had made tremendous efforts in taking the initiative to bring the various teacher bodies around the conference table in an effort to solve many educational problems in the Republic of South Africa. In his 1985 report the Vice President for External Matters, Mr L.F. Sangaran noted: "much credit for bringing about such contacts must go to the President [of the Association: GSM] Mr P.C. Samuels" (Sangaran 1985: 22).

In his 1990 report the Vice President for Regions, Mr H.E.S. Samuel wrote:

It is now common knowledge that the Association enjoys great popularity among many of the participants of the teacher-unity movement in national circles. ...the Association enjoys the singular status as one of the established organisations. This has given the Association great credibility and we find ourselves in the happy position of being a kind of honest broker in South Africa.
This added status has been carried across the borders of South Africa... (Samuel 1990: 27).

6.11.2. The South African Federation of Teacher Associations (SAFTA)

The Teachers' Association of South Africa (TASA) was a founder member of the South African Federation of Teacher Associations (SAFTA) (Govind 1984: 27).

The South African Federation of Teacher Associations (SAFTA) convened a successful meeting of representatives of teacher associations in South Africa on 4th July 1980 at the Teachers' Centre of the Teachers' Association of South Africa (TASA) in Durban. The purpose of this meeting was to lay stress on the similarities among teacher associations and to devise ways for the establishment of meaningful contact between teachers' associations (see par 2.2.4.) (Cooper 1981: 22).

On 25 September 1983, at a meeting of the South African Federation of Teacher Associations (SAFTA), the Association objected to the interference of politicians in the professional activities of teachers (see par 6.8.2.) (Govind 1984: 27).

The Association pointed out that it is a well known fact that all the affiliates of the South African Federation of
Teacher Associations (SAFTA) (see par 2.2.4.) including the Association had been concerned about the slow progress, or the lack of it at times, that the Federation had made towards teacher-unity in the Republic of South Africa. The Association believed, at the time, that the dissolution of the South African Federation of Teacher Associations (SAFTA) would not be an answer to the problem of achieving greater teacher unity in this country. The Association recommended that those affiliates who wished to withdraw its membership from the Federation should do so rather than to seek to disband something that they wished to re-establish under another name (TASA News, February, 1984: 01). However, after a period of nearly 20 years the South African Federation of Teacher Associations (SAFTA) which had been founded to promote teacher-unity, and which it accomplished to a fair degree, had come to an end. It was agreed that the Association would retain all the records of the South African Federation of Teacher Associations (SAFTA) (Govind 1984: 27).

6.11.3. The Joint Council of Teachers' Associations of South Africa (JOCTASA)

On 14 April 1984 the Joint Council of Teachers' Associations of South Africa (JOCTASA) (see par 2.2.4.) held a conference in Cape Town on the theme, The Role from Now On. At this conference, the Association, together with
some of the other teacher organisations, accepted the spirit of the Charter for Teacher Unity of the Joint Council of Teachers' Associations of South Africa (JOCTASA) (Govind 1984: 27).

At a meeting of the Joint Council of Teachers' Associations of South Africa (JOCTASA) held on 26 May 1987, the Charter on Teacher Unity was discussed at great length. A working committee was appointed by the Council to review the Charter of Teacher Unity and explore avenues for achieving greater teacher unity. At the next meeting held on 14 November 1987 the Association presented its viewpoints about the Charter on Teacher Unity (Govind 1984: 25).

6.11.4. The Joint Council of Teachers' Associations in Natal (JOCOTAN)

The Joint Council of Teachers' Associations in Natal (JOCOTAN) formed an important wing of the teacher-unity programme, whereby teacher associations met on a regular basis to seek common solutions to the educational needs of the country (Sangaran 1986: 24).

The Teachers' Association of South Africa (TASA) played a meaningful role in attempting to unite teachers' associations in Natal through its affiliation to the Joint Council of Teachers Associations in Natal (JOCOTAN) (Katha
On 20 September 1980 the Joint Council of Teachers’ Associations in Natal (JOCOTAN) held a conference on the theme, *Education for Giftedness in South Africa* at the Springfield College of Education. The Council was merited with its efforts in promoting professional growth at grassroots level among all teachers of the province (Cooper 1981: 21).

The Association’s Co-ordinating Council for Professional Matters was instrumental in furthering the teacher-unity movement by extending invitations of meetings of its Subject Societies to teachers’ associations in Natal. Subject Societies such as the English, Geography, Junior Primary, Education, Science, Commercial, Mathematics and Science societies had a close liaison with other teachers’ associations. The Mathematics Society of the Association, for instance, presented papers on the teaching of Mathematics at the conference of the Joint Council of Teachers’ Associations in Natal (JOCOTAN). The theme of the conference was, *New Teaching Methods in the Senior Primary School* (Cassim 1982a: 13).

Whilst there were no structures or a constitution to govern activities of the Joint Council of Teachers’ Associations in Natal (JOCOTAN), the council did endeavour to examine
crucial professional matters for teachers, such as, conditions of services (Katha 1983: 27).

At three meetings of the Joint Council of Teachers' Associations in Natal (JOCOTAN) held between 1983 and 1984, the following matters were discussed: school sports; the Government's White Paper on Education; merit and service awards for teachers and the establishment of a video-tape library (Govind 1984: 27).

On 20 February 1987 delegates to the meeting of the Joint Council of Teachers' Associations in Natal (JOCOTAN) discussed the following issues: the future structure of the Council; a single Registration Council for all teachers (see par 6.7.1.); political interference in education (see par 6.8.2.); a non-racial Committee of Heads of teacher education institutions; and the legal rights of teachers (Govind 1987: 21).

The Association prepared and presented on different occasions in 1987 and 1988 models for a "Bill of Rights" and a "Teachers' Registration Council", both of which was accepted by the Joint Council of Teachers' Associations in Natal (JOCOTAN) (Govind 1987: 25). However, in 1990 the Joint Council of Teachers' Associations in Natal (JOCOTAN) disbanded. In his report the Vice President of the Association, Mr H.E.S. Samuel, wrote: "I record the demise
of the Joint Council of Teachers' Associations in Natal (JOCOTAN)... the decision to disband was taken under careful consideration" (Samuel 1990: 27).

6.11.5. Attempts to forge Teacher-Unity on an International Level

The Teachers' Association of South Africa (TASA) established valuable links, not only on the local front, but with teachers' associations of other countries. In this regard, credit must be given to the President of the Association, Mr P.C. Samuels, who was well-known by teachers' associations of other countries. Throughout its reign, the Association had built firm bonds of mutual respect and understanding among the international community of teacher associations. Visitors from overseas, had on many occasions, paid tribute to the enterprise, initiative and the leadership of the President, Mr P.C. Samuels, who had played no small role in highlighting the efforts of the Association in the important area of teacher-unity (Sangaran 1986: 23).

Mr P.C. Samuels attended a conference in Salisbury, Zimbabwe, on 22 April 1981. The President reported on the successful conference at which the new Zimbabwe Teachers' Association (ZTA) had been formed. The Association's representation at this important conference was seen as a
major milestone in its endeavour to forge teacher-unity on an international level (Cooper 1981: 22).

In 1982, Mr P.C. Samuels, President of the Association, attended the conference of the World Confederation of Organisations of the Teaching Profession (WCOTP) in Switzerland. He also visited teacher associations in England, Canada and the United States of America. The results of this international contact programme brought a rich flow of educational literature and teaching-learning materials from abroad (Samuels 1983: 05-07).

The Association also donated 250 dollars to the Swaziland National Association of Teachers when it was requested by the World Confederation of Organisations of the Teaching Profession (WCOTP) to make a voluntary contribution (Govind 1984: 27).

The President of the Association, Mr P.C. Samuels was part of the delegation of the African Teachers' Association of South Africa (ATASA) to the conference of the World Confederation of Organisations of the Teaching Profession (WCOTP) which was held in August 1988. The conference considered the teacher as a crucial developer of values in pupils and maintained that teachers should be educationally competent and should receive complete and free preparatory and in-service training. The President
visited the headquarters of various teachers' associations such as the New South Wales Teachers' Federation in Sydney. Valuable insights were obtained into the professional development of teachers and the status of women teachers (Samuels 1989a: 09).

In January 1989, the President of the Association, Mr P.C. Samuels, visited the President of the World Confederation of Organisations of the Teaching Profession (WCOTP) at his headquarters in Morges, Switzerland. Mr Samuels expressed the Association's wish to be a member of the World Confederation of Organisations of the Teaching Profession (WCOTP) only after teachers' in South Africa achieved a high degree of teacher-unity. Various ways in which teachers' associations in South Africa could cement relations with each other were also an important part of the discussions (Samuels 1989a: 09).

On 6 January 1990 Mr P. Naicker, the President of the Association attended the 33rd World Assembly of the World Confederation of Organisations of the Teaching Profession (WCOTP) in Costa Rica. The resolutions adopted at this conference related to the education in the 21st century, universal literacy and international teacher-unity (Naicker 1991a: 10).
6.11.6. The Emergence of the South African Democratic Teachers' Union (SADTU)

The President, Mr P.C. Samuels, the Vice President for External Matters, Mr N.K. Govind and the Secretary General, Mr S.T. Jaggernath of the Association attended a conference on teacher unity. This conference was held in Harare, Zimbabwe in April 1988. Various recommendations which arose from the conference, such as, the promotion of teacher-unity were considered by the Teachers' Association of South Africa (TASA) (Samuels 1988a: 13).

Three meetings were held to discuss teacher-unity on 27 August 1988 in Johannesburg, 10 November 1988 in Cape Town and 17 March 1989 in Durban. Delegates to these meetings agreed on the following principles: that there should be a single, national, non-racial teacher body; that there should be no participation, at the time, of teacher associations in government structures and that "People's Education" should be promoted. The teacher associations that were engaged in the national unity movement (see par 2.2.4.) were grouped into nine regions. The Regional Committee's of these nine regions were to execute the decisions that were taken at national meetings and to carry out programmes to advance teacher-unity. The Association was represented on the National Regional Committee which held three meetings on 19 October 1988, 1 March 1989 and 3
The Association provided secretarial services to the Natal Regional Teacher Unity Forum and the National Teacher Unity Forum (NTUF). The Association played a major role in the teacher-unity initiatives by formulating an effective programme of action towards the ideal of a single unitary structure for all teachers in South Africa. The President, Mr P. Naicker was elected to serve on an interim Working Committee whose tasks were the following: to set up a national office to co-ordinate teacher-unity programmes; to prepare a draft constitution; to prepare a time-table for the actualization of the teacher-unity programme together with a programme for action which included the convening of a national congress and the issuing of newsletters (Naicker 1990: 07).

On 14 to 18 May 1990 the President of the Association, Mr P. Naicker represented the National Teacher Unity Forum (NTUF) at the Pan-African conference on education in Accra, Ghana. The conference was sponsored by the World Confederation of Organisations of the Teaching Profession (WCOTP) and the All African Teachers' Organisation (AATO) (Naicker 1990: 12).

A workshop on Technical and Vocational Education and a panel discussion on Financing of Education were some of the
Mr P. Naicker was elected spokesperson for the National Teacher Unity Forum (NTUF) to the meeting with the Minister of National Education on 28 May 1990. He addressed an assembly of over 6000 teachers who represented the affiliates of the National Teacher Unity Forum (NTUF) in Cape Town. Mr Naicker also headed the delegation of the National Teacher Unity Forum (NTUF) which engaged in discussions with the Minister of National Education in Cape Town on 5 June 1990. A significant breakthrough at this meeting was the undertaking by the Minister of National Education to consider the recognition of the National Teacher Unity Forum (NTUF) as representative of the majority of teachers in South Africa (Naicker 1990: 07).

A resolution which was passed at the Association's annual conference of 1990 called for the Association to urgently embark on a campaign focussing on teacher-unity within its Branches and Regions. It was also resolved that the period between July and September 1990 be utilised to popularise the launch of the South African Democratic Union (SADTU) (Pillay 1990b: 21).

The President of the Association, Mr P. Naicker, stated that the Association was indeed proud to be part of the launch of the South African Democratic Teachers' Union.
(SADTU). He added, that the Association together with other teachers' associations had over the years, sincerely endeavoured for teacher-unity. The President noted that 1991 was a significant year for the Association as it had resolved to dissolve (Naicker 1991a: 06).

A special general meeting was held on 25 May 1991 at which a dissolution clause was adopted for insertion into the Association's constitution. A special general meeting was held on 3 July 1991 to determine the date for the dissolution of the Association (Naicker 1991a: 07).

The South African Democratic Teachers' Union (SADTU) was launched on 6 October in Johannesburg (Naicker 1991a: 06). It is significant to mention that nine national teacher-unity meetings were held in the period between the conference in Harare and the launch of the South African Democratic Teachers' Union (SADTU) (Samuel 1991: 25).

The 66th annual conference of the Teachers' Association of South Africa (TASA) was indeed a significant event in the history of the Association. The theme of the conference *New Horizons* was apt, as delegates to the conference discussed the dissolution of the Association and the building of the South African Democratic Teachers' Union (SADTU) (Naicker 1991b: 06).
Delegates to the annual general meeting of the Association, which was held on 3 July 1991, reaffirmed their decision to dissolve on 29 February 1992. Furthermore, the delegates requested that a joint committee, consisting of representatives from the Association and the South African Democratic Teachers' Union (SADTU), should examine details with regard to the absorption of the Association's sub-structures, namely, the Branches, the Regions and the Coordinating Council for Professional Matters into the new South African Democratic Teachers' Union (SADTU) (Pillay 1991b: 11).

The 1991 report of the Deputy President, Mr N.K. Govind declared: "The goal of teacher unity has just been reached, but a great deal still has to be done before SADTU can stand on its feet" (Govind 1991: 11).

Mr P. Naicker and Mr H.E.S. Samuel of the Association were both elected as national office bearers for the South African Democratic Teachers' Union (SADTU), serving as Deputy President and Treasurer respectively (Samuel 1991: 25).

The Secretary General of the Association, Mr P. Kotiah noted that the Association had been central to the process of building teacher-unity in South Africa. Mr Kotiah contended that the awesome challenge of advancing teacher-
unity across the racial and ideological spectrum imposed additional strain on the Association's organisational expertise and resources, but the Association had shown that it had the will and the character to be equal to the task. (Kotiah 1991: 51).

6.12. Teacher Centres

6.12.1. The Teachers' Centre

The vision of a Teachers' Centre for the members of the Teachers' Association of South Africa (TASA) was conceived by the President of the Natal Indian Teachers' Society (NITS), Mr B.D. Lalla, in the late forties and was transformed into a practical reality in 1977. The official opening of the Teachers' Centre was performed by the President of the Association, Mr P.C. Samuels on 30 June 1978 (Teachers' Association of South Africa, Diamond Jubilee Brochure. 1987: 35-36).

The Teacher's Centre housed the Association's offices, boardrooms and recreational rooms. The Teachers' Centre served as the Association's headquarters and many of the Association's professional activities were held here. For instance, on 19 October 1983, the Junior Primary Education Society of the Association held a discussion in the Association's boardroom on the following topics: Promotion
and Retardation of Pupils, and Supervision of Teachers by Junior Primary Subject Advisors (Rambaran 1984a: 17).

In August 1984 Mr R.L. Charles, Chief Inspector of Education presented a paper, titled The Professional Growth of Teachers at the annual general meeting of the Association's Co-ordinating Council for Professional Matters. He pointed out that teachers' centres were important as it was at these centres that teachers' could meet to share their problems on educational matters and seek solutions to them (Charles 1985: 23).


6.12.2. The Independent Teachers' Centre (ITC)

In 1981 the Teachers' Association of South Africa (TASA) together with other teachers' associations, participated in the establishment of an Independent Teachers' Centre (ITC) in the Transvaal. The Association contributed 2000 rands per annum for three years towards the maintenance of the centre (Cooper 1981: 21).

The Independent Teachers' Centre (ITC) provided
professional assistance to teachers, for instance, educational publications that were produced by the Centre were supplied to teachers throughout the country (Katha 1982: 22). The President of the Association, Mr P.C. Samuels stated that although the Independent Teachers’ Centre (ITC) was based in the Transvaal it had nevertheless benefitted teachers in Natal and the Cape through the many educational publications it had produced since its inception (Minutes of the Teachers’ Association of South Africa (Durban), 06:07:1983).

Officials of the Association, Mr V.A. Pather and Mr L.F. Sangaran, served on the board of management of the Independent Teachers’ Centre (ITC) (Katha 1982: 22).

During January 1984, the Independent Teachers’ Centre (ITC) moved to its permanent premises in Soweto (Govind 1984: 27).

In 1985 teachers on the Witwatersrand benefitted tremendously by attending seminars and lectures which was organised by the Independent Teachers’ Centre (ITC). Some of the important activities included a course on child development, a lecture on setting better examination papers, and workshops on various aspects of coping with children with learning disabilities (Sangaran 1985: 21-22).
Although much of the activities at the Independent Teachers' Centre (ITC) were geared towards the Black teachers in the Soweto complex, members of the Association in the greater Johannesburg area also patronised and benefitted from such activities that were held at the Centre (Sangaran 1986: 24).

6.13. Promotions

6.13.1. The Need for An Alternative System of Promotion

In 1981 the Co-ordinating Council for Professional Matters of the Teachers' Association of South Africa (TASA) became concerned with the need for an alternate system of promotion for teachers (Cassim 1981b: 17).

At the Association's fifty-fifth annual conference of 1981, delegates requested the Department of Indian Education to publish a list of vacant promotion posts that were not advertised, and that reasons for not advertising such posts should be made known to the teaching fraternity (Nair 1981b: 36).

On Saturday 19 June 1982 the Education Society of the Association held a seminar on the System of Teacher Promotions at the Springfield College of Education. The purpose of the seminar was to examine the different systems
of promotions in the various departments of education in the Republic of South Africa, so that an alternative system of promotion could be found (TASA News, June 1982: 03).

The Minister of Education and Culture, House of Delegates, acknowledged the Association's criticism of the system of promotions that was in use and subsequently appointed a committee to investigate the system of promotion and to make recommendations for change. The committee was requested to devise a system of promotion that would eliminate, to the highest degree possible, the element of subjectivity and one that would give importance to seniority of the candidates who applied for promotion (Samuels 1985a: 08).

The Association also recommended procedures with respect to advertising vacant promotion posts to the Executive Director of the Department of Education and Culture. One of the recommendations of the Association was that teachers in promotion posts, for two years or more, should be given the opportunity to be transferred to vacant posts of their choice. The Association was pleased to note that some of their recommendations were accepted by the Division of Budgetary and Auxiliary Services of the Department of Education and Culture (Samuels 1985a: 08).
On 9 March 1985, the President of the Association, Mr P.C. Samuels, reported on a meeting of all national teacher associations. The meeting was convened by the Minister of National Education, Mr F.W. de Klerk, to discuss possible "cut-backs" in education spending. The freezing of all vacant teaching posts was included amongst the proposed "cut-backs". However, the Association together with other national teacher associations protested against these "cutbacks" by submitting a memorandum to the Minister of National Education. Subsequently, the government decided not to freeze any teaching posts that became vacant (Jaggernath 1985a: 35).

6.13.2. The Grading of Schools

As early as 1981 the Association made the suggestion that the regrading of schools would result in an increase in the availability of promotion posts for teachers. This suggestion arose out of a study undertook by the Research Bureau (see par 6.6.1.) of the Association in 1981. The study recommended that schools with a pupil population of thousand or more should be separated into two units. It was anticipated that this would result in the creation of four or more promotion posts. According to the study, this separation would have created approximately 200 new vacant promotion posts (Nair 1981a: 30).
In 1983 the President of the Association, Mr P.C. Samuels, reported that the Association had made initiatives at the meetings of the Joint Council of Teachers' Associations in Natal (JOCOTAN) to bring about changes in the norms for the grading of schools. This was exemplified by the suggestion that schools with 500 or more pupils should be graded as "PI". The motivation for the regrading of schools was that Indian school populations were getting smaller due to smaller family size and consequently the number of teaching posts at higher levels was therefore diminishing. This was seen as a hindrance to the upward mobility of teachers in the teaching profession. The National Council of the Association formed an ad hoc committee to look into the matter of the grading of schools so that meaningful changes could be recommended to the educational authorities (TASA News, December 1983: 05).

During the course of 1984, the Association was consulted on important matters with respect to the government's new deal on the post structure for educators. The Association was successful in, inter alia, convincing the authorities to introduce a dispensation which allowed the post of deputy principal in primary schools with a pupil population of 500 or more (Jaggernath 1985a: 34; Samuels 1985a: 08).

At a meeting with the Department of Education and Culture on 1 October 1984, the Association was offered an assurance
by the Department of Education and Culture that it would be consulted early in 1986 before the implementation of the new post structure (Jaggernath 1985a: 38).

6.13.3. The Evaluation of Teachers for Promotions

The Co-ordinating Council for Professional Matters of the Teachers' Association of South Africa (TASA) arranged successful workshops to assist teachers that were aspiring towards promotion. This exercise was conducted over two consecutive Saturdays, namely, 25 April 1981 and 2 May 1981 (Cassim 1981b: 17).

At its fifty-sixth annual conference of 1982, the Association adopted a resolution which stated that the promotion of teachers should be based on an objective assessment of the teachers' work with reference to strictly professional criteria which was laid down in consultation with other teachers' organisations (Singh 1982: 26). The Executive Director of the Department of Education and Culture stated that the use of standard criteria, the system of second opinions and moderation by Chief Inspectors ensured that the criteria used for the evaluation of teachers were uniform (Jaggernath 1985a: 37).

On 9 March 1985 the National Council of the Association
accepted the following four principles, concerning promotion procedures, which were proposed by the President of the Association, Mr P.C. Samuels: that the evaluation procedure should be conducted on an on-going basis; that there should be a component in the report about the leadership qualities of teachers; that the on-going evaluation procedure should be centrally controlled and that the Association should be involved in the selection procedure (Jaggernath 1985a: 35).

On 18 March 1987 the Association was forced to call, at short notice, an emergency meeting of more than 2000 teachers. The purpose of this meeting was to give attention to a serious problem which was threatening to disrupt the normal education programme, namely, the implementation of a system for the evaluation of teachers. The Association pointed out that while it did not object to the implementation of the new system it was greatly concerned about the manner of its implementation. The instrument for evaluation and the criteria for evaluation were not revealed. None of the procedures for the implementation of the new evaluation system had been divulged - in short, teachers were ignorant as to what was expected of them (Samuels 1987: 09). Mr K. Hiraman, a Head of Department stated:

*It is also a matter of widespread agreement, among educators in particular, that no worthwhile instrument of supervision can be designed without the provision for input and feedback from all levels of educators. Indeed the*
contributions of the level 1 and 2 educators should be of profound value to the entire process... (Hiraman 1988: 18).

The Association later called for the scrapping of the new system of evaluation. The Department of Education and Culture was not prepared to accede to the Association's request that the evaluation system be scrapped (Jaggernath 1987: 38).

A resolution adopted at the Association's 62nd annual conference held from 17 to 19 June 1987 called the Executive Director of the Department of Education and Culture to establish an Evaluation Board of not more than three members for the purpose of processing the data that related to the evaluation of teachers. Furthermore, the Association requested that at least one of the three members of the Evaluation Board should represent the Association (Pillay 1987: 23).

On 16 September 1987, in an urgent meeting with the Minister of the Department of Education and Culture, the Association made the following demands: that all teachers and superintendents should have a thorough knowledge of the criteria for evaluation; that all teachers and superintendents should know of the procedures for evaluation; that there was a need for an orientation programme for teachers and superintendents before the new evaluation system was implemented; that the principal be
the key evaluator, while the superintendents serve as moderators, and that a period of experimentation for the new system be allowed. The Department agreed to all of these demands that were made by the Association (Samuels 1987: 09).

During April of 1988 a programme of 24 workshops on Human Resources Evaluations were held throughout the country. The highly successful programme was initiated and directed by the President, Mr P.C. Samuels. Each workshop focussed on democratic principles and democratic practices in the evaluation of teachers. It was pointed out that such evaluation was possible when leaders provided a climate that was warm, supportive and firmly goal-oriented. Mr Samuels noted that overseas studies showed that when such leadership existed, pupil performance, teacher satisfaction and teacher innovation were each very high (Samuels 1988a: 12).

On 22 April 1988, the Association met with the Chief Executive Director of the Department of Education and Culture, House of Delegates. The Director stated his acceptance about the idea of "consensus moderation" which was espoused by the Association. However, at a subsequent meeting which was held on 26 June 1988, the Chairman of the meeting, Mr B. Panday, adopted the stance that discussions would be held with the principal of a school only after the
latter’s score had been adjusted. It was pointed out that this was the prerogative of the Chief Superintendent. The Association considered this to be tantamount to a complete disregard for the role of the principal as evaluator and one which would render his participation in the evaluation process as meaningless. On 10 May 1988 at a meeting with the Chief Executive Director, the Director continued to justify the Department’s policy on the evaluation system. However, after strong arguments were put forward by the Association’s delegation, the Director agreed to reconsider certain important areas that related to the evaluation system (Jaggernath 1988: 34), such as, the right of the principal to substantiate his score (Samuels 1988: 11; TASA News, May 1987: 01).

The system of evaluation for promotions caused much stress and frustration amongst teachers. Firstly there was very little clarity on the purpose of evaluation. Teachers had been subjected to panel inspections, group inspections, subject inspections and teacher evaluation. The nature of the inspections seemed to indicate that the emphasis was on pupils and notebooks and on their examination results. The Association argued that because there was an over emphasis on these aspects of education, authentic education for the total development of the child was in jeopardy. The Association believed that values and norms were also essential for survival and not merely to equip the child to
answer examination questions. Therefore the Association felt that the evaluation of teachers should be left entirely to the principal and his management staff (Saman 1988: 17).

Delegates to the Association's 1988 annual conference reaffirmed their support for teacher evaluation as part of an overall policy for staff development and they believed that the system of evaluation should have adhered to the following fundamental principles: evaluation is wholly positive in purpose when it is aimed at improving the motivation and communication levels of educators; evaluation should take place in a supportive and confidential school climate; there should exist a good rapport between supervisor and teacher; the supervisor should evaluate the teacher's lessons in the context in which they were planned and executed; teachers should always have access to the summary of the supervisor's report and the supervisor and the teacher should be allowed the full opportunity to substantiate, reject or modify the findings that arose out of the evaluation (Pillay 1988: 28).

At the Association's 1988 annual conference the following resolution was adopted; that with regard to cyclic evaluation of teachers, the Chief Executive Director of the Department of Education and Culture be obliged to reveal
qualitative assessments to teachers. The superintendent was also urged to substantiate his scores should there be a difference from that of the school principal's score (Pillay 1988: 28).

The Association's conference of 1988 reiterated its rejection of the system of group visits by superintendents of education for the purpose of "assessing the state of subjects" at schools. The Association consequently called upon the Chief Executive Director of the Department of Education and Culture, House of Delegates, to respect the professional integrity of the principal of the school. The Association felt that it was the principal who was in the best position to comment on the "state of subjects" at his school (Pillay 1988: 31).

On 9 May 1989 at a meeting with the Minister's Council in the House of Delegates the latter promised that with respect to promotions of teachers, a professional stance would be taken by the Department of Education and Culture (Samuels 1989a: 08). The Minister's Council agreed with the Association to introduce a new system of evaluation after August 1989 (Samuels 1989a: 08). The Minister's Council also indicated to the President of the Association, Mr P.C. Samuels, that teachers needed to know their evaluation reports (Samuels 1989a: 08-09).
The National Council of the Association, at its meeting on 5 November 1988, decided by resolution to devise a new instrument for the evaluation of teachers and called upon teachers to state their views on the matter through the Regional Councils of the Association. At a meeting between the Association and the Department of Education and Culture on 17 January 1989, it was agreed that the Association should submit recommendations for a new system of evaluations by the end of August 1989 (Kotiah 1989a: 36; Samuels 1989a: 09).

In 1989 the President of the Association, Mr P.C. Samuels, stated:

The main fault lies with the system of supervision of teachers. Its prime purpose is to evaluate and assess the worth of teachers. The system is basically a summative evaluation system, largely made on one-off supervision visits to teachers. This pattern was imposed by the superintendents over a long period of time and passed on to members of the management staffs of schools who never questioned the model. The true pattern of the professional development of teachers which came easily and naturally through a system of formative evaluations was grossly ignored. ... to make matters worse the heads of departments within the House of Delegates schools were required to undertake a programme of summative evaluations on one-off visits. Their reports on teachers were clear indications of this negative attempt at the professional development of teachers (Samuels 1989a: 09).

Mr P.C. Samuels added that it was necessary to change the image of the heads of department so that they would not be feared by the classroom teacher. Mr Samuels pointed out that the main task of the Head of Department was to direct the professional development programmes of teachers through
a series of formative evaluations of classroom work. It was also necessary for the head of department to encourage peer group supervision visits. Mr Samuels noted that such visits had proved to be of enormous benefit to teachers in schools of British Columbia (Samuels 1989a: 09).

Delegates to the Association's 1989 conference called the Department of Education and Culture to review the role of superintendents in the supervision of the work of teachers, such as advising them on teaching methods and on the use of educational resources. The delegates maintained that since most superintendents were no longer teachers they were no longer relevant to the needs of teachers in the classroom. The delegates proposed that the superintendents should act only as professional development personnel (Pillay 1989b: 27).

A level one teacher, Mr P. Naidu stated:

Sadly, the morale of educators appears to be low especially after recent allegations of nepotism and corruption associated with certain promotions to upper positions. Something has to be done urgently to restore the lost confidence of educators in respect of the bone fides of management personnel, so that effective decision-making can take place between all levels of educators in an atmosphere of mutual trust and acceptance (Naidu 1989: 16).

In July 1989, the Association held a workshop in order to canvas teachers' views and recommendations on the issue of evaluation. The groups were formed on the basis of an administrative hierarchy, namely principals, heads of
departments, lecturers and level one teachers. Each group discussed a specific set of questions on the evaluation system. Suggestions and recommendations for a better evaluation system were then made (Samuels 1989c: 20).

Teacher's also held a "sit-in" at the M.L. Sultan Stanger Secondary school. This was followed by a protest meeting which was organised by the Stanger Branch of the Association. This in turn led to a national protest meeting held at the MTSS hall in Merebank, Durban on 18 May 1990 (Naicker 1990: 09).

The Association called on the Department of Education and Culture, House of Delegates, to stop superintendents from visiting the schools for the purpose of conducting evaluations for promotions until such time that an acceptable evaluation system was implemented for all teachers (Naicker 1990: 09).

At a meeting on 19 May 1990 the National Council of the Association resolved to call on the membership to march to the offices of the Chief Executive Director of the Department of Education and Culture to present their grievances on the evaluation system. On 1 June 1990, 5000 teachers participated in this march to the offices of the Chief Executive Director (Naicker 1990: 09; Kotiah 1991: 52). Consequently, on 6 June 1990 at a meeting with the
Association the Chief Executive Director, Mr A.K. Singh, agreed to stop sending the superintendents to schools for the evaluation of teachers for promotions. This condition was to remain until the Association submitted proposals for an interim procedure for the evaluation of teachers for promotions (Naicker 1990: 09).

The Association proposed that, as an interim arrangement, all applicants for promotion for 1991 should be assessed through the international recognised practise of interviews. This was, however, subject to the condition that teachers on level 3 and upwards would not have to undergo a competency evaluation but an interview which would incorporate a fair spread of questions over the aspects of teaching competency and leadership. It was also agreed that the principal would play a key role in the evaluation of teachers. The interim system of evaluation for promotions was applied accordingly (Naicker 1991a: 09; Kotiah 1991: 52).

6.13.4. Unsuccessful Candidates for Promotion

The Teachers' Association of South Africa (TASA) undertook to help those teachers who were unsuccessful in their bid for promotion. The Association argued that approximately 70% of the teachers were at level one and as a result promotion was difficult for them. The Association cited
the case where each year, in Indian education, 300 heads of departments in high schools applied for about 20 deputy principal's posts. However, 90% of the applicants were unsuccessful and consequently became very disappointed (Reddy 1991: 04).

A meeting was held on 6 February 1981 between the Director of Indian Education and the Association to review two cases, both of whom were not successful in their quest for promotion. The first involved five teachers while the second case involved Mr P.C. Samuels, the President of the Association. The Director warned, at the time, that the aggrieved teachers should have made representations individually and not through the Teachers' Association of South Africa (TASA) (Nair 1981a: 28).

At a meeting with the Department of Education and Culture, House of Delegates, on 21 February 1986 the Association prepared itself to discuss two individual cases of teachers who were unsuccessful in their applications for promotion (Samuels 1986b: 10). In 1990 forty cases of teachers who had been overlooked for promotions were submitted to the Department of Education and Culture for review (Naicker 1990: 09). The Association also took up 35 cases of teachers who were aggrieved at having been overlooked for promotion in 1991 (Brijraj 1991: 48).
In his 1991 report, the Vice President for Teacher Welfare stated: "It is our intention to challenge the Department [of Education and Culture in the House of Delegates: GSM] where we are convinced of blatant favouritism or manipulation in this regard" (Brijraj 1991: 48).

6.13.5. The Post of Rector of the Springfield College of Education

In 1990 the Teachers' Association of South Africa (TASA) became concerned at the appointment of the Rector at the Springfield College of Education. The Association maintained that by appointing the Rector, the Chief Executive Director of the Department of Education and Culture in the House of Delegates had deviated from the requirements for the abovementioned post which was laid down in the Handbook for Principals. The Association argued that the Chief Executive Director had, as a result, lowered the requirements for the post of Rector (Naicker 1990: 10).

The Chief Executive Director stated that in the case of the Transvaal College of Education, he had approved the raising of the minimum qualification to a Masters degree. With regard to the Springfield College of Education, he said that he had approved, as an alternative to a Masters degree, an equivalent qualification as the minimum
requirement as the College Council had settled for a candidate who did not have a Masters degree but who, in its judgement, fulfilled the equivalent requirement. The College Council had, therefore, recommended the appointment of the candidate with a request that the minimum requirement, namely a Masters degree be relaxed. However, the Chief Executive Director subsequently indicated that he had differed with the interpretation of the College Council on the question of whether the candidate satisfied the equivalent requirement for the post and had consequently refused to approve his nomination (Naicker 1990: 10).

The controversy finally ended with an assurance from the Department of Education and Culture that the successful candidate would be selected from among the applicants who held a Masters degree or a higher qualification. An appointment was subsequently made on this basis (Naicker 1991a: 07).

6.14. The Merit Award

6.14.1. The Assessment of Candidates for the Merit Award

The Teachers' Association of South Africa (TASA) also concerned itself with the Merit Award which was granted to teachers who performed exceptionally well in the teaching-learning situation. Teachers who applied for the Merit
Award were assessed for their curricular efficiency, extra-curricular efficiency, personality and professional attitude. Those teachers who were successful in achieving a Merit Award were rewarded with a merit notch, an increase in salary and an additional year of service.

At the Association's conference of 1979 Dr M. Naidoo commented:

When the requirements for the merit notch were made known, they came as a rude shock and the first reaction of teachers was one of despair. It was felt that merit assessment was devised to frustrate rather than help the teacher...the whole system is geared to perpetuate favouritism and dishonesty...it would make every teacher suspicious of his colleagues... (Naidoo 1979: 10).

In 1979, after issuing a questionnaire on merit assessment to teachers, Dr Naidoo presented her findings. Surprisingly she concluded that the majority of teachers were not against the concept of merit assessments, but against its stringent requirements which included, inter alia, the evaluation of the teachers' standing in the community and the confidential nature of assessments. In addition, the assessment procedure focussed on teacher behaviour rather than on the factors that affected pupil learning. In short, the instrument for merit assessment was subjective. Most teachers accepted the Merit Award system, albeit with strong reservations (Naidoo 1979: 14).
On 13 September 1980 delegates to a National Council meeting called for the scrapping of the system of merit assessments. The Director of Indian Education responded that the Merit Award system would be evaluated after it had been in operation for three years (Nair 1981a: 25; 30).

The Association repeatedly called for the withdrawal of the system of Merit Awards, as it caused a great deal of dissatisfaction among teachers. The Association requested the Department of Education and Culture to replace the Merit Awards with a Service Award (Nair 1981b: 32-33; Singh 1983b: 31; Jaggernath 1984c: 30; Jaggernath 1985b: 44; Jaggernath 1986b: 32; Pillay 1987: 24). The Executive Director of the Department of Education and Culture replied that merit assessments formed part of the personnel administrative standards which were laid down by the Commission for Administration. The Association was advised, however, to present its views to the Research Committee for Education Structures (RECES) (Jaggernath 1986a: 36). The Department of Education and Culture, House of Delegates, contended that since the Merit Award was used nationwide to identify above average level one teachers, it was a practice which, in its view, could not be discontinued without prejudicing teachers. It added that the criteria of the instrument of evaluation for Merit Awards were known to all teachers and at the same time a valuable instrument for the teacher's self-evaluation and
development (Jaggernath 1987: 38).

A level one teacher, Mr M. Saman stated:

_In the awarding of merit notches there appears to be some degree of inconsistency. Some candidates appear to be in a more fortunate disposition than others. What motivation is there for the teachers to become creative in the face of such speculations!_ (Saman 1988: 17)

In 1990 the Department of Education and Culture suspended the discredited Merit Awards system. This was announced in both the Sunday Tribune Herald and Sunday Times Extra of 18 November 1990 under the caption, _HoD drops Merit system_ (TASA News, December 1990: 01). A spokesman for the Department of Education and Culture stated: "the Department could not persevere with a merit recognition system that was unpopular with teachers" (Sunday Tribune Herald November 1990: 03).

6.15. The Status of Women Teachers

6.15.1. The Professional Status of Women Teachers

The Teachers' Association of South Africa (TASA) continuously strived to improve the professional status of women teachers. At the Association's annual conference of 1985 four speakers presented papers on the theme, _Perspectives on Women Teachers_. They stressed the importance of the role of women in the teaching profession (Cooper et al 1985: 16-21).
Although there were no barriers that prevented women from entering leadership roles in the teaching profession, most senior posts were held by men. The Association maintained that there should be equal numbers of men and women in leadership positions (Cooper et al. 1985: 16).

Delegates to the Association's 1989 conference was of the firm view that the Association should follow international trends that were set by other teacher associations. This included the movement to enhance the status of women in education by, inter alia, promoting programmes that would result in meaningful changes to conventional attitudes towards the status of females and males in society, and developing the ideal of equality of opportunity in all aspects of life, irrespective of sex (Pillay 1989b: 26).

In May 1989 at a special general meeting of the Association, an amendment to the constitution was made to inaugurate the post of Vice President for Teacher Welfare. The enhancement of the status of women teachers was one of the duties of the Vice President for Teacher Welfare. The creation of a post, namely, "Women Affairs" on the National Executive Committee (NEC) of the Association was also envisaged (Samuels 1989a: 09-10).

On 21 June 1990, subsequent to the presentation of the
lead-in-paper on the topic, *Status of Women Teachers in Schools and in Teacher Organisations* by Miss H. Narsee, group discussions followed. There were five groups, each of them discussed a specific set of questions on the status of women teachers (Narsee 1990: 18).

Delegates to the Association's 1990 annual conference called for the Association to create the post of Vice President for Women's Matters (Pillay 1990b: 21).

At an inaugural meeting held on 12 May 1990 an Interim Women's Committee was formed. This committee was in a position to mandate the Association to take practical steps to resolve the problems that related to the role of women in education (Brijraj 1990: 48).

On 15 September 1990, the Women's Committee of the Teachers' Association of South Africa (TASA) was launched at the University of Natal. Many months of preparatory work was undertaken to ensure that this body was representative of women members of the Association. For instance, the Association's Branches were encouraged to form Women's Committees and by 15 September 1990 seventeen Women's Committees had been formed in Branches of the Association (Narsee 1991: 50).
The Interim Women's Committee attempted to ensure that the delegates that were elected to launch the South African Democratic Teachers' Union (SADTU) included a fair proportion of women teachers. Branches of the Association were also encouraged to elect at least one women delegate from their structures (Narsee 1991: 50).

On 27 October 1990 a workshop on meeting procedures was held for women teachers. This was arranged as part of the programme of affirmative action adopted at the launch of the Women's Committee of the Association. The Vice President for Women's Matters, Ms H. Narsee, reported that the workshop was extremely useful in informing women teachers about meeting procedures (Narsee 1991: 50).

6.15.2. Accouchement Leave for Women Teachers

At each of its annual conferences from 1985 to 1991 the Association passed a resolution which called for women teachers who went on accouchement leave to be given all benefits including full salaries for the period during which they were on leave (Jaggernath 1985b: 44; Jaggernath 1986b: 44; Pillay 1987: 24; Jaggernath 1988: 34; Pillay 1990b: 21; Pillay 1991b: 12). However, on each occasion the Executive Director of the Department of Education and Culture replied that the Association should direct its request to the Commission for Administration (Jaggernath
The Department of Education and Culture pointed out that teachers who went on accouchement leave were not regarded as being in active employment and were, therefore, not entitled to full benefits such as the payment of salary for the period during which they were on leave (Jaggernath 1987: 38). The General Purposes Committee requested the Vice President for External Matters, Mr L.F. Sangaran to pursue this matter at the level of the Research Committee for Education Structures (RECES) (see par 5.1.2.) (Jaggernath 1985: 37).

6.15.3. Parity of Salary for Women Teachers

At its fifty-sixth annual conference of 1982, the Association adopted a resolution which stated that the marital status of women teachers should not affect their remuneration or other conditions of work (Singh 1982: 26).

By 1984 the Association continued to struggle for parity of salaries for women teachers (Samuels 1984a: 10).

At the Association’s 1986 conference a resolution was adopted which called for parity in salary for all teachers on level one (Jaggernath 1986b: 32). The Department of Education and Culture indicated its support of this resolution (Jaggernath 1987: 38).
A delegation from the Association met with the Minister of National Education on 9 February 1987. The Association conveyed its concern to him, namely, that of the need for parity in salaries among male and female teachers on level one (Samuels 1987: 09).

At a second meeting with the Minister of National Education on 22 April 1987 in Cape Town, the Minister responded favourably to the Association’s suggestion that a start be made with introducing parity in salaries of teachers on level one, by the introduction of parity for women teachers who had completed fifteen years of service in the teaching profession (Samuels 1987: 09).

Delegates to the Association’s 62nd annual conference of 1987 requested the Minister of National Education to commence with the programme of introducing parity between male and female teachers (Pillay 1987: 23).

In introducing a workshop titled, Status of Women Teachers in Schools and in Teacher Organisations, a secondary school teacher, Miss H. Narsee stated:

The position today reveals that the overwhelming majority of women teachers still earn less than their male counterparts. The struggle for parity in salary has been a hard and long one, and still continues. In 1981 the government took a decision to end salary disparity at all levels. It is now the tenth anniversary of the Government’s decision, yet salary disparity persists for the majority of women teachers (Narsee 1990: 16).
In April 1991 the government announced the improvement of employment benefits for teachers. The Association welcomed the phasing in of parity of salary for female teachers on level one (Naicker 1991a: 09).

6.15.4. The Provision of Housing Subsidies for Married Women Teachers

At its fifty-fourth annual conference, held in July 1980, the Teachers' Association of South Africa (TASA) appealed to the Director of Indian Education to provide housing subsidies for married women teachers. The Director stated that the Association's expectations with regard to the provision of housing subsidies for married women teachers was referred to the Commission for Administration for further consideration (Nair 1981a: 30).

At the Association's fifty-fifth annual conference a resolution called upon the Commission for Administration to give urgent consideration to the granting of housing subsidies to married women teachers (Nair 1981b: 35).

The Association repeatedly resolved, at its annual conferences of 1985 to 1990, to call for the revision of the housing subsidy scheme so that married women teachers could qualify for a subsidy (Jaggernath 1985a: 37;
Jaggernath 1986b: 30; Pillay 1987: 22; ). The Minister of National Education stated that there was no hope that the Government would broaden the privilege of housing subsidies to married women teachers. He stated that in instances where the female was not the sole bread-winner of the household, housing should be provided by the husband ( Jaggernath 1988: 34 ).

Miss H. Narsee, a secondary school teacher, stated:

As far as housing subsidies are concerned, this has and still is a major concern for many of us... this has resulted in a large number of married women teachers becoming technically divorced thus resulting in insecurity and disruption of family life ( Narsee 1990: 16 ).

6.16. The Remuneration of Teachers

6.16.1. Parity of Salaries for Indian Teachers

On 17 November 1980 the General Purposes Committee of the Teachers' Association of South Africa (TASA) met with the Minister of Internal Affairs to discuss the need to eliminate the disparity in salaries of teachers amongst the various race groups ( Nair 1981a: 27 ).

On 16 February 1981 the Honourable J.C. Heunis, Minister of Internal Affairs, invited two representatives of the Association to meet with him in Cape Town. The purpose of this important meeting was to inform the Association, officially, that with effect from 1 April 1981 there would
be parity in salaries for Indian, Coloured and White teachers from category "C" upwards (TASA News, March 1981: 01). The Minister mentioned that the government's desire to bring about this parity in salaries was partly motivated by the untiring efforts of the Association (Nair 1981a: 27).

The Secretary General of the Association, Mr D. Nair, stated:

There is a sense of satisfaction that the Association's persistent representations over five decades for realistic salaries to be paid to teaching personnel has, at last, borne fruit for a substantial number [of teachers: GSM] in the service (Nair 1981a: 27).

When Association's President, Mr P.C. Samuels, was asked at a press interview whether he was expecting parity in salaries for Indian teachers to be granted overnight, he replied: "It's been a long night"! The struggle for parity in salaries had stretched over five long and arduous decades. Fifty-six years of negotiations, memoranda, protest, interviews, discussions, and in one case, an entire staff tendering its resignation on the very issue of salaries had, at last brought forth, in some measure, the objective of equal pay for equal work (TASA News, April 1981: 06).
6.16.2. The Call for an Increase in Salaries for Teachers below Category "C"

In 1981 a survey conducted by the Research Bureau of the Association revealed that 50% of those teachers that were surveyed earned less than 6000 rands per annum. The Directors of the Research Bureau, Mr P.C. Samuels and Mr M.F. Cassim, called for a salary that was worthy of the teaching profession (Nair 1981a: 27).

In a letter to the editor of TASA News a deputy principal of a school stated:

I became the Deputy Principal of a primary school. All this on Category B. And now, the startling reality of the 1981 salary revision for teachers has hit me full square-where it hurts most! Here's how I compare with my 'juniors' in rank in the revised scales: On level 3 my salary as Deputy Principal (Primary) is R10995 per annum while a teacher on level one and on category "C" receives a salary that is one notch higher (TASA News, April 1981: 09).

The letter closed with the comment: "deeply disillusioned". (TASA News, April 1981: 09).

The editor of TASA News replied:

We feel for you - hence the Association's on-going representations on behalf of those members who do not have today's minimum requirements for entry into the [teaching: GSM] service and for promotion (TASA News, April 1981: 09).

At a meeting held on 16 April 1981 between the Director of Indian Education and the Association, the latter requested that teachers in categories below "C" be accorded a minimum
increase of 38.7% in their salary. The Director of Indian Education requested that this recommendation should be incorporated in a memorandum which should be forwarded to the Commission for Administration (Nair 1981a: 28). The Association complied with this request (Nair 1981a: 30).

A resolution adopted at the Association's fifty-fifth annual conference in 1981 called for representations to be made to the Commission for Administration for all professionally qualified teachers below category "C" to be placed on a salary scale that was equivalent to the salary scale of category "C" teachers (Nair 1981b: 35). In 1982 Indian teachers in categories A and B received an increase in their salaries which ranged from 30 to 36 percent (TASA News, April 1982: 04).

The Association was of the view that teachers' salaries should reflect the importance of their work as well as the responsibilities which fell upon them. Furthermore, the Association felt that teachers' salaries should compare favourably with salaries that were paid in other occupations that required similar or equivalent qualifications, and that salary scales should be reviewed periodically to take into account the rise in the cost of living (Singh 1982: 27).
6.16.3. The Call for a General Increase in Salaries

The Research Committee for Educational Structures (RECES), a research unit, was formed to advise the government through the Commission for Administration on matters that related to salary increases for all teachers throughout the Republic of South Africa. The Association together with other teacher associations had representatives on the Research Committee for Educational Structures (RECES) (see par 5.1.2.) (Samuels 1984a: 10).

Due to the limited opportunities for promotion in the teaching profession (see par 6.13.2.), the loss of dedicated teachers to the private sector and the need to promote greater job satisfaction among teachers, delegates to the Association's annual conference of 1985 called for an open-ended salary scale to be implemented. It was envisaged that this would provide for a differing minimum starting salary but a common maxima for the different levels of teachers (Jaggernath 1985b: 44).

At a meeting of the Association's National Council on 8 March 1986, the President, Mr P.C. Samuels reported that Mr P. Naicker, who was serving as the acting President of the Association, had been invited by the Minister of National Education to attend a meeting in Cape Town to discuss salary adjustments for teachers. The Minister, however,
merely announced a ten percent increase in salaries, but conceded that there was a backlog in salary increases for teachers. The President, Mr P.C. Samuels, suggested that since there was an admission on the part of the Minister about the existence of a backlog in salary increases for teachers, the Association should continue to demand increases in salaries until such time that the backlog was made up (Samuels 1986b: 09).

On 9 February 1987 a delegation of the Association met with the Minister of National Education. Their primary concern was conveyed to him, that teachers' salaries had for many years been behind those of persons in equivalent positions in the public sector. The Minister was reminded that he had acknowledged this fact in a letter to the Association. The Association stressed the need for the government to close this gap (Samuels 1987: 09). Following the meeting, a comprehensive memorandum was submitted to the Minister of National Education. In the memorandum the Association demanded an increase of 22 percent in teachers' salaries. The Association considered this demand to be a realistic expectation in view of the severe backlog in the salaries of teachers which had built up over a number of years. Reference was also made to a document of the United Nations Education, Scientific and Cultural Organisation (UNESCO) which stated that the professional status of the teachers was reflected, in large, by his earnings (Samuels
1987: 09). The memorandum also called the Government to recognise that the major impeding factor in the implementation of an acceptable remuneration structure for teachers was the high financial wastage which was caused by the existence of an unduly large number of education departments (Samuels 1988a: 10).

The Association's concern about low salaries was reiterated by the Deputy President, Mr P. Naicker, who led the delegation to a meeting with the Minister of National Education on 22 April 1987 in Cape Town. The Minister stated that the government would not be able to accept the Association's demand for a general salary increase of 22 percent; however, a fair increase was promised (Samuels 1988: 09).

A resolution adopted at the Association's 62nd annual conference held from 17 to 19 June 1987 requested the Minister of National Education to urgently take steps to raise the salaries of teachers to a level which would ensure; firstly, that the salaries were commensurate with the salaries of equivalent post holders within the public sector; secondly, that the remuneration structure of the public sector as a whole was commensurate with the private sector; and thirdly, that the increase in salaries kept pace with the inflation rate (Pillay 1987: 22). The Minister of National Education declared that inputs for
salary increases for the 1988-1989 financial year had already been finalised by the Research Committee for Educational Structures (RECES). He requested the Association to submit a motivation for the 1989-1990 financial year. The Minister also stated that the government had authorised an average increase of 4.1 percent per annum on education spending as a whole and he hoped, on a regular basis, to procure a portion of this increase for the salary of teachers (Jaggernath 1988: 44).

The Deputy President, Mr P. Naicker represented the Association at a meeting held on 4 February 1988. The meeting was convened by the State President to address the various representatives of the private and public sector organisations on the government’s intention to facilitate the recovery of the country’s ailing economy. The State President announced that there would be no general adjustments of salaries in the public sector. At another meeting with the State President on 22 February 1988 the Association’s President, Mr P.C. Samuels pointed out that there was an urgent need for rationalisation within the state bureaucracy (Jaggernath 1988: 44-45). Mr P.C. Samuels pointed out the negative effect that low salaries had for the teaching profession:

The organized [teaching: GSM] profession has continuously demanded that teachers’ salaries approximate those of persons in equivalent positions in the private sector but... to no avail. Hence our Science, Mathematics,
Accounting and Computer Science teachers, among others, are being drawn away from teaching (Samuels 1989b: 08).

Delegates to the Association's 1989 conference strongly requested the Minister of National Education to implement salaries for teachers which would keep them as close as possible to those of equivalent post holders in the private sector, further, that increases in salaries should be commensurate with the cost of living and should be made effective on an annual basis (Pillay 1989b: 27).

In 1990 the Government granted a salary increase of 12 percent and an additional 10 percent non-pensionable allowance for teachers. However, the President of the Association Mr P. Naicker issued press statements, in which the Association expressed concern at the Government's attitude, as the Association had called for the implementation of a market-related salary for all teachers (Naicker 1990: 08-09).

In April 1991 the Government announced the improvement of employment benefits for teachers for the 1991-1992 financial year. The Association was deeply dismayed that it was not consulted prior to the finalisation of the employment benefits. Nevertheless, the Association welcomed the consolidation of the ten percent non-pensionable allowance to the salaries of teachers. The
Association was also pleased to note the implementation of a differentiated salary adjustment which favoured those teachers at the lower remuneration level. However, the Association still called for the adjustment of salaries to be made commensurate with the professional status of teachers (Naicker 1991:07).

6.17. The Retirement of Teachers

6.17.1. The Retirement Age

Delegates to the Association's annual conference of 1985 adopted a resolution which called for the compulsory retirement age for all teachers to be set at sixty and that such teachers be given the option to retire from the teaching profession after the age of fifty-five (Jaggernath 1985b: 45). This resolution was adopted again at the Association's conferences of 1986 and 1987 (Pillay 1987: 24; Jaggernath 1986b: 32). The Association was advised to submit its input on the matter for consideration by the Commission of Administration (Jaggernath 1985a: 37). The General Purposes Committee of the Association then requested the Vice President for External Matters, Mr L.F. Sangaran to pursue the matter at the level of the Research Committee for Educational Structures (RECES) (Jaggernath 1985a: 37). The Minister of National Education stated that the government considered
this as a sensitive matter and that more time would be needed before a decision could be made on the matter (Jaggernath 1988: 44).

In 1991 Dr K. Rajoo, Minister of Education and Culture, announced that all teachers who were over the age of 55 would be given the option to retire at the end of the year (Phoenix, No 5, 1991: 02). By September 1991, 516 Indian teachers had opted for early retirement (see par 6.9.4.) (Sunday Tribune, 29 September 1991: 07).

6.18. The Transfer and Appointment of Teachers

Delegates to the 1986 conference of the Teachers' Association of South Africa (TASA) urged the Department of Education and Culture to finalise the transfer and appointment of teachers. Furthermore, the Association requested that schools that were affected by the transfer and appointment of the teachers should be informed by the end of November of each year (Jaggernath 1986b: 30). The Department of Education and Culture replied that it had previously informed the Association that transfers and appointments would be effected before the commencement of the first term in 1987. The Department pointed out that any delay in respect thereof was due to the delay in the appointment of newly qualified teachers (Jaggernath 1987: 37).
In 1990 the Association made representations to the Department of Education and Culture, House of Delegates, with regard to the growing incidence in the unilateral transfers of teachers without any explanation for their transfers. The Department agreed that in the future the affected teachers would be consulted before any such decisions were taken (Naicker 1990: 09).

The Association pointed out that teachers who were transferred away from home for many years experienced many hardships, such as, the lack of suitable accommodation (see par 6.19.). The Department of Education and Culture indicated that it followed a definite policy which was applied as consistently and humanely as possible. The Department argued that statistics revealed that four years away from home was the norm, but this was subject to a seniority roster, with preference being given to married women (Naicker 1990: 09; Brijraj 1991: 48).

6.19. The Provision of Accommodation for Teachers

On 11 March 1983, in an interview with the Director of Indian Education, the Association raised the matter about teachers who found it difficult to obtain suitable accommodation in rural areas. The Association and the Director both agreed that a community which could not
provide its own teachers should make the necessary endeavours to provide adequate accommodation for teachers (Singh 1983a: 35).

Delegates to the Association's annual conference of 1985 called for the Association to pursue the matter concerning the provision of housing for teachers in remote areas. The Association pointed out that many areas in South Africa were governed by laws whereby Indians were not allowed to purchase land or houses and were not provided with housing even on a temporary basis (Jaggernath 1985b: 45).

The Association recommended to the Executive Director of the Department of Education and Culture that a special living allowance should be given to teachers who were teaching in remote areas, or that such teachers should be considered for the allocation of subsidies for houses in these areas where land was set aside for Indians (Jaggernath 1985b: 45). The Executive Director replied that no provision existed for the payment of a special living allowance to teachers in remote areas. The Director added that representations were made to the Department of Local Government, Housing and Agriculture, to provide housing in areas where land or housing was unavailable and that should these be provided, then a housing subsidy would be granted to those who qualified for it (Jaggernath 1986a: 36).
In his 1990 report the Vice President for Regions, Mr R. Brijraj was happy to point out that after successful representations by the Association, teachers in remote areas, particularly, in the Richards Bay Area, had been allocated houses (Brijraj 1990: 47).

6.20. The Provision of Subsidies for Teachers

The Director of Indian Education responded to the resolution adopted at the Association’s fifty-fourth annual conference held in July 1980. He stated that the Association’s expectation with regard to a need to increase the housing subsidy limits for all teachers was referred to the Commission for Administration for further consideration (Nair 1981a: 30). The General Purposes Committee of the Association requested the Vice President for External Matters, Mr L.F. Sangaran to pursue this matter at the level of the Research Committee for Educational Structures (RECES) (Jaggernath 1985a: 37).

At the Association’s 1986 annual conference the Association again adopted a resolution which called for the housing subsidy limit to be increased to a maximum of 80 000 rands (Jaggernath 1986b: 31). This resolution was repeated at the Association’s annual conferences of 1987 and 1988 (Pillay 1987: 22; Pillay 1988: 29).
The payment of housing subsidies to employees of the State was the subject of an investigation by the State at the time. The Department of Education and Culture pointed out that the Association's submissions would be considered when the Department of Budgetary and Auxiliary Services formulated its own proposals on the matter (Jaggernath 1987: 38).

In 1989 the Minister of National Education indicated that the Association's inputs regarding the increase in the housing subsidy limit had been noted and would be referred to the Research Committee for Educational Structures (RECES) (Kotiah 1989: 36).

6.21. Leave for Teachers

On 17 November 1980 at a meeting with the Minister of Internal Affairs the General Purposes Committee of the Teachers' Association of South Africa (TASA) highlighted the problems that pertained to examination leave, study leave, sick leave and vacation leave for teachers (Nair 1981: 27).

In 1985 the Association called for full remuneration to be given to teachers who went on study leave (Jaggernath 1985b: 44).
A resolution adopted at the Association's 62nd annual conference held from 17 to 19 June 1987 called for the Department of Education and Culture to grant one year of fully paid study leave to all teachers after six years of teaching (Pillay 1987: 22).

In 1989 the Department of Education and Culture through its implementation of Circular 32 of 1989 effected several changes to the pre-existing leave measures. However, the Association contended that the Chief Executive Director had acted beyond the scope of his authority in the above mentioned matter. Legal advice was sought to support the Association's contention (Naicker 1990: 09-10).

The Department of Education and Culture agreed to reintroduce certain leave measures for teachers after considerable pressure was brought to bear upon it by the Association. This included the granting of special leave of sixteen school days for examination purposes (TASA News, September/October 1990: 04).

In 1991 many teachers who applied for leave encountered numerous problems with the Department of Education and Culture. The Association assisted these teachers and was successful in resolving a few cases. The Department of Education and Culture maintained that teachers were unsuccessful in their application for leave because no
suitable replacements could be found (Brijraj 1991: 48).

6.22. The Security of Tenure for Teachers

At a meeting with the Department of Education and Culture on 6 February 1985 the Teachers' Association of South Africa (TASA) met with the Chief Executive Director of the Department of Education and Culture to discuss the plight of under-qualified teachers who feared losing their jobs. The Chief Director gave the assurance that no professionally qualified teacher on the permanent staff would have his services terminated in 1985 even if such a teacher was underqualified (Jaggernath 1985a: 38).

The Association requested that all teachers who had taught for at least one year be given reasons as to why their services were being terminated. The Executive Director replied that in the case of temporary teachers, the Department of Education and Culture was not obligated to provide reasons, as the regulations stated that their employment was subject to twenty-four hours notice (Jaggernath 1985a: 36).

On 12 October 1986 the Minister of Education and Culture in the House of Delegates announced massive "cutbacks" in education spending. This precipitated great anger within
the teaching profession as the jobs of 419 permanent teachers, 291 temporary teachers and more than 500 beginner teachers were at stake. The Association pointed out that the consequence of the intended cut in teaching posts would result in, inter alia, the tremendous damage to the quality of education which would be brought about by a sharp rise in the pupil-teacher ratio. The Association opposed the "cutbacks" and at a meeting on 17 October 1986 more than 1500 teachers deliberated on the implications of the "cutbacks" for education (Samuels 1987: 07). The Association's angry reaction to the announcement of the "cutbacks" and the convening of protest meetings, "shocked" the Department of Education and Culture, House of Delegates, into promising the Association and the Indian community that everything would be done to avoid the retrenchment of teachers. On 23 October 1986 the Association met with the Chief Minister in the House of Delegates and the Minister of Education and Culture to discuss the threatened "cutbacks" of spending in Indian education. The Chief Minister claimed that the Department of Education and Culture had not been quoted correctly by the press with respect to the retrenchment of teachers. As a result of intensive negotiations, the Chief Minister gave the following assurances: that only the services of 291 teachers would be terminated and that these would be from the temporary staff; that 419 permanent teachers who faced retrenchment would be retained; that there would be no drop
in the standards of education; that about 300 of the 889 newly-qualified teachers would be employed and that attempts would be made to find jobs for the rest. In spite of these assurances there was tremendous anxiety among teachers about the uncertainties surrounding their job security (Samuels 1987: 07).

Towards the end of 1986 the 291 temporary teachers lost their jobs. The Department of Education and Culture, however, gave an assurance to the Association that cases of the affected teachers who applied for reinstatement to their former positions would be considered on merit. While the Association noted the possibility of bringing an action for the unlawful dismissal of teachers, the Association realised the possibility of having to choose between newly-qualified teachers and long-serving unqualified and underqualified teachers. The Association pointed out that the failure of the Department of Education and Culture to give prior notice of its intention to terminate the services of teachers was an unkind gesture to the cause of Indian Education (Samuels 1987: 09).

The Association argued for the retention of the services of the temporary teachers, pointing out, inter alia, the long service they had rendered to Indian education. The Association maintained that the Department of Education and Culture had a moral obligation to employ more teachers to
help alleviate the backlogs in Indian education (Jaggernath 1985a: 38).

A resolution adopted at the Association's 62nd annual conference held from 17 to 19 June 1987 called the Executive Director of the Department of Education and Culture to re-employ all long serviced teachers who qualified at the level of M + 3 or higher, as soon as possible, provided they had a satisfactory record of service (Pillay 1987: 23).

In 1991 the Association constantly pressurised the Department of Education and Culture to secure tenure for those teachers who served in temporary and in locum tenens capacities. As a result, many teachers were placed onto the permanent staff. However, there were some teachers who were still not appointed onto the permanent staff. These teachers were requested to submit details in this regard to the Association (Brijraj 1991: 48).

6.23. Legal Aid for Teachers

The Teachers' Association of South Africa (TASA) had on numerous occasions given legal assistance to teachers who had experienced problems, especially with regard to their
conditions of service. For instance, in 1986 legal assistance was provided for 14 teachers who were transferred from their schools to remote areas. However, with the Association's help, their transfers were set aside in an out-of-court settlement. In another case the posts of two teachers who faced displacement as a result of the downgrading of the school were restored just before the matter could reach the stage of a court hearing (Jaggernath 1986a: 36).

In 1988 the Association noted an increase in the incidence of members who had succeeded in their cases through legal recourse (see par 6.7.4.) (Jaggernath 1986a: 45).

The Vice President for Teacher Welfare, Mr R. Brijraj, pointed out that the Association provided legal aid for a number of its members who had charges brought against them by the Department of Education and Culture (Brijraj 1991: 48-49). In 1988 five teachers were charged for misconduct by the Department of Education and Culture after the publication of a newsletter of the Association. The Department claimed that the publication was critical of the administration in the House of Delegates. The article, titled, The Joys and Frustrations of Teaching was published by the Stanger Branch of the Association. During the trial in the Durban Magistrate's court, the Magistrate Mr J.H. Booysen found Mr K.P. Hira and Mr P. Naidu guilty of
misconduct as a result of their involvement in writing the article. The charges against the three other teachers were withdrawn. The Association later appealed against Mr Booysen's conviction of the two teachers in the Supreme Court. The judge ruled that while Mr Booysen's decision was wrong, the case could not be reviewed by the Supreme Court. The Association then instructed its lawyers to take the case to the Appellate Division (Sunday Times Extra, 28 June 1992: 02). The Appeal Court found that the two teachers did not contravene the Indians Education Act and therefore ordered the previous finding to be set aside (Post, 10-13 June 1992: 03).

6.24. The Teacher-Pupil Ratio

On 17 November 1980 the General Purposes Committee of the Association met with the Minister of Internal Affairs to discuss the revision of norms which was intended to reduce the pupil-teacher ratio (Nair 1981a: 27).

Delegates to the Association's fifty-fifth annual conference of 1981 noted that while the Minister of Internal Affairs promised an improved pupil-teacher ratio, nothing had been finalised. Consequently, the Association requested that the matter be given a high priority in the interests of upgrading education (Nair 1981b: 33).
At its fifty-sixth annual conference of 1982 the Association adopted a resolution which stated that the average class size should be such that it would permit the teacher to give the maximum attention to each pupil (Singh 1982: 27).

In 1987 the Association became gravely concerned that the Executive Director of the Department of Education and Culture had arbitrarily decided on the procedures for staff rationing. This resulted in large class sizes. At a meeting of the Association’s Principal’s Society, the principals sharply criticized the inconsistencies in the application of the staff ration formula and called on the Department of Education and Culture to set down firm guidelines which would be used by schools (Samuels 1987: 10). The Department of Education and Culture dismissed the suggestion that the staff-ratio formula was outdated, adding that the staff ratio formula had resulted in an overall teacher-pupil ratio of 1:25 in primary schools and 1:18 in secondary schools. The Department was convinced that the ratios compared favourably with schools in other education departments. The Department further argued that the pre-existing ratios had not adversely affected the quality of education. The Association was curious to know, how the Department of Education and Culture had arrived at the teacher-pupil ratios (Jaggernath 1987: 37).
At the 62nd annual conference held from 17 to 19 June 1987 the Association resolved to pursue the whole matter of achieving a satisfactory teacher-pupil ratio and staff-ratio formula with the Chief Executive Director of the Department of Education and Culture (Pillay 1987: 22). The Chief Executive Director insisted that, in determining the sizes of classes and the provision of staff, his Department had always been guided by the following factors that arose at individual schools: the local circumstances that varied from place to place; differences that existed within the school; that is, from class to class; the availability of suitable teaching personnel and the pupil-teacher norms that were permitted in terms of the South African National Policy formula for the funding of education (see par 5.2.4.) (Jaggernath 1988: 43).

In June 1987 the Association once again voiced its disapproval of the staff rationing procedures. The Association requested that all new staff rationing procedures should be amended (Pillay 1987: 23).

In 1988 the Association requested that the following number of pupils should be the maximum in each class: 25 pupils in class one and class two; 30 pupils in standards one to five; 28 pupils in standards six to seven; 25 pupils in standards eight, nine and ten (Pillay 1988: 28). This
request was repeated at the Association's annual conference of 1989 ( Pillay 1989b: 28 ).

According to the Department of Education and Culture the average class size of schools under the House of Delegates in 1988 was 27.94 in respect of primary schools and 28.24 in respect of secondary schools. The Department pointed out that this was lower than the average class size of a decade ago ( Kotiah 1990: 49 ). The Department of Education and Culture pointed out that it was not in a position to consider revising the staff ratio formula because of financial constraints. The Association argued that financial constraints was not an acceptable reason as the onus was on the Department to demand and to ensure that it obtained adequate funding from the central government ( Kotiah 1990: 51 ).

On 3 January 1991 the Department of Education and Culture released Circular No. 2 of 1991 which introduced measures for the rationalisation of teaching staff. For the teaching establishment it meant, amongst others, compressed and overcrowded classes. The Association attempted to have the circular withdrawn and the status quo restored. However, two meetings with the Department of Education and Culture failed to achieve this objective. The Association was left with no option but to resort to mass action ( Naicker 1991a: 08 ). The Association called for a
nationwide "sit-in" in defiance of Circular No. 2 of 1991. However, as the "sit-in" progressed into its fourth day the Department of Education and Culture relented and called for negotiations. A significant outcome of the negotiations which took place on 21 January and 7 February 1991 was that the Department undertook to defer Circular 2 of 1991 and restore the status quo (see par 5.2.4.) (Naicker 1991a:08).

6.25. The Work Load of Teachers

At the fifty-fifth annual conference of the Teachers’ Association of South Africa (TASA) a resolution which was adopted called for the Director of Indian Education to investigate whether the prescribed requirements, especially for English teachers could be fulfilled efficiently by the teachers in the classroom. The Association also called for the Director of Indian Education to reduce the work load of teachers to a maximum of twenty hours per week (Nair 1981b:34;36).

In his 1984 report the Secretary General of the Association, Mr S.T. Jaggernath highlighted the growing workload of teachers and the pressure that they had to bear in the exercising of their duties. He also stated that teachers spent unnecessary time on administrative work. He consequently expressed the view that if para-professionals
could be utilised in schools then the efficiency of the teacher would be significantly improved (Jaggernath 1984b: 32). He envisaged these para-professionals as assisting teachers in various aspects of their work, such as, in the preparation of teaching aids and the processing of records. At its 1985 annual conference the Association requested the Department of Education and Culture to provide para-professionals in schools (Jaggernath 1985b: 44). The Executive Director of the Department of Education and Culture turned down the request. He stated that teaching was a professional activity and the teacher had to unavoidably perform some routine administrative work. He was not convinced that the professional role of the teachers would be enhanced by relieving him of his routine tasks (Jaggernath 1985b: 37). However, the Executive Director pointed out, at the time, that his Department was conducting an investigation into the employment of library clerks on a full-time basis and that consideration was also given to the employment of specialist coaches to assist in the teaching of various sports at schools (Jaggernath 1986a: 36).

The various Subject Societies of the Association also attempted to address this problem of an excessive work load for teachers. For instance, an address, titled, *Innovative Programme Models in Physical Education* was delivered at the annual general meeting of the Association's Physical
Education Society on 23 April 1988. It outlined an efficient arrangement of learning activities in Physical Education for the whole year. The address was valuable as it showed how the Physical Education teacher could cope with an excessive teaching load (Hemraj 1988: 15).

A paper which appeared in the Association’s Teachers’ Journal number three of 1988, titled, Stresses in the Teaching Profession, focussed on the stress experienced by the teacher community. Various management strategies were recommended for teachers to enable them to cope with such stress (Pillay 1988: 17).

6.26. Recreation for Teachers

Throughout its existence the Teachers’ Association of South Africa (TASA) held various recreational activities for the benefit of its members. Various Branches of the Association such as Chatsworth, Ladysmith and Merebank were actively engaged in the promotion of these activities (Rambaran 1982: 06). For instance, an angling competition was held by the Tongaat Branch in 1982, while a practical shooting course was held in Dundee. Many Branches held soccer and netball tournaments. An annual dinner and dance function was a common feature among many of the Branches (Rambaran 1983: 10-11).
The fourth floor of the Association's Teachers' Centre served as a recreational centre for the members of the Association (Singh 1983a: 34). However, the recreational centre was closed with effect from 3 May 1990 as it was under utilised and costly (Govind 1990: 14).

6.27. The Teachers' Company- "Tebs"

The Association's company TEBS (Prop) Limited was officially registered on 6 May 1985 with the Registrar of Companies. The company which was the brainchild of the Association had as its main objective the extending of economic benefits to its members (Naidoo 1985: 24). However, despite concerted advertising the company's sales figures plummeted consistently. The viability of the business was discussed fully at a meeting of the Association's National Council in March 1988. At this meeting a decision to close the company was agreed upon (Naidoo 1988: 28).
The Teachers' Association of South Africa (TASA) attempted to satisfy the many professional aspirations of the teacher community.

The Association had concerned itself with the need to upgrade the qualifications of especially underqualified teachers. The Association promoted in-service training programmes so that teachers could upgrade their qualifications whilst in the teaching service. Through its annual conferences, publications and activities of the various Subject Societies the Association hoped to develop a professional body of teachers.

In its attempt to maintain professional standards the Association called for the establishment of a Teachers' Registration Council.

To safeguard the professional interests of the teacher community, the Association involved itself in various matters, such as, the supervision of teachers, political interference in education and the "blacklisting" of preservice teachers.

The Association constantly strived to promote teacher-unity at the provincial, national and international levels.
The improvement in the status of women teachers in the teaching profession also became an important goal for the Association.

In order to attract a constant supply of qualified teachers to the teaching profession, the Association concerned itself with the need for an alternative system of promotion, higher salaries, security of tenure and better conditions of service, the work load of the teacher, the teacher-pupil ratio, transfers and appointments, leave, housing subsidy, accommodation and retirement.
CHAPTER SEVEN

Conclusion and Recommendations

7.1. Conclusion

The investigation reveals that the Teachers' Association of South Africa (TASA) played a major role in fulfilling and enhancing the educational aspirations in the Indian community of South Africa. In 1985 the President of the Association, Mr P.C. Samuels declared: "TASA [ The Teachers' Association of South Africa: GSM ] will take... every opportunity to make an input to enhance the quality of education...[ the Association: GSM ] works not only for itself but for the community as a whole" (Samuels 1985c: 31).

The investigation further reveals that the Association made a valiant effort to satisfy many of the educational aspirations of the parent-pupil-teacher community even in the face of many difficulties; such as, the Government's policy of separate development; lack of a Teachers' Registration Council; and the comparatively low socio-economic standards of the Indian community.

Mr L.M. Taunyane, the President of the Transvaal United African Teachers' Association (TUATA) stated:

...I wish to place on record my very deep appreciation... to TASA [ the Teachers' Association of South Africa: GSM ] for the sterling work you are doing for the education of your community amidst the odds that are heaped against
Two important factors enabled the Association to successfully satisfy many of the educational aspirations. Firstly, through an elaborate organisational structure, the Association had been able to involve its members in the various activities that it had pursued. Hence, the Association was able to develop an efficient human resource base. Secondly, through the dedicated and relentless efforts by the leaders of the Association, many of the aspirations of the Indian community were fulfilled. In spite of ill-health and danger to life, the Association’s officials devoted and sacrificed their time to enhancing the conditions of work for teachers, their professional growth and the improvement in the quality of education for the child. A level one teacher made the following statement about the President of the Association, Mr P.C. Samuels (1979 - 1989):

I need to express how deeply I have been affected by the... President, Mr Pat Samuels, who has been a constant source of inspiration and courage to myself and my colleagues. We thank him for the selfless leadership that he has provided over the years (Naidu 1989: 15).

In giving thanks to the President of the Association, Mr P. Naicker (1989 - 1991) on his retirement, Mr H.E.S. Samuel stated:

I wish to place on record my sincere thanks to the President Mr P. Naicker... Mr Naicker assumed the leadership of TASA [the Teachers' Association of South Africa: GSM] at a vital period in its history. He steered
us through the difficult course of teacher-unity and earned the respect and support of the many delegates representing different teacher organisations. He leaves that scenario as the first Deputy President of SADTU ([South African Democratic Teachers' Union]) - a singular honour indeed. Further, he was called upon for astute leadership in our representations with the educational authorities in the House of Delegates. His clear vision and hard bargaining made him the bane of the authorities who met him (Samuel 1991: 29).

Mr K. Geiger, the President of the largest teachers' association in the United States of America, the National Education Association (NEA) commented:

Every child, in every circumstance, in every nation of this world must be guaranteed equal access to quality education programs as a matter of basic rights... and we know how courageous your Association and its leadership has been in advancing these issues (Pillay 1990c: 23).

At the final conference of the Association, Professor P. Reddy stated:

For TASA ([Teachers' Association of South Africa: GSM]) this is a historic occasion... I wish to take this opportunity... to salute present and past presidents, officials, administrative staff for their selfless dedication in the interest of the teacher and education (Reddy 1991: 04).

Some of the educational issues that the Association engaged itself with continued to be pursued by the South African Democratic Teachers' Union (SADTU) after the Association's dissolution in February 1992.

The Association continuously strived to achieve a sound educational policy; namely, the establishment of a single Ministry of Education. It was through the relentless efforts of the Association, together with other bodies,
such as, extra-parliamentary groups like the African National Congress (ANC), the Natal Indian Congress (NIC) and other role players that the Government was convinced to abolish the Tri-Cameral system of Government and to negotiate for a new democratic constitution. It is envisaged that the implementation of the new constitution would lead to the creation of a single education department. It must be noted that the Teachers' Association of South Africa (TASA) played no small part in trying to fulfil this aspiration of the Indian community.

Due to the efforts of the Association, the Department of Education and Culture, House of Delegates, promised additional funding for Indian education, even in times of financial constraints. The Association fought to safeguard the quality of education by persuading the Department of Education and Culture to withdraw its infamous Circular No 2. of 1991 (see par 5.2.4.).

The Association took it upon itself to provide more funding for the provision of school accommodation and school facilities. This was achieved through the creation of the Natal Indian School Building Trust Fund. The Association was successful in convincing the authorities to establish a Platoon school system so that more children could attend school (see par 5.3.2.). However, the Association was later, to a large extent, responsible for the eradication
of the Platoon school system as it had a negative impact on the academic performance of pupils. The Association was also successful in persuading the Department of Education and Culture to provide more educational and other facilities at schools. In 1993 Sastri College finally reverted to its former status as a secondary school. This was as a result of the many years of negotiations and protest by the Association. The Association also played a major role in overturning the decision made by the Department of Education and Culture in the House of Delegates, to close a school, namely, Melville Primary school.

As a result of prolonged negotiations made by the forerunners of the Association, namely, the Natal Indian Teachers' Society (NITS) and the South African Indian Teachers' Association (SAITA), the provision of free and compulsory education became a reality for the Indian community.

The Association was, to a great extent, successful in making the curricula more relevant to the lives of the pupils. This was partly achieved through the launching of a Board of Curriculum Studies by the Association (see par 5.5.1.). The Association's call for the scrapping of the practical grade led to the creation of a differentiated curriculum which catered for the needs of all pupils.
Through its curriculum development programmes the Association kept its membership informed about curriculum matters. The Association also succeeded in persuading the Department of Education and Culture in the House of Delegates to introduce Computer Studies to the curriculum. The Association was successful in convincing the Department of Education and Culture, House of Delegates, to re-design the syllabus for Cultural Studies so that a broad "South African culture" could be promoted. In addition, the Department of Education and Culture in the House of Delegates also acceded to the Association’s request, namely, to hold courses for teachers who were selected to teach the subject, Cultural Studies.

With regard to Adult education, Nursery education and Special education, the Association, at the very least, succeeded in creating an awareness of the problems that were experienced in these spheres of education, and consequently the Association moved the educational authorities to provide more resources for these types of education.

The Association’s concern for the quality of education in, especially, secondary schools led them to pursue many matters. The Association’s call for "leakages" and errors in the Senior Certificate examination papers to be eradicated was heeded to by the educational authorities.
The Association was also successful in retaining the Senior Certificate Supplementary examination. However, in spite of numerous pleas to the educational authorities, the Association could not reinstate the expelled pupils who had boycotted their classes.

In order for parents to play a more meaningful role in the education of their children, the Association promoted the concept of parent associations. The Association was also successful in establishing the Parent-Teacher-Student Associations (PTSA) in many schools.

As a result of the Association's persistence, the Department of Education and Culture finally agreed to give principals more freedom to select textbooks of their own choice.

It was through the insistence of the Association that lowly qualified teachers were given opportunities to upgrade their qualifications. The Association's concern over in-service training for teachers led to the establishment of the Orion College for Further Training.

The Association's conferences, the activities of the Subject Societies, and its publications did much to improve the professional status and ethos of teachers. At the opening of the 11th annual general meeting of the
Association's Co-ordinating Council for Professional Matters, Mr Ronald Charles, a Chief Inspector of Education, stated: "The Association has done much to be admired for and deserves the congratulations for the work it has done in this field [namely, the professional development of teachers: GSM]." (TASA News, August, 1984: 01). Mr Samuels wrote: "The increased effort by the subject committees of the Association has made a good impact upon the professional development of the teachers." (Samuels 1986b: 07).

In its bid to maintain professional standards, the Association represented itself on the selection panels that scrutinised applicants for teacher education courses. The Association also established its own Code of Ethics. However, after many years of negotiations by the Association, the establishment of a Teachers' Registration Council did not materialise for Indian teachers.

The Teachers' Association of South Africa (TASA) was largely responsible for changing the attitude of the Department of Education and Culture towards the supervision of teachers; namely, from one that was authoritarian, to one that was more democratic. Mr B.M. Moodley, Chief Education Planner of the Department of Education and Culture admitted: "On occasion we tend to lose sight of the theoretical purposes for which certain structures or
bureaucracies have been established and our judgements are clouded by the practice in operation" (Moodley 1988: 26).

The Indian community owes much to the Teachers' Association of South Africa (TASA) for alleviating the political interference in Indian education, whilst at the same time, in protecting the interests of the child, the Association strived to maintain a harmonious relationship with the educational authorities.

The Association was responsible for persuading the authorities to appoint a committee which investigated the administration and control of Indian education.

The President of the Association, Mr P. Naicker wrote:

*It had become common-place for the control and administration of Indian Education to move from crisis to crisis day to day. It is only through a concerted effort to challenge the wrongs in education that the community's pride in this precious commodity can be preserved. The community would no doubt be pleased with [the Association's: GSM] efforts in this regard* (Naicker 1988: 14).

The Association drew much attention to the need for more qualified teachers even when the Department of Education and Culture insisted that there was insufficient funds to employ more teachers.

The Teachers' Association of South Africa (TASA) was able
to convince the Department of Education and Culture to institute a four year diploma course at the colleges of education for pre-service teachers.

The Association was victorious in promoting and establishing teacher-unity in South Africa. The Registrar for the General Teaching Council of Scotland states:

*Your many friends and colleagues in Scotland watch developments in South Africa with the greatest possible interest and you should know that the increasing movement towards professional unity is a development which commands our widespread support and admiration* (Pillay 1991c: 12).

The National Secretary for the New Zealand Educational Institute, Rosslyn Noonan, commented:

*We commend you for your contribution to the development of a genuinely non-racial national teachers' organization. We recognise the tremendous work facing your members as they confront the challenges ahead. They will be strengthened by the knowledge that ultimately all South Africa's children will benefit from their work* (Pillay 1991c: 13).

Mr C.D. Miller, Secretary General of the Jamaican Teachers' Association stated:

*We noted with interest...the historic emergence of the non-racial South African Democratic Teachers' Union (SADTU) ...and we wish to congratulate the Teachers' Association of South Africa (TASA) for the part you played...* (Pillay 1991c: 12).

The realisation of a fair evaluation system for teachers who applied for promotion was largely due to the untiring efforts of the Association. Principals were accorded more powers to enable them to evaluate teachers for promotion.
After numerous requests from the Association, the Department of Education and Culture agreed to scrap the discredited Merit Award system (see par 6.14.1.). However, after the Association's dissolution the Department reneged on its agreement and subsequently continued with the practice of issuing Merit Awards.

The Association had accorded great importance to the upliftment of the status of women teachers in education, albeit, in the last few years of its existence. The Association was successful in achieving parity of salaries for women teachers.

The Association was of the view that in order to attract and retain the services of qualified teachers, it was essential to obtain the best conditions of service for them. Hence, the Association constantly negotiated for higher salaries for teachers and was consequently successful in securing parity of salaries for Indian teachers with that of the other ethnic groups in South Africa, increase in salaries for lowly qualified teachers, and a general increase in salaries for all teachers. The Secretary General of the Association wrote:

*There could be very few who would doubt that it was the result of... concerted efforts by the Association,...that the government was bound to offer some appreciable improvement in the salary deal* (Jaggernath 1985a: 34).
The Association was also successful in procuring for teachers special leave of 16 school days for examination purposes. Many teachers who faced retrenchment from the teaching profession were guaranteed security of tenure as a result of the Association's protests. The Association was instrumental in having Circular No. 2 of 1991 withdrawn, which, if it was implemented, would have increased teacher-pupil ratios. The Association was not able to reduce the workload of teachers to a satisfactory level, notwithstanding the fact that this was an important area of concern to teachers. Many of the teachers who experienced problems concerning their conditions of service utilised the legal services of the Association. The Association also offered a recreation programme for teachers on an ongoing basis.

The President of the Association, Mr P.C. Samuels wrote: "I am confident that teachers [as members of the Association: GSM] have played their roles well enough for them to feel proud, well enough for the Indian community to feel proud... (Samuels 1984: 08). Hence, based on the above discussion the researcher concludes that the Teachers' Association of South Africa (TASA) satisfied the educational aspirations of the Indian community in South Africa to a significantly great extent."
7.2. Recommendations

The achievements of the Teachers' Association of South Africa (TASA) has enabled the researcher to offer recommendations concerning the role that teachers' associations can play in the future.

Teachers' associations should develop an organisational structure which would allow for the maximum participation of its members in the important decision-making processes.

In order to accomplish its objectives more effectively, teachers' associations should unify. Hence, teachers' associations need to concern themselves with the quest for teacher-unity. However, in its quest to create a national teachers' organisation, the needs of the individual members must not be undermined by the global issues that will confront the teachers' organisation.

Teachers' associations should aim at the educational upliftment of the community. However, the interests of the child should not be made subordinate to the interests of other components of the community, such as, teachers, parents or the State.

In the interests of the child, teachers' associations should strive for a harmonious working relationship with
the educational authorities. Teachers' associations should make inputs at various levels of the government in order to achieve a sound educational policy. This can be achieved by participating on advisory bodies. Teachers' associations should carefully monitor the finance that is made available to education from the national budget. Should the budgeted amount deviate from the teachers' associations' expectation then teachers' associations should persuade the government to provide more funding for education. Teachers' associations should also concern itself with the manner in which these funds are utilised. For instance the provision of finance for school accommodation, special education, adult education and nursery education should be increased. Teachers' associations can also establish its own fund to supplement the Government budget for education.

It is vitally important for teachers' associations to become concerned about curriculum matters, such as, the following:

- the promotion of a relevant curriculum that reflects a broad national culture and at the same time takes into account the multicultural diversity of the people;

- The establishment of a Board of Curriculum Studies to investigate, inter alia, the relevance of the
syllabus and the need for a balance between the technical and academic orientation in the syllabus;

the effectiveness of the differentiated education system in its ability to prepare pupils for adult life and their vocations;

the integration of environmental education into the curriculum on an inter-disciplinary basis;

thorough preparation, such as, the provision of teachers and equipment, should be made before new subjects are introduced into the curriculum.

Teachers' associations should concern themselves with the following matters that affect the education programme:

teachers' associations should investigate feasible alternatives to the Senior Certificate examinations, such as, the continuous assessment of pupils;

teachers' associations should not sanction the boycott of classes by pupils for any reason; any problems that are experienced should be taken up by the adult organisations;
principals and teachers should be given a greater say in the selection of library books and textbooks;

Teachers' associations should encourage parents and pupils to play a greater role in the decision-making processes in education through their participation on the following bodies:

Parent-Teacher-Associations (PTA) in primary schools;
Parent-Teacher-Student-Associations (PTSA) in secondary schools.

Teachers' Associations should do its utmost to stimulate the professional growth of teachers and improve their professional status. This can be achieved in the following ways:

- by convening conferences and seminars;

- through the activities of its subject societies;

- through the publication of educational literature;

- by promoting in-service training programmes;

- by establishing teachers' centres
- by protecting the professional autonomy of teachers;
- by encouraging more democratic supervision practices;
- by improving the professional status of women;
- by the institution of a Teachers' Registration Council;
- through the acceptance of an internationally recognised Code of Ethics;
- through monitoring the quality of the pre-service training programmes, including, admission requirements to teacher training institutions and the quality of teacher education courses;
- demanding for an adequate supply of professionally trained teachers.

In order to attract a highly qualified and motivated body of teachers to the teaching profession, teachers associations should persuade the educational authorities to provide the best possible conditions of service, such as, the following:

- a fair evaluation system for promotions which allows
- the principal of the school to be the key evaluator of the applicants;

- the issuing of a Service Award for all teachers at regular intervals;

- a reduced teacher-pupil ratio;

- male and female teachers should be given the option to retire at the age of 55 years;

- the expeditious transfer and appointment of teachers to schools of their own choice;

- the provision of suitable accommodation for teachers who are appointed to schools in remote areas;

- a revised subsidy scheme for teachers, including, married women teachers;

- a favourable leave system for the purposes of studying and writing examinations and for recuperation from ill-health;

- a guaranteed security of tenure.
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2.2. General Literature


1. Preamble:

1.1 The teacher, believing in the worth and dignity of each human being, recognizes the supreme importance of the pursuit of truth, devotion to excellence, and the nurture of democratic principles. Essential to these goals is the protection of freedom to learn and to teach and the guarantee of equal educational opportunity for all. The teacher accepts the responsibility to adhere to the highest ethical standards.

1.2 The teacher recognizes the magnitude of the responsibility inherent in the teaching process. The desire for the respect and confidence of one’s colleagues, of students, of parents, and of the members of the community provides the incentive to attain and maintain the highest possible degree of ethical conduct.

2. Commitment to the Pupil:

2.1 The teacher strives to help each pupil realize his or her potential as a worthy and effective member of society. The teacher therefore works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

In fulfillment of the obligation to the pupil, the teacher —

2.1.1 Shall not unreasonably restrain the pupil from independent action in the pursuit of learning;

2.1.2 Shall not unreasonably deny the pupil access to varying points of view;

2.1.3 Shall not deliberately suppress or distort subject matter relevant to the pupil’s progress;

2.1.4 Shall make reasonable effort to protect the pupil from conditions harmful to learning or to health and safety;

2.1.5 Shall not intentionally expose the pupil to embarrassment or disparagement;

2.1.6 Shall not on the basis of race, colour, creed, sex, national origin, marital status, political or religious beliefs, family, social or cultural background, or sexual orientation, unfairly —

2.1.6.1 Exclude any student from participation in any programme;

2.1.6.2 Deny benefits to any pupil;

2.1.6.3 Grant any advantage to any pupil;

2.1.7 Shall not use professional relationships with pupils for private advantage;

2.1.8 Shall not disclose information about pupils obtained in the course of professional service, unless disclosure serves a compelling professional purpose or is required by law;

2.1.9 Shall not keep records of pupils that are not accessible to their respective parents and to themselves, more especially when such records may be used separately or collectively to their disadvantage at some stage or other of their individual lives.

3. Commitment to the Profession:

3.1 The education profession is vested by the public with a trust and responsibility requiring the highest ideals of professional service.

3.2 In the belief that the quality of the services of the education profession directly influences the nation and its citizens, the teacher shall exert every effort to raise professional standards, to promote a climate that encourages the exercise of professional judgment, to achieve conditions which attract persons worthy of the trust to careers in education and to assist in preventing the practice of the profession by unqualified persons.

3.3 In fulfillment of the obligation to the profession, the teacher —

3.3.1 Shall not in an application for a professional position deliberately make a false statement or fail to disclose a material fact related to competency and qualifications;

3.3.2 Shall not misrepresent his/her professional qualifications;

3.3.3 Shall not disclose information about colleagues obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.

3.3.4 Shall not knowingly make false or malicious statements about a colleague.

3.3.5 Shall not accept any gratuity, gift, or favour that might impair or appear to influence professional decisions or action.

3.4 There exists among Teachers a feeling of mutual respect, mutual trust and mutual loyalty, a sense of mutual responsibility, and a sense of common purpose.

The teacher:

3.4.1 Shall not criticise adversely in the presence of pupils or in public the work or conduct of a fellow teacher.

3.4.2 Shall not disclose, without due authority, to the press or any lay man or organisation, any matter which is under consideration by the Teachers’ Professional body;

3.4.3 Shall not write, or cause to be written, in the press any article in disparagement of his colleagues or the Teachers’ Professional body;

3.4.4 Shall not write to the authorities, or any other way act maliciously concerning a colleague;

3.4.5 Shall not conduct himself in any way unworthy of the profession of teaching.

4. Professional Organization:

4.1 A teacher regards it as a right and a responsibility to examine the conduct of Association business and, within the Association, to make such criticism as the facts appear to warrant.

4.2 A teacher or group of teachers does not make unauthorized representations to outside bodies on behalf of the Association or its local or division associations.

4.3 A teacher recognizes that a Branch or Region of the Association does not take independent action on matters requiring the authorization of the Association.

4.4 A teacher adheres to collective agreements negotiated by the professional organization. Where no collective agreement applies, a teacher does not underride to obtain a position.

4.5 A teacher recognizes as a professional responsibility, so far as the Association at the local and provincial levels.

4.6 A teacher who benefits directly from the efforts of the Teachers’ Association should consider it a moral obligation for him/her to support the Association by becoming a useful member of it.

This code was accepted in principle by the National Council on 09.06.84.
## CONSTITUTION OF THE TEACHERS ASSOCIATION OF SOUTH AFRICA

(As Amended: 05/09/87)

<table>
<thead>
<tr>
<th>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 &quot;TEACHERS ASSOCIATION OF SOUTH AFRICA&quot; or &quot;TASA&quot; and shall hereinafter be referred to as &quot;THE ASSOCIATION&quot;.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.0 OBJECTS: The objects of the Association shall be:</td>
</tr>
<tr>
<td>2.1 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.</td>
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<td>2.2 to promote the maintenance of high standards of professional integrity and the development of a high standard of professional efficiency.</td>
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<td>2.3 to encourage the development of the aesthetic aspects of the child's life, and to help promote his physical and spiritual development.</td>
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<td>2.4 to study and/or make representations on matters affecting education.</td>
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<td>2.5 to establish one or more scholarships and/or Bursary Funds for the benefit of members and/or deserving persons.</td>
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<td>2.6 to co-operate with other established organisations on educational matters.</td>
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<tr>
<td>2.7 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.</td>
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<tr>
<td>2.8 to acquire 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 sale or 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.</td>
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<tr>
<td>2.9 to promote and/or establish funds or schemes or subsidiary agencies and/or to provide for group insurance whether life or otherwise, medical aid and other purposes for the benefit of teachers and/or their families or dependents.</td>
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<tr>
<td>2.10 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, books or other publications as the National Council may from time to time deem expedient.</td>
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<td>2.11 to establish and maintain a Teachers' Centre for the benefit of its members.</td>
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<tr>
<td>2.12 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 objects of the Association.</td>
</tr>
<tr>
<td>3.0 MEMBERSHIP:</td>
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<tr>
<td>3.1 All teachers and other persons who are involved in the education of pupils or students and who are employed in educational institutions in South Africa shall be eligible for membership of the Association and such a teacher shall become a member upon his application for membership on the form TA 20 being accepted by the General Purposes Committee.</td>
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<tr>
<td>3.2 A member of the Association shall automatically become a member of the branch of the Association within whose demarcated area the institution in which he is employed falls.</td>
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<tr>
<td>3.3.1 Any teacher retired from the service or teacher trainee at any recognised teacher education institution may become an associate member of the Association.</td>
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<tr>
<td>3.3.2 An application for associate membership shall be made on the Form TA 21.</td>
</tr>
<tr>
<td>3.3.3 An associate member shall have a voice at any general meeting or conference of the Association but shall not have the power to vote except for such member who is an Honorary President who shall have both a voice and a vote.</td>
</tr>
<tr>
<td>3.4 Any member or associate member whose conduct is repugnant to the code of ethics approved by the National Council as amended from time to time or any member or associate member who commits any offence involving immoral conduct which tends to bring the integrity of teachers or of the Association into disrepute or any member or associate member who engages in conduct contrary to or calculated to be in violence of the principles of this constitution or of the good interest and well being of the Association or the teaching profession may be expelled from membership or associate membership of the Association by the National Council provided that he shall have been given an opportunity, upon not less than two weeks notice in writing of appearing personally before the National Council and answering any allegation made against him and presenting his side of the case.</td>
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<tr>
<td>3.4.1 Any member who may be suspended or dismissed from the service for reasons that the National Council deems to be unfair shall continue to enjoy all rights of membership, notwithstanding that he shall not be required to pay his membership subscription fees.</td>
</tr>
<tr>
<td>3.4.2 Any member referred to in clause 3.4.1 shall be called upon to resume normal membership with the Association either when his suspension is removed or when he is re-engaged in the service.</td>
</tr>
<tr>
<td>3.4.3 Any member referred to in clause 3.4.1 shall cease to be a member at the discretion of the National Council or if he is employed in a permanent capacity outside of the service.</td>
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<tr>
<td>4.0 MEMBERSHIP SUBSCRIPTIONS:</td>
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<tr>
<td>4.1 Membership subscriptions shall be paid to the Association on the basis determined from time to time by the Annual General Meeting or a Special General Meeting convened for the purpose.</td>
</tr>
<tr>
<td>4.2 Six weeks written notice shall be submitted in writing to the Secretary General for any change in the rate of subscription.</td>
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</tbody>
</table>
4.3 All subscriptions of members who are employed by the House of Delegates shall be payable by monthly stop-order on salaries.

4.4 The mode of payment of members other than those referred to in clause 4.3 above, shall be decided by the General Purposes Committee.

4.5 An Associate member shall pay an annual subscription fee as determined from time to time by the National Council. All Associate members retired from the service shall pay a life membership fee of R10.00.

4.6 The onus shall be on a member to pay his membership subscriptions during periods when unpaid leave is taken or when stop order facilities are not operative.

5.0 OFFICERS:

5.1 The following shall be the officers of the Association:

5.1.1 A President
5.1.2 A Deputy President
5.1.3 A Vice President for Regions
5.1.4 A Vice President for Financial Matters.
5.1.5 A Vice President for Professional Matters.
5.1.6 A Vice President for Publications.
5.1.7 A Vice President for External Matters.

5.2 Any officer shall fulfil the following conditions:

5.2.1 He shall be a permanent employee of a Department of Education.
5.2.2 He shall have the minimum grading of those of a Teacher at the point of entry into the permanent service of the Department of Education.
5.2.3 He shall have served collectively for three or more years in one or more of the following posts, viz., that of officer of the Association or of one or more of its Branches or Regions or as a member of the General Purposes Committee or as an officer of the Co-ordinating Council for Professional Matters.

5.3 The President:

5.3.1 The President shall be the first officer of the Association.
5.3.2 The duties of the President shall be, inter-alia, the following:

5.3.2.1 The President shall act for and on behalf of the Association in all matters of urgency and shall submit reports of such action to the next meeting of the General Purposes Committee.
5.3.2.2 He shall preside at all meetings of the National Council and of the General Purposes Committee.
5.3.2.3 He shall be a trustee of all the assets of the Association and custodian of the objects of the Association.
5.3.2.4 He shall issue statements of policy, whenever necessary, on behalf of the Association.
5.3.2.5 He shall head all delegations on behalf of the Association.
5.3.2.6 He shall be the chief representative of the Association, at social or official functions to which the Association has accepted invitation.

5.3.2.7 He shall be ex-officio member of all sub-committees.

5.4 The Deputy President:

5.4.1 The Deputy President shall be second-in-charge to the President of the Association.
5.4.2 The duties of the Deputy President shall be inter-alia, the following:

5.4.2.1 He shall act on behalf of the President in the latter's absence.
5.4.2.2 He shall represent the General Purposes Committee at all meetings of the Co-ordinating Council for Professional Matters.
5.4.2.3 He shall be a member of the General Purposes Committee.

5.5 The Vice President for Regions:

5.5.1 The duties of the Vice President for Regions shall be, inter-alia the following:

5.5.1.1 He shall stimulate and direct, where necessary, the activities of the Association's Regions and Branches.
5.5.1.2 He shall receive all minutes, reports and financial statements from Branches, and from Regional Councils as prescribed in clauses A10.1 and A10.2.
5.5.1.3 He shall make quarterly reports to the National Council on the affairs of each region.
5.5.1.4 He shall present all claims for expenses incurred in Regional meetings to the General Purposes Committee.
5.5.1.5 He shall be a member of the General Purposes Committee.

5.6 The Vice President for Financial Matters:

5.6.1 The duties of the Vice President for Financial Matters shall be, inter-alia, the following:

5.6.1.1 He shall be the chief financial and investment advisor to the Association.
5.6.1.2 He shall be responsible for the administration of the General Fund Account, the Special Reserve Fund Account, and the Regional Development Fund Account of the Association provided that all disbursements be sanctioned by the General Purposes Committee or the National Council.
5.6.1.3 He shall present to the Annual General Meeting in respect of each of the accounts as set out in Clause 12 herein a duly audited Financial Statement and Balance Sheet and also the report/s thereof for the year ending 31 March of each year.
5.6.1.4 He shall submit to the General Purposes Committee at least once a
5.6.1.5 He shall present, to the National Council, at its meeting immediately preceding the Annual General Meeting, the Annual Budget of the Association.

5.6.1.6 He shall be a trustee of the assets of the Association.

5.6.1.7 He shall be a member of the General Purposes Committee.

5.7 The Vice-President for Professional Matters:

5.7.1 The duties of the Vice President for Professional Matters shall be, inter-alia, the following:

5.7.1.1 He shall be chairman of the Co-ordinating Council for Professional Matters.

5.7.1.2 He shall promote in every way the aims and objects of the Co-ordinating Council for Professional Matters and shall represent its interests on the General Purposes Committee.

5.7.2.3 He shall be a member of the General Purposes Committee.

5.8 The Vice President for Publications:

5.8.1 The duties of the Vice President for Publications shall be, inter-alia, the following:

5.8.1.1 He shall stimulate and direct all professional activities with respect to publication of original text and reference books, bulletins and such like or other resource materials among members of the Association.

5.8.1.2 He shall be a member of the Co-ordinating Council for Professional Matters.

5.8.1.3 He shall be a member of the General Purposes Committee.

5.9 The Vice President for External Matters:

5.9.1 The duties of the Vice President for External Matters shall be, inter-alia, the following:

5.9.1.1 He shall be the chief officer for external relations of the Association.

5.9.1.2 He shall promote the ideals of a unified teaching profession within the Republic of South Africa.

5.9.1.3 He shall be a member of the General Purposes Committee.

5.10 Any officer of the Association whose estate is sequestrated or who is declared a lunatic by the Supreme Court or who upon final conviction by a competent court of any offence involving theft, fraud or falsitas shall automatically vacate his office.

6.0 THE HONORARY PRESIDENTS:

6.1 Any one or more of the past presidents of the Association, the Natal Indian Teachers' Society and the Transvaal Indian Teachers' Association shall be eligible for election to the post/s of Honorary President/s provided that:

6.1.1 Each such person shall have been in office as President for one full term between successive annual general meetings;

6.1.2 Each such person is a member or an associate member of the Association.

6.2 No officer of the Association shall be eligible for election to the post of Honorary President.

6.3 An Honorary President may be elected only at an Annual General Meeting of the Association.

6.4 The National Council may at its discretion recommend one or more nominations for the post of Honorary President.

6.5 An Honorary President shall have a voice and a vote at all general meetings, conferences and at all National Council meetings of the Association.

6.6 An Honorary President may act as a representative of the Association on such occasions and in such a manner on each occasion as directed by the Annual General Meeting or National Council or General Purposes Committee or the President.

7.0 ELECTIONS:

7.1 The officers of the Association shall be elected from amongst the members by postal ballot prior to the Annual General Meeting.

7.2 Only a member in good financial standing with the Association and whose name appears on the official register as at 31st March of the year immediately preceding the Annual General Meeting shall be eligible for nomination as an officer and shall be eligible to vote in the ballot for officers.

7.3 In no case may a member not be a candidate for more than one office.

7.4 For the conduct of the postal ballot the National Council shall at its first 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.

7.5 The duties and functions of the electoral officers shall be in respect of the elections for which they are appointed.

7.6 Nominations for officers shall be made on the prescribed Form TA2.

7.7 The electoral officers shall send TA2 forms to schools' correspondents by 1 April of each year.

7.8 Duly completed TA2 forms shall reach the electoral officers by 1 May of each year.

7.9 The prescribed ballot form TA3 shall be sent to each member of the Association by 15 May of each year and thereafter returned to the Electoral Officers on or before the date set down by the said Officers.

7.10 The Annual General Meeting shall be competent to fill any posts where a TA2 form has not been received or where the said form is not in order by the 1st of May of each year.

8.0 THE NATIONAL COUNCIL:

8.1 The National Council shall consist of the following persons:

8.1.1.1 Two for the number of its members not exceeding 350;

8.1.2.2 Three for the number of its members from 351 to 700 inclusive;
8.1.2.3 Four for the number of its members from 701 to 1050 inclusive; 
8.1.2.4 Five for the number of its members in excess of 1050.
8.1.3 certain members, 3 in number, who shall be assessed by the General Purposes Committee as having rendered outstanding service to the Association.
8.1.4 four members elected by the Co-ordinating Council for Professional Matters.
8.1.5 the Honorary President/s of the Association.
8.1.6 One member elected by the Fellowship of Retired Teachers (FORT) with the proviso that the members of the Fellowship of Retired Teachers are all Associate members of the Association in terms of sub-clause 3.3.1 and 4.5 of the constitution.
8.1.7 One member nominated by the Association onto the Board of Directors of NITS Investments Ltd.
8.2 Any Councillor referred to in paragraph 8.1.3 shall be elected by the National Council at its meeting held during the Annual Conference provided that:
8.2.1 He shall have served collectively for 3 or more years in one or more of the following posts, viz. that of officer of the Association or of one or more of its branches or as a member of the General Purposes Committee or as an officer of the Co-ordinating Council for Professional Matters.
8.2.2 His name shall appear on a list of 6 names submitted by the General Purposes Committee to the aforementioned meeting.
8.2.3 He shall accept nomination on form TA5.
8.2.4 All nominations shall be verified in the records of the Association or of those of the Co-ordinating Council for Professional Matters by the 14th June of each year.
8.2.5 the General Purposes Committee consider amongst its own list any name submitted to it by a branch with the further provision that any such name be submitted at any time during the month of April of each year.
8.3 Each Regional Council shall notify the Association in writing of its representatives onto the National Council or of any changes thereto.
8.4 The management of the affairs of the Association shall be vested in the National Council.
8.5 All members of the National Council, except for the Honorary President or the representative of the Fellowship of retired teachers or the member nominated by the Association onto the Board of Directors of NITS Investments Ltd., shall be persons in the permanent employment of an education institution.

9.0 THE GENERAL PURPOSES COMMITTEE:
9.1 The officers of the Association and two (2) members of the National Council appointed by it at its first meeting shall form the General Purposes Committee of the Association.
9.2 The General Purposes Committee shall act for and on behalf of the National Council.

10.0 ADMINISTRATIVE PERSONNEL:
10.1 The National Council shall appoint as full time employees of the Association a Secretary General, an Under-Secretary, a Secretary for Financial Matters, a Secretary for Publications, a Secretary for Regions, a Secretary for External Matters and a Secretary for Professional Matters severally or jointly.
10.2 It shall be competent for the National Council to engage administrative or other staff as and when required, and to remunerate them for their services.
10.3 The conditions of service of all employees of the Association shall be laid down by the National Council.

11.0 THE SECRETARY GENERAL:
11.1 The duties of the Secretary General shall be, inter alia, the following:
11.1.1 He shall be able to attend all meetings of the Association, and be responsible for the proper record of proceedings thereof.
11.1.2 He shall sign all correspondence of the Association except where the President may exercise his right to do so or where an officer may be required to do so in pursuance of his duties as listed in clause 5.0.
11.1.3 He shall be responsible for giving publicity to routine matters of the Association to the press and he may issue press statements on matters pertaining to the Association other than those of the Association's policy or policies.
11.1.4 He shall be responsible for the regular publication of "TASA NEWS" and the "TEACHERS JOURNAL".
11.1.5 He may interview members with regard to their welfare in the profession, keep a record of such interviews and report briefly thereon to the General Purposes Committee and the National Council, without necessarily disclosing the identity of the members so interviewed.
11.1.6 He shall be responsible for the proper administration of the Association's offices.

12.0 FINANCE:
12.1 One or more banking accounts shall be operated by the Association with such approved financial institution/s as the National Council may from time to time decide and all such accounts shall be in the name of the "Teachers Association of South Africa".
12.2 The National Council shall from time to time direct that monies not required for immediate use, be deposited with approved financial institutions in savings or fixed deposit accounts.
12.3 All monies received by the Secretariat on behalf of the Association shall be deposited in the approved financial institution/s as provided for in Clause 12.1 herein.
12.4 All monies received on behalf of the Association shall be duly acknowledged on the receipt form TA40.
12.5 All payments shall be made by cheque except those approved by the General Purposes Committee.
12.6 The Association shall keep records of accounting acceptable to a firm of chartered accountants appointed by the Annual General Meeting or the National Council, which firm shall be appointed to make the final audit of the said records timely for consideration at each Annual General Meeting.
12.7 Accounting records of the Association shall close for audit on the 31 March of
13.1 MEETINGS:
13.1.1 Annual General Meeting:
12.9 The accounting records of the Associa-
tion shall be open for inspection to the
members of the Association provided
be given by such members.
13.1.1.1 The Annual General Meeting shall
13.1.1.2 The agenda for the Annual Gene-
13.1.2 National Council Meetings:
13.1.2.1 Meetings of the National Council
13.1.2.2 Twenty one (21) days notice shall
13.1.2.3 The quorum for a General or Special
13.1.2.4 Other competent
13.1.3 Notice for the Annual General
13.1.4 The quorum for the Annual Gene-
13.2 General or Special General Meetings:
13.2.1 The Secretary General shall con-
13.2.2 Twenty one (21) days notice shall
13.2.3 The quorum for a General or Special
13.3 National Council Meetings:
13.3.1 Meetings of the National Council
13.3.2 National Council meetings shall
13.3.3 At least 21 days notice shall be
given for a General or Special General Meeting.
13.3.4 The quorum for National Council
13.4 General Purposes Committee Meetings:
13.4.1 The General Purposes Committee
13.4.2 The quorum for meetings of the
13.4.3.1 shall be confirmed by the
13.4.3.2 shall be submitted to the
13.5 MEETINGS:
13.1 Annual General Meeting:
13.1.1 The Annual General Meeting shall
13.1.2 The agenda for the Annual Gene-
13.1.2.1 Minutes and business ari-
sing therefrom
13.1.2.2 Annual Report
13.1.2.3 Financial Statement and
14.0 BRANCHES:
14.1 Subject to the approval of the National
Council, branches of the Association may be established in any province,
town, district or area in the Republic of
South Africa provided that save with the express consent of the National Council
each branch shall have a membership of
14.2 The geographical area of any branch shall be demarcated by the National
Council.
14.3 The affairs of each branch shall be con-
15.0 CO-ORDINATING COUNCIL FOR PROFESSIONAL MATTERS:

15.1 The Co-ordinating Council for Professional Matters, as constituted in Addendum C of this constitution shall be subject to the overall supervision and control of the National Council.

15.2 The Co-ordinating Council for Professional Matters shall close its books of account 31st May of each year and shall have its books audited by any person(s) nominated by the Co-ordinating Council at its annual general meeting.

16.0 SUBJECT SOCIETIES:

16.1 Subject Societies may be established by the Association in any specific area of enquiry related to the school curriculum.

16.2 Each subject society shall be represented onto the Co-ordinating Council for Professional Matters by two delegates.

17.0 REGIONAL COUNCILS:

17.1 The geographical area of a region shall be demarcated by the National Council.

17.2 Regional Councils, as constituted in Addendum A of this constitution, shall be subject to the overall supervision and control of the National Council.

18.0 VACANCIES:

18.1 A vacancy occurring in the position of any office of the Association shall be filled by a Special General Meeting called for that purpose.

18.2 The National Council or the General Purposes Committee shall direct the Secretary General to convene any such meeting as referred to above.

18.3 A candidate for any vacancy such as referred to above shall -

18.3.1 be nominated at the aforesaid meeting;

18.3.2 give written consent of his acceptance of nomination should he not be present at the aforesaid meeting.

18.4 The method of voting for the election of any officer at a Special General Meeting, either by show of hands or by secret ballot shall be decided by that meeting.

18.5 Both the National Council or the General Purposes Committee shall continue to act notwithstanding any vacancy.

19.0 CONFERENCES:

19.1 The annual conference shall be held in conjunction with the annual general meeting of the Association.

19.2 A Special Conference may be held at such time and place as the National Council may determine.

19.3 At least 30 days notice shall be given for any conference.

20.0 LEGAL PROCEEDINGS:

21.0 ALTERATIONS AND AMENDMENTS:

21.1 Any of the provisions of this Constitution may only be altered, amended or added to at an Annual General Meeting.

of the Association or otherwise at a Special General Meeting called for that purpose provided that members shall be given at least 21 days notice of the motion to add to, alter or amend.

21.2 When an addition or alteration to the rules of the Association is proposed to be discussed at the Annual General Meeting it must be submitted in writing and forwarded to the Secretary General at least six weeks prior to the said meeting.

22.0 GENERAL:

22.1 Any matter not provided for in this Constitution shall be dealt with by the National Council, and in the event of any doubt or dispute as to the meaning or interpretation of any phrase, clause, term or expression used in this Constitution, the interpretation thereof shall be made by the National Council and its decision shall be final.

ADDENDUM A:

REGIONAL COUNCIL CONSTITUTION:

A1.0 The Regional Council shall be called the Regional Council, hereinafter referred to as the Regional Council.

A2.0 The Regional Council shall comprise the following branches.

A3.0 OBJECTS AND FUNCTIONS:

A3.1 to stimulate and co-ordinate the activities of the branches within the region;

A3.2 to prepare for decision-making at National Council meetings;

A3.3 to scrutinise reports of branch activities;

A3.4 to perform such duties and functions as are directed by the National Council.

A4.0 OFFICERS AND MANAGEMENT:

A4.1 The officers of the Regional Council shall be a Chairman, a Vice-Chairman, an Honorary Secretary and an Honorary Treasurer.

A4.2 Only duly accredited representatives of the Branches constituting the Regional Council shall be eligible for election to any office of the Regional Council.

A4.3 Not more than two officers of the Regional Council shall be representatives of one and the same branch.

A4.4 The officers of the Regional Council and branch representative as determined in Clause A4.4.1 shall constitute the Regional Council.

A4.4.1 Branch representation on the Regional Council shall be as follows:

1 representative for the first 25 or less members in the Branch
2 representatives for a branch membership roll between 26 and 75, inclusive.
3 representatives for a branch membership roll between 76 and 225 inclusive.
4 representatives for a branch membership roll between 226 and 375 inclusive.
5 representatives for a branch membership roll between 376 and 525 inclusive.
A5.0 DUTIES OF OFFICERS:

A5.1 The Chairman of the Regional Council or, in his absence the Vice-Chairman shall preside at all meetings; in the absence of these, any member may be elected to the chair.

A5.2 The Honorary Secretary shall convene all meetings, take records and minutes of proceedings and enter them in a book provided for the purpose, which shall at all meetings be open for inspection by all members of the Region and officials of the Association.

A5.3 Except as otherwise authorised, all documents and communications shall be signed by the Honorary Secretary.

A5.4 The Honorary Treasurer shall receive or collect subscriptions and other monies, make such disbursements as may be sanctioned by the Regional Council and keep an account of all such receipts and disbursements in books provided for the purpose, which shall be open for inspection by the members of the Region and the officials of the Association.

A5.5 The Honorary Treasurer shall submit to the Annual General Meeting an audited Financial Statement.

A6.0 FINANCE:

A6.1 A banking account shall be opened in the name of the Regional Council at a Bank to be chosen by the said Council.

A6.2 All monies received by the Honorary Treasurer shall be deposited in the Bank to the credit of the account of the Regional Council.

A6.3 All monies received on behalf of the Regional Council shall be duly acknowledged by the Honorary Treasurer on receipt forms provided for the purpose.

A6.4 All payments shall be made by cheque which shall be signed by the Chairman or Vice Chairman and the Honorary Treasurer of the Regional Council jointly provided that the Honorary Treasurer may be allowed a cash imprest for petty disbursements subject to the maintenance by him of a suitable record of payment.

A7.0 ASSETS OF THE REGIONAL COUNCIL:

A7.1 The Assets of the Regional Council shall, notwithstanding any provision in this Regional Council Constitution, at all times be and form part of the Assets of the Teachers Association of South Africa, and in the event of any Regional Council ceasing to exist, or being wound up, or ceasing to function, the National Council of the said Association shall have authority to take over such assets and/or to determine the disposal thereof. Any banking account operated by any Regional Council shall be subject to the provisions of this clause and in the event of the National Council deeming it necessary or expedient to act in terms of this clause, it shall have the power to appoint signatories to cheques or other instruments to replace those of any persons previously authorised and not cancelled.

A8.0 MEETINGS:

A8.1 Meetings of the Regional Council shall be held at least once per school quarter, preferably prior to each National Council Meeting.

A8.2 The Annual General Meeting of the Regional Council shall be held between 1 May and 15 May of each year, both days inclusive.

A8.2.1 The officers and the Branch representatives shall have the right to vote at the Annual General Meeting.

A8.2.2 At least 14 days notice shall be given for the Annual General Meeting.

A8.2.3 The agenda for the Annual General Meeting shall be:

A8.2.3.1 Minutes

A8.2.3.2 Annual Report

A8.2.3.3 Financial Statement

A8.2.3.4 Election of Officers and Auditor.

A8.2.3.5 Other competent business.

A8.2.4 The quorum for the Annual General Meeting shall be decided upon at the first meeting of the Regional Council.

A9.0 VACANCIES:

A9.1 Vacancies arising in the case of officers shall be filled by the Regional Council.

A9.2 Vacancies in the case of Branch representatives shall be filled by the branch concerned.

A9.3 The Regional Council shall continue to act notwithstanding any vacancy therein.
B2.0 OBJECTS AND DUTIES:

B2.1 Branches shall engage in activities designed for the professional advancement of their members.

B2.2 Branches shall engage in such activities as will promote the social, cultural, sporting and educational advancement of their members and community, but no Branch shall by virtue of this provision enter into negotiations with any Department of State or any other organisation on matters pertaining to the policy of the Association.

B2.3 Branches may submit matters for the consideration of the Regional Council.

B2.4 Branches shall carry out such directions as are submitted to them by the National Council and the Regional Council.

B3.0 OFFICERS AND MANAGEMENT:

B3.1 The officers of the Branch shall be a Chairman, Vice-Chairman, Honorary Secretary and Honorary Treasurer.

B3.2 The officers together with two representatives of each school in the area shall constitute the Branch Committee which shall be responsible for the management of the Branch.

B3.3 The Chairman, Vice-Chairman, Secretary, Treasurer and one member elected from the Committee at the first meeting of the Branch Committee shall act as an Executive Committee which shall act in all matters of emergency. The quorum for an Executive Committee meeting shall be three.

B3.4 Only members such as defined in Clause 3.1 of the Constitution of the Association shall be eligible for election to any office of the Branch.

B3.5 The Branch shall elect an auditor either at the Annual General Meeting or at its first Branch Committee meeting subject to the approval of the Regional Council.

B3.6 At its first Branch committee meeting the Branch shall elect its representatives onto the Regional Council in terms of clause A.4.4 of the constitution, with the proviso that:

B3.6.1 the Chairman of the Branch shall be the leader of the Branch delegation to Regional Council meetings.

B3.6.2 the other representatives be appointed from among the other Branch executive members and the Branch committee.

B4.0 ELECTION:

B4.1 The method of election of officers, whether by 'show of hands' or by 'secret ballot', shall be decided by the Branch Committee prior to the Annual General Meeting.

B5.0 DUTIES OF OFFICERS:

B5.1 The Chairman of the Branch or, in his absence the Vice Chairman shall preside at all meetings, in the absence of these, any member may be elected to the chair.

B5.2 The Branch Secretary shall convene all meetings, take records and minutes of proceedings and enter them in a book provided for the purpose, which shall at all meetings be open for inspection by all members of the Branch and Officials of the Association.

B5.3 Except as otherwise authorised, all documents and communications shall be signed by the Branch Secretary.

B5.4 The Branch Treasurer shall receive or collect subscriptions and other monies, make such disbursements as may be sanctioned by the Branch Committee and keep an account of all such receipts and disbursements in books provided for the purpose which shall be open for inspection by the members of the Branch and the officials of the Association.

B5.5 The Branch Treasurer shall submit to the Annual General Meeting:

B5.5.1 an audited Financial Statement.

B5.5.2 member/schools that may be in default, and

B5.5.3 names of members whose subscriptions or other monies due to the Branch have not been paid.

B6.0 FINANCE:

B6.1 A banking account shall be opened in the name of the Branch at a Bank to be chosen by the Branch Committee.

B6.2 All monies received by the Branch Treasurer shall be deposited in the Bank to the credit of the account of the Branch.

B6.3 All payments to the Branch shall be duly acknowledged by the Branch Treasurer on receipt forms provided for the purpose.

B6.4 All cheques shall be signed by the Chairman or Vice-Chairman and the Treasurer of the Branch jointly; the Branch Treasurer may, however, endorse cheques for the purpose of depositing.

B7.0 ASSETS OF BRANCHES:

B7.1 The assets of the Branch shall, notwithstanding any provision in this Branch Constitution, at all times be and form part of the assets of the Teachers Association of South Africa, and in the event of any Branch ceasing to exist, or being wound up, or ceasing to function, the National Council of the said Association shall have authority to take over such assets and/or to determine the disposal thereof. Any banking account operated by the Branch shall be subject to the provisions of this clause and in the event of the National Council deeming it necessary or expedient to act in terms of this clause it
shall have the power to appoint signatories to cheques or other instruments to replace those of any persons previously authorised and not cancelled.

**B8.0 MEETINGS:**

**B8.1** The Branch Committee shall meet at least once every school quarter.

**B8.2** All business transacted at Executive Committee meetings shall be properly recorded and presented to the next meeting of the Branch Committee for ratification.

**B8.3** The Secretary shall convene a Special General Meeting of the Branch upon receipt of a requisition signed by at least one-third of the members in that Branch or on the directive of the Branch Committee.

**B8.3.1** Only fully paid up members shall be eligible for participation in such a meeting.

**B8.3.2** At least seven (7) days notice shall be given for all Special General Meetings of the Branch.

**B8.4** The Annual General Meeting shall be held in the month of April of each year.

**B8.4.1** Only members such as defined in clause 3.1 of the Constitution of the Association shall be entitled to participate in the Annual General Meeting.

**B8.4.2** Notice of any business intended to be introduced at the Annual General Meeting shall be given to the Secretary and a copy of all such notices shall be sent to the members 7 days before the Annual General Meeting.

**B8.4.3** The quorum for all meetings of the Branch shall be decided at the first meeting of the Branch Committee.

**B9.0 VACANCIES:**

**B9.1** Vacancies arising in the case of officers shall be filled at a Special General Meeting of the Branch.

**B9.2** Vacancies arising in the case of representatives on the Branch Committee shall be filled by the members of the school concerned.

**B9.3** The Branch Committee shall continue to act notwithstanding any vacancy therein.

**B10.0 REPORTS:**

**B10.1** The Minutes/Reports of all Branch Meetings shall be submitted to headquarters and the Regional Council within a fortnight of such meetings.

**B10.2** The Secretary's Annual Report and the Financial Statement of the Treasurer shall be submitted to headquarters and the Regional Council within 7 days of the completion of the Annual General Meeting.

**B11.0 SCHOOL CORRESPONDENTS:**

**B11.1** The TASA Correspondent in each school shall be a member of the Association and shall be elected by members of the Association at each school. Names of such correspondents to be submitted to the Branch Secretary.

**B12.0 GENERAL:**

**B12.1** Any other matter not herein provided for shall be dealt with by the National Council of the Association.

**ADDENDUM C:**

**CO-ORDINATING COUNCIL FOR PROFESSIONAL MATTERS**

**C1.0 NAME:**

**C1.1** The name of the Council shall be the Co-ordinating Council for Professional Matters, hereinafter referred to as the Co-ordinating Council.

**C2.0 FUNCTIONS:**

**C2.1** To co-ordinate activity of the Subject Societies of TASA for the arrangement of meetings, conferences, seminars and activities and for the financing thereof.

**C2.2** To organise and administer Resources Centres, commensurate with the requirements of primary and secondary school curriculum.

**C2.3** To nominate a suitable candidate or suitable candidates for the TASA post of Vice-President for Professional Matters.

**C2.4** To recommend the nominations of persons to represent TASA on the subject committees of the Department of Education and Culture, House of Delegates.

**C2.5** To establish and maintain contact with teachers throughout the Republic of South Africa.

**C2.6** To meet at least three times a year besides at the Annual General Meeting of the Co-ordinating Council.

**C3.0 MEMBERSHIP:**

**C3.1** All subject societies of TASA or any of the committees whose term of reference relate specifically to professional matters in education and the Deputy President of TASA shall, ipso facto, be members of the Co-ordinating Council.

**C4.0 OFFICERS:**

**C4.1** The officers of the Co-ordinating Council shall be the President and General Vice Presidents.

**C4.2** The TASA Vice President for Professional Matters shall be President of the Co-ordinating Council.

**C4.3** All officers, other than the President, shall be elected at the Annual General Meeting of the Co-ordinating Council.

**C5.0 MEETINGS:**

**C5.1** Annual General Meeting

**C5.1.1** The Annual General Meeting shall be held by the third week of August of each year.

**C5.1.2** The agenda for the Annual General Meeting shall be as follows:

1. Credentials
2. Minutes
3. President's Address
4. Annual Report
5. Financial Statement and Report
6. Elections:
   6.1 Officers
   6.2 Two ordinary members onto Exco
   6.3 An auditor
7. Correspondence
8. General

**C5.1.3** Each subject society shall be represented by not more
C6.0 FINANCE:

C6.1 A banking account in the name of the Co-ordinating Council shall be opened at a registered bank.

C6.2 The signatories of cheques shall be the President or a Vice President, and the Secretary for Professional Matters.

C6.3 All payments shall be made by cheque.

C6.4 All payments shall be authorised by the Council of General Meeting.

C6.5 The books of the Co-ordinating Council shall close on 31 May of each year and the accounts shall be audited.

C6.6 Notwithstanding that all assets shall be administered by the Co-ordinating Council, they shall, nevertheless, be the property of TASA.

C7.0 AMENDMENTS TO CONSTITUTION:

C7.1 Any amendments to this constitution shall be made in accordance with the constitution of TASA.

ADDENDUM D

PATTERN OF RULES FOR SUBJECT SOCIETIES OF THE TEACHERS ASSOCIATION OF SOUTH AFRICA.

D1.0 NAME:
D1.1 The name of the Society shall be THE TEACHERS ASSOCIATION OF SOUTH AFRICA.

D2.0 OBJECTS:

D2.1 The objects of the Society shall be:

D2.1.1 to foster the study of...

D2.1.2 to foster and advance the teaching of...

D2.1.3 to promote among pupils and among members of TASA an interest in the study of...

D2.1.4 to do all such other things as may in the opinion of the Society's Committee be conducive to the aforegoing.

D3.0 MEMBERSHIP:

D3.1 All members of the Teachers Association of South Africa shall, ipso facto, be members of the Society.

D3.2 The Society shall ipso facto be a member of the Co-ordinating Council for Professional Matters.

D4.0 OFFICIALS AND COMMITTEE:

D4.1 The affairs of the Society shall be managed by a Committee which shall consist of:

D4.1.1 A Chairman
D4.1.2 A Vice-Chairman
D4.1.3 A Secretary
D4.1.4 A Treasurer.

D4.1.5 At least two members, all of whom shall be elected at the annual general meeting of the Society.

D4.2 The committee shall have power to co-opt and to fill vacancies occurring during the year.

D4.3 The Committee shall meet at least once per school quarter.

D4.4 The quorum for Committee meetings shall be decided by the Annual General Meeting.

D5.0 ANNUAL GENERAL MEETING:

D5.1 The Annual General Meeting of the Society shall be held between the 15th March and 30th April of each year.

D5.2 General meeting of the Society shall be held at such times and places as the Committee may decide.
D6.0 BRANCHES:
D6.1 Branches may be established with the approval of the Committee and on the request of at least 10 members.
D6.2 Branch committees shall consist of a Chairman, Vice-Chairman, a Secretary and a Treasurer and at least two other members, it being competent for one person to be both Secretary and Treasurer.
D6.3 All records of branch proceedings shall be forwarded to the Secretary of the Society as soon as convenient after meetings.

D7.0 FINANCE:
D7.1 It shall be competent for the Committee of the Society to apply for grants to the Co-ordinating Council for Professional Matters.
D7.2 The Treasurer of the Society shall at all times keep proper records of the income and expenditure of the Society and shall furnish reports to the Committee from time to time and shall in any event submit an audited income and expenditure account of every annual meeting of the Society.
D7.3 The books of the Society shall close on the last day of February each year and duly audited as prescribed by the Co-ordinating Council for Professional Matters.
D7.4 On the dissolution of branch, any assets remaining must be handed over to the Treasurer of the Society.
D7.5 On the dissolution of the branch, any assets remaining must be handed over to the Treasurer of the Society.