

● *Silver Jubilee* ●

1925



1950

NATAL
INDIAN TEACHERS' SOCIETY



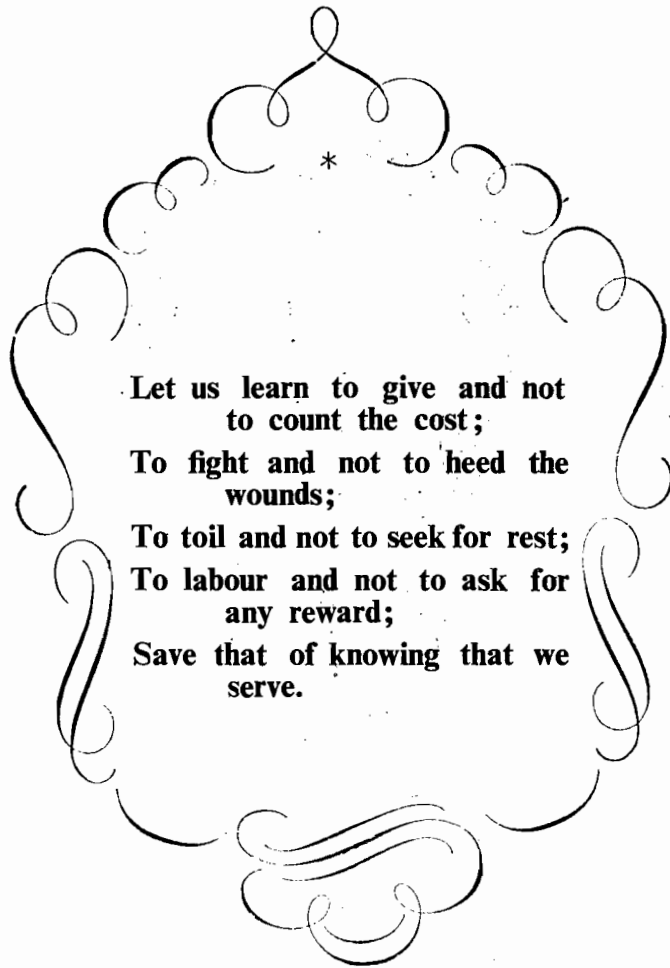
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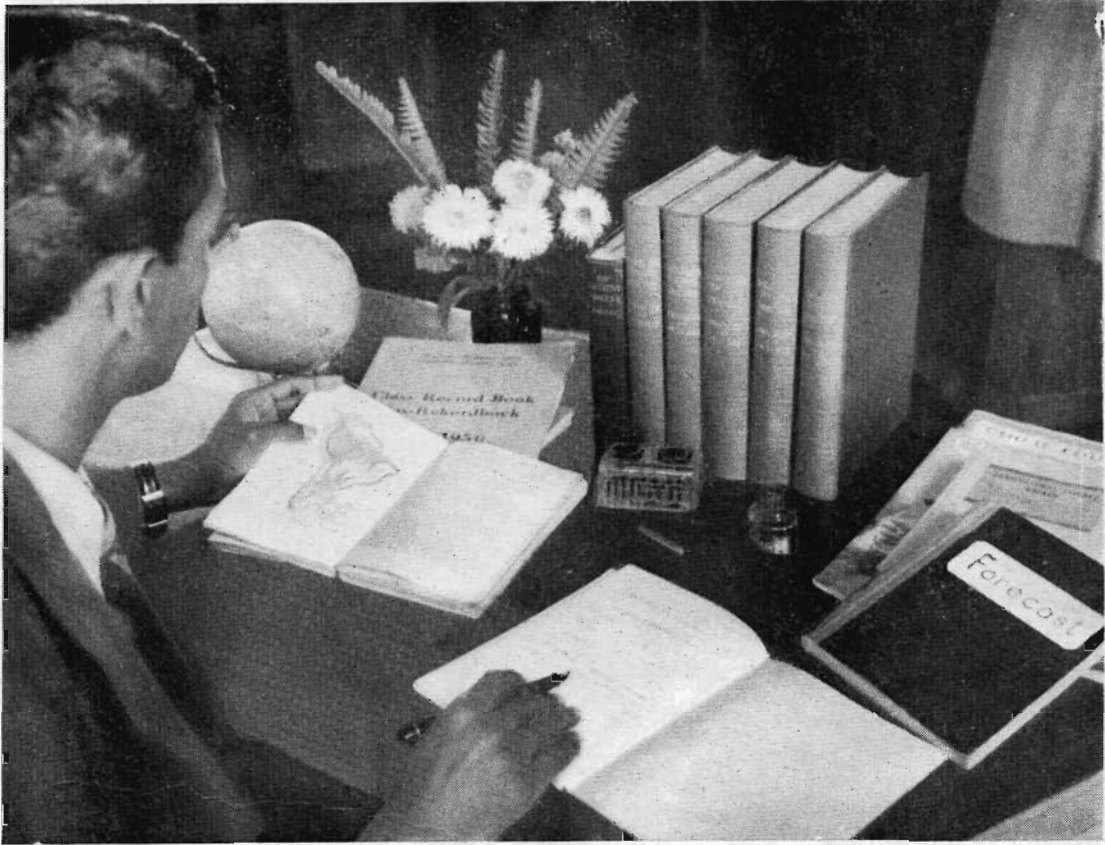
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*I am not a teacher : only a fellow-traveller of whom you asked the way.
I pointed ahead—ahead of myself as well as of you.
(George Bernard Shaw.)*

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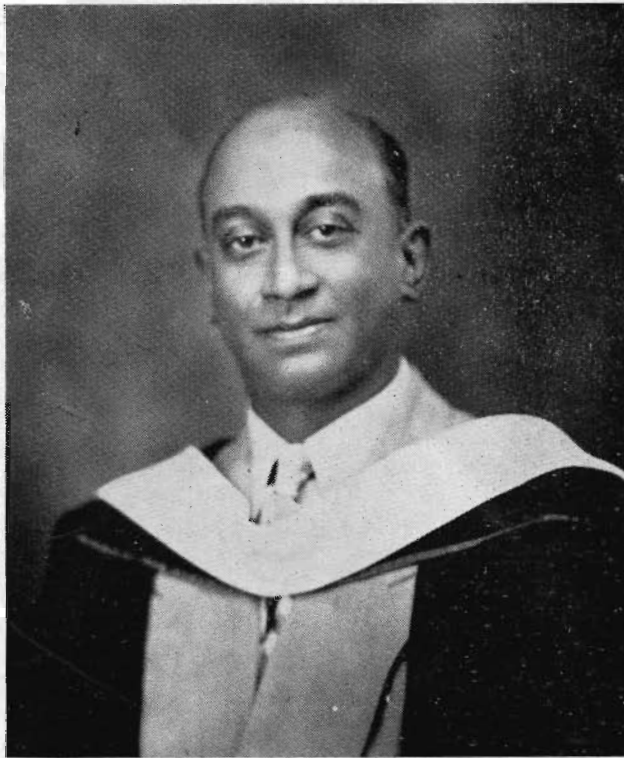
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INTRODUCTION

A. D. LAZARUS, M. A., *President, Natal Indian Teachers' Society.*

TO mark its Silver Jubilee, the Natal Indian Teachers' Society presents this record of its birth, growth and development over the last twenty-five years, and because it ties up so closely with Indian teachers, the record includes the growth and development of Indian education in general. It is hoped that the presentation of this story will be of interest to the general public and that the facts contained herein will stimulate thinking on the very vital problems of education.

Because the editors have, elsewhere in this publication, recorded the details of the Education story as fully as possible, it is not proposed to traverse that ground here. It is necessary, however, to highlight a few of the achievements along the road of progress and to allow the fuller perusal of this brochure to tell the story in greater detail. I must add that every detail of every story that appears here, is the result of painstaking research and, therefore, absolutely authentic in its particulars. The brochure is therefore a documentary on Indian education and all that pertains to this service.

As President of the organisation, I feel it my first duty to place on record the gratitude of the Indian teaching fraternity, and, if I may permit myself the responsibility,

that of the Indian community at large, to the Natal Provincial Administration and its Department of Education, for their considerable contribution to the progress of Indian education over the last two decades and more. It goes almost without saying that, without the financial support of the Administration and the sympathy and vision of the many respected officers charged with the management and administration of Indian education, much of what is now history, would perhaps have fallen to the lot of a future historian to record. However, to satisfy a particular convention, our acclaim for 1950 is writ large in Silver, and it must be left to the chronicler of the next Jubilee to endorse and inscribe in letters of gold, what we have been pleased to say today.

Over the last twenty-five years, we teachers have passed through many vicissitudes of fortune and, oftentimes, like Christian, have gone down "into the slough of despond" over our conditions of service. One looks back in amused wonderment at our early gropings and yearnings for change and improvement in conditions. In this period we have witnessed many advances, both in regard to the qualification, status and conditions of service of teachers, and in the quality of the teaching in our Indian schools.

Viewed in retrospect, it is notorious that the highest qualification available to Indian teachers twenty-five years ago was the Indian Teachers' Senior Certificate which, for its academic content, could not be rated very much higher than the standard six of the present primary school.

The trail for the more highly qualified teacher was blazed when the first Indian graduate teacher in Natal entered the service in 1931 at a now well-known secondary institution. There are today just over a hundred graduate teachers, some with double baccalaureates, and a few with the Master's degree, in the service of Natal, and the number is increasing annually. At the time of writing, one teacher who recently received a doctorate from the University of Cape Town, has left our shores and another is pursuing a post-graduate course in Literature at Oxford.

With the odds loaded against us as they are, these are no mean achievements in the space of twenty years. The personal attainments of the individual teacher, both academic and professional, are already being reflected in the quality of the work of the Indian school. One naturally passes judgment on this quality with some reticence, because its proper appraisal rightly belongs to the Department of Education and to the Indian parent ; but the fact remains that Indian teachers, in ever-increasing numbers, are trying to improve their qualifications and usefulness in their chosen profession and so, perhaps, will leave their impress on the generation still to come.

It is also worthy of note that when new schools are erected, both by the State and private enterprise, such buildings have been functionally in the most up-to-date tradition, and aesthetically a pleasure to behold. One hopes that long before our Golden Jubilee, 'ye ancient and hoary wood and iron structures' will have ceased to disfigure the fair landscape of Natal.

No history of Indian education would be complete or reliable were mention not made of a sociological phenomenon—the word is used advisedly—with which Indian teachers have grappled for many years and which has engaged the serious attention and energy of the officials of the Education Department. In spite of the increase in the number of Indian schools, State and State-aided, from 52 in 1925 to 172 in 1950, and a corresponding increase in gross enrolment from 11,124 to 46,000, there are still an estimated 25,000 Indian children not able to enter any school for lack of accommodation. That so many children should be growing up

in enforced illiteracy is a serious problem in itself ; but it is creating another and perhaps more serious problem for the community in that vagrancy and juvenile delinquency are on the increase. If this situation cannot be remedied in the near future, it would be a logical consequence that the Indian community will soon lose the honoured position that it has held all through its history in this country, of having the lowest crime record of any racial group in South Africa.

One observes regretfully that the Indian parent, especially in the lower income bracket, is losing his grip over his children and that the traditional discipline of the Indian home seems to be crumbling. Other factors such as poverty, poor and overcrowded housing and other social ills are also contributing their quota to this decline in the moral fibre of the community. However, to seek the causes of this state of affairs or to indulge in recriminations against the community or the Administration or even to declaim pious platitudes about it, will not help in the solution of this pressing problem. The duty of the educator is clear. Only far-sighted statesmanship and a strong determination from every quarter to raise more schools will achieve that result. Education is the only enduring fortress against crime whatever the race or creed of the people concerned.

To return to this brochure. We have appended an "Indian Teachers' Who's Who." This has not been done with any intent to parade before you vaingloriously. It has been included to place on record a cross section of the present generation of teachers, their personal achievements and their endeavours for the community outside the classroom. So, as President, I can assure you that the motivations are very proper and correct ; and yet one cannot help feeling slyly that the editors in their introduction to the section, have given you the real reason for its inclusion. Teachers are very modest folk but they are also very human.

Finally, in word and picture, we have garnered into these pages the storied past, and with some pride have arrived at our Silver Jubilee. In the words of the immortal Lincoln, "let us here highly resolve" to uphold the highest ideals and traditions of our calling, to serve our country and our people loyally in every sphere ; and by so doing not only add lustre to the past and give stature to the present, but also hold for ourselves and our people an honoured place in the South African sun.

A. D. LAZARUS.



It has been the great error of modern intelligence to mistake science for education. You do not educate a man by telling him what he knew not, but by making him what he was not. (Ruskin.)



MESSAGE FROM HIS HONOUR THE ADMINISTRATOR OF NATAL

THE attainment of a Silver Jubilee marks a point in the history of any institution which affords an opportunity for some mental stocktaking. There is the natural pride in and appreciation for the achievements of the past. It is good, too, to look forward and to view what lies ahead. The future will no doubt be beset with problems, and these will need courage and vision if they are to be met successfully. I am, therefore, particularly pleased to be able to offer my sincere congratulations to the Natal Indian Teachers' Society on the completion of twenty-five years of fruitful and expansive service to the Indian Teachers of Natal. Your Society has reason to be proud of the position it holds in Indian education. This it has gained through the devoted service of its members. From that small band of keen, eager and hardworking teachers who had the vision to see what their goal should be, and the faith and courage to strive to reach it, there has grown this large and responsible body which has gained the respect of teachers, parents and the Department of Education. In the rejoicing which accompanies your celebration let us not forget those pioneers without whose zeal and energy there would be no Society today. On the foundations laid by them the later workers have been able to build. From small beginnings has grown the Society as we now know it.

Though a focal point has been reached in the history of the Society there can be no standing still if progress is to be maintained. Problems press heavily upon all connected with Indian education and your Society has a contribution to offer in their solution. They will require the co-operation, energy and wisdom of your officials and members. It is my hope that the Natal Indian Teachers' Society will continue to be directed by devoted persons who are prepared to serve their fellow teachers fearlessly and courageously, compromising in no way with the principles for which they stand, but never forgetting that in serving their members they are also serving the children under their care and the Indian people.

The Administration has always given full consideration to the views expressed by the Society, which is regarded as the mouthpiece of the Indian teachers in Natal, and representative of a body of people to whom is entrusted the task of moulding the character and developing the outlook of the Indian children, many of whose parents are not yet able to instruct them in the ways of life and the outlook of Western civilisation. It is known to everyone who has to deal with the problem that there are still thousands of children vainly seeking admission to Indian schools. Within its financial limitations the Administration has done all in its power to provide accommodation for as many children as possible.

Wise guidance and careful instruction of those fortunate ones who are receiving the benefit of organised education become all the more necessary when it is realised that from among their ranks must come the leaders of Indian opinion and the exemplars of right living. The teacher has a responsibility far beyond the immediate confines of the classroom. Syllabuses in Health Education, Citizenship and Moral Training and kindred subjects can only serve as guides; the inspiration, the personal touch and the lasting influence must come from the teacher who realises his immense responsibility and who is able to prepare his pupils for the task that awaits them when they leave school.

The Silver Jubilee we are now celebrating marks a period of great progress, but much still remains to be done. Let us go forward, not bemoaning the advantages we lack, but rather using to the full the opportunities we have. Then, when the Golden Jubilee is celebrated, we may have achieved all we desire for Indian education in Natal.

11th October, 1950.



MESSAGE FROM THE DIRECTOR OF EDUCATION

IT is with great pleasure that I accept the kind invitation of the Natal Indian Teachers' Society to send a message for publication in the special brochure to commemorate its Silver Jubilee.

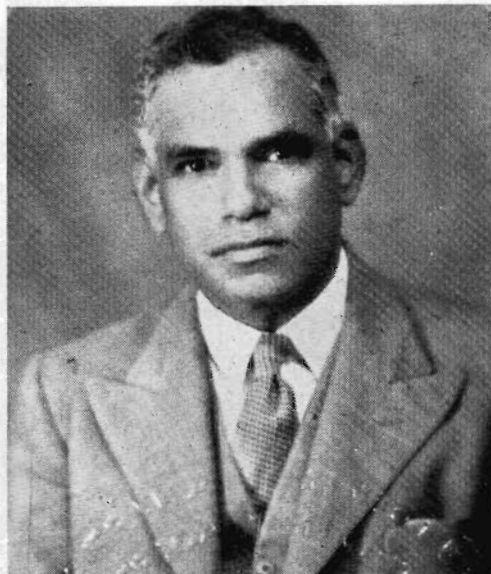
A Teachers' Society has two important functions to discharge. To protect the interests of teachers, to endeavour to secure for them good conditions of service and to advance their status in general will always remain one of the main objectives of a body such as yours. Coupled with this, however, is the obligation to enhance the ethical standards of the teaching profession. By its precepts your Society can do much to establish a sound moral code of professional conduct which, if followed by all, will do much to enhance the prestige of the teacher in the eyes of the public.

Your Society has made its contributions to the first of these functions. Today, the conditions of service of Indian teachers are on a satisfactory basis and there is little in principle with which fault could be found. Scales of pay, leave conditions and the regulations which govern the service of the teacher are as good as present-day circumstances permit, and in the attainment of these results, your Society has not failed to make representations in support of your members. It is, however, to the second of the two functions to which I would specially draw your attention. If we are to look forward to the development of Indian education in the next twenty-five years, if the progress in those years is to be on a scale commensurate with that of the past, then it is essential

that there should be available a personnel imbued with high ideals of service and lofty concepts of integrity—a personnel whose moral standards and ethical principles are of the highest. To achieve this a representative body can do much and I commend this task for your consideration. In doing this I am mindful of the many fine men and women who constitute the vast majority of the Indian teachers of today. I am mindful also, however, of the fact that if progress is to be rapid there will have to be much recruitment to the profession. These newcomers are your charge. By the precepts you set and the examples you give, the standards of the future will be determined. To set yourself the task of guiding the constant flow of new members to your Society as well as keeping before all the beacon light of high idealism is no light matter, but the goal is worth while. The price of success is eternal vigilance.

It is gratifying to see the steady increase in the number of qualified women teachers: they are needed particularly in the infants' and housecraft classes. For a long time Indian parents have been unwilling to allow their daughters to remain at school until they could qualify as teachers: the fact that this prejudice is gradually being overcome must be attributed largely to the persuasive pressure brought to bear upon them by teachers.

My very good wishes go to you in your endeavour to develop your Society in the next twenty-five years and, through it, to build up a teaching profession of which the Indian community can be proud.



MESSAGE FROM P. R. PATHER, Esq.

INDIAN education in the Province of Natal has undergone many vicissitudes and more often than not when Indian parents found that their children were being denied educational facilities they have thrown up their hands in despair. Even at the present moment there are thousands of our children of school-going age who are growing up in enforced illiteracy but, at the same time, I have to acknowledge that during the last ten years there has been tremendous development in Indian education. I have followed the progress of Indian education for the last twenty-five years and this period has been one of great anxiety for the Indian people. Twenty years ago the number of Indian children attending schools could not have been much more than about 10,000 and the present number is 46,000. In this development the Indian teachers and their Society have played an important role. And during this period of transition the Natal Indian Teachers' Society has had to weather many storms. Tied down as they are with red tape in every direction, the members of the Society have had to contend with many obstacles—obstacles which are unknown to trade unionists. Their patience and endurance over the years deserve to be commended.

I am ready to recognise that in the educational progress of our people the Indian teachers have played a glorious part. Their path has not been a bed of roses. Equal opportunities were denied them. They have not had the facilities which are made available to Europeans and it is by dint of grinding hard work that they have acquired proficiency in teaching.

The standard of teaching in Indian schools is no whit inferior to that obtaining in European schools and almost all our professional men and women in Natal are indebted to the Indian teachers for providing them with

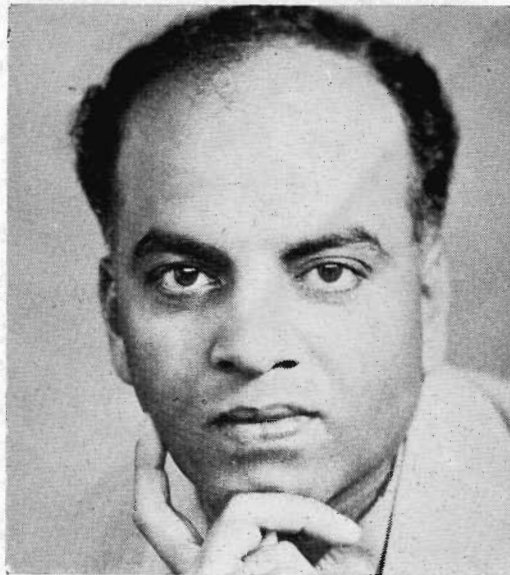
the foundation on which their professional careers have been built.

Teaching is a noble profession and it is heartening that more and more of our young men and women are taking up teaching. It is true that in the salary scale there is some disparity between the European and Indian teacher, but that should not deter our young people from entering the profession. What should count is the service that is rendered to the future generation.

An example of such service is to be found in the M.L. Sultan Technical College which owes its beginnings in no small measure to the free tuition that the Indian teachers gave for over eighteen months to the students attending the Continuation Classes.

The Society deserves the warmest congratulations of Natal's Indian community on attaining its twenty-fifth birthday. It deservedly celebrates its Silver Jubilee.

The Natal Indian Teachers' Society has as its members, men and women who are equipped with excellent education and with a high sense of responsibility. It should therefore take a deeper interest in the moulding of the character and moral behaviour of our young people. In other words, the Society should not confine itself to the welfare of its own members, but it should not hesitate to give advice to the Indian people on matters of moment. Politics, of course, it should exclude. The Indian people would welcome such advice. I foresee a great future for the Natal Indian Teachers' Society and it is my hope that it will grow in strength and that it will play a greater part in the affairs of our people in Natal.



MESSAGE FROM DR. G. M. NAICKER

ON behalf of the Indian community of Natal I have pleasure in associating myself with the Indian teachers of this Province in celebrating the Silver Jubilee of the Natal Indian Teachers' Society. The life of the Society covers perhaps the most crucial years of the history of Indian education in Natal. Great progress has been made in the school-consciousness of our people and with it greater problems of education have arisen. Today the desire for education among our people is far beyond the opportunities made available to them for receiving education, and this disparity is emphasised by the fact that there are as many children of school-going age outside school as there are in school.

The provision of sufficient school buildings to accommodate the 30,000 children without accommodation is the biggest single problem facing the authorities, the teachers, the parents and the community today.

The solution of the problem requires energetic action and systematic planning on the part of all concerned. It is essential that the Provincial Administration, the Central Government, the Indian teachers and the community should all prove their sincere desire to grapple with the problem by showing the maximum co-operation, generosity and effort. I am confident that the teachers on their part will not fail to carry out the responsibility of making this the pivot of their struggle for better and greater education. I have no doubt whatsoever that the Indian community will continue to shoulder its responsibilities as it has done in the past.

The teaching fraternity is to be congratulated on the tremendous advances it has made, especially in the last ten years, for better conditions in its profession. The

recognition in 1943, as a result of the militant efforts of the Natal Teachers' Union, of hundreds of our teachers in State-aided schools on par with Government school teachers was a signal victory. It now remains to win the demand "equal pay for equal work" without discrimination on grounds of race, colour or sex.

I would like to record the community's appreciation of the efforts of the teachers, in the face of restricted opportunities, to better their own professional and academic attainments. We are proud of their personal achievements, and feel that their successes are a reflection of the advancement of the community as a whole in the sphere of education.

Lastly, I wish to stress that it is important for the Indian teacher in this country to remember at all times that he belongs to a community that suffers severe racial discrimination and is denied equal and free opportunities in almost all spheres of life. In such a situation it becomes the duty of the teacher, with his training and knowledge, to strive to maintain human dignity and to contribute fully to the economic, social and cultural upliftment of his community and of all peoples who labour under disabilities.

In the classroom the teacher bears a heavy responsibility, being entrusted with the task of training those who will be the men and women of tomorrow. Outside the classroom, too, he has his part to play.

I wish the Indian Teachers' Society well. I trust that it will continue to give all its members fruitful guidance and assistance. I hope that when the time comes for the Society to celebrate its Golden Jubilee the position of Indian education in Natal will be a far happier one.

INDIAN EDUCATION 1860-1950

SUGAR! a well known commodity. In French it is called *sucre*, in Spanish *azucar* and in Persian *shakar*. They read very much the same, these words. The explanation is simple. They all derive from the same root—the Sanskrit word *sakara*, which means grains of sand and, so, appropriately supplied the name for the grainy food produced in our Province.

But it is not the name only which comes from the ancient country of India. Although the original habitat of the cane is not known, the available evidence shows that it was first cultivated in Bengal and the country to the east of it extending as far as Cochin China. The art of making sugar from the juice of the cane was known in Gangetic India in the 6th Century. And almost 90 years ago today—on the 17th November, 1860—Indian labourers came to South Africa, at the request of the Government of Natal, to grow the cane and produce the sugar which laid the basis of the prosperity of the Province.

With these first immigrants begins the story of Indian education in Natal. There were among them a number of children and some of their educational needs were catered for in the vernacular languages—Tamil, Telugu, and Hindi mainly—by a few immigrants who had received some schooling in India. Such instruction did not, however, suit the needs of the labourers in their new environment, and with the importation of more and more of them it became increasingly difficult and unsatisfactory, if not impossible.

The education of the children of these labourers was not provided for in the terms of indenture entered into by the contracting parties, the Governments of Natal and India, and sanctioned by the British Government. The primary consideration of Natal was labour, and of the Government of India, the physical and material well-being of the emigrants.

That the Government of India was deeply concerned about the material welfare of its emigrants is expressed in a despatch by it to the Duke of Argyll in 1872, when there was a temporary stoppage of the labour supply to Natal.

“We cannot permit emigration thither to be resumed until we are satisfied that the Colonial authorities are awake to their duty towards emigrants and that effectual measures have been taken to ensure that class of Her Majesty’s subjects full protection in Natal.”

The despatch contains no explicit reference to education. One issued in 1877 reveals, however, that the Government of India had considered the desirability of guaranteeing the children of immigrants instruction in the three R’s, but felt it could not enforce such a provision, and did not wish to assume a responsibility which it held belonged to Natal.

“The education of the children of Indian immigrants is also a very desirable object, but it is beset by difficulties, and especially the difficulty of procuring teachers. It has been suggested to us that it should be provided in our Emigration Act that it should be competent to the Government of India to stop emigration to any colony in which adequate provision is not made, both by law and in practice, for the instruction of the children of Indian immigrants in reading, writing and arithmetic, but we doubt whether, in practice, we should be able to enforce such a provision . . . While it is our policy to use every means in our power to ensure the due fulfilment by the Colony of its contract with the labourer, for the Government of India directly to guarantee the fulfilment of that contract, would, in our opinion, be inconvenient. It would shift the responsibility from the shoulders of the Colony, on which it now lies, to ours.”

Such, then, was the position seventeen years after the arrival of the first batch of immigrants. There was no control of the education of Indian children and, therefore, no system of education.

Christian missionaries, however, did not wait until the question of responsibility and control was settled. They were already in the field, and were largely responsible for the schools of those and subsequent years. The story of the part they played in the education of our community is told in a later chapter.

The education of European children in the sixties and the greater part of the seventies was under the control of a Central Board of Education, established in 1859. The Board established local school committees and secured the appointment of a Superintendent of Education. It then ceased to function, and the responsibility of education rested with the Superintendent of Education until 1877, when a body known as the Council of Education was set up, in terms of Laws 15 and 16 of that year, to promote primary and secondary education among Europeans.

There existed for Europeans at this time two Government schools, known as Model Schools, one at Pieter-

maritzburg and the other at Durban, and many aided schools. Indian children who conformed to the dress and habits of Europeans were allowed to attend these schools, and some of them did so. Children in poorer circumstances attended the schools established by the missionaries.

That these facilities were far from being adequate is shown by the following figures for 1872 and 1879.

		Children of School	
		Going Age	Children at School
1872	...	950	88
1879	...	3,752	136

Reporting on the situation in 1877, the Protector of Indian Immigrants stated :

"No systematic effort has even yet been made for the education of the children of the Indian immigrants of the Colony . . . and I am inclined to think that more satisfactory results will be achieved by this means than would be likely to attend any missionary effort in the same field, and that the whole resources at the disposal of the Government for this purpose should be directed to the support of its own student schools."

INDIAN IMMIGRANT SCHOOL BOARD

THIS observation of the Protector of Indian Immigrants, the attitude of the Government of India, and the fact that the Education Law of 1877 did not provide for the education of Indian children are among the reasons which led to the introduction of Law 20 of 1878, whereby a special body, known as the Indian Immigrant School Board, was created to undertake the responsibility of promoting and administering the education of the children of indentured immigrants. The Board was responsible to the Lieutenant-Governor and Legislative Council, and although its constitution included members of the Council of Education, established the year before to control and administer European education, it was a separate body. The foundation of educational segregation was thus laid, although some Indian children continued to attend European schools for many years thereafter.

On the Board were the Colonial Secretary, the Protector of Indian Immigrants and the Reverend Ralph Stott, a Wesleyan missionary, who had begun educational and evangelical work among the Indians in 1868 and had gained considerable knowledge of their needs.

The affairs of the Colony at that time were dominated by planting interests and little money was made available to the Board. On sums which averaged £1,500 a year a cheap and inadequate system of Board and Aided Schools was established. By 1894 three Board Schools (Durban, Tongaat and Umgeni) had come into existence, and there were thirty-eight aided Mission schools. Several of the latter were short-lived.

From the Madras Government the Board obtained the services of a Mr. George Dunning, a school inspector qualified in Tamil, Hindustani and English, at a salary of £300 per year. The payment of grants was made on the basis of regular attendance and efficient conduct of schools. Any person or body applying for a school grant had first to provide a school-room, master's quarters and a competent teacher. Thus, in November, 1881, the Board received an application for a grant from the General Manager of the Natal Government Railways for an Indian school near the Durban Railway Station. The General Manager appointed Mr. Joel Peter, an Indian employed in the Accountant's Office, to the school. Thirty children attended and the grant received was £30.

In 1883, Mr. Dunning was succeeded by Mr. Francis Colepepper, who was on the staff of the Protector's Office. It was during his term of office that the three Board Schools of Durban, Tongaat and Umgeni were established. These were Government schools, but their condition does not appear to have been satisfactory. When His Excellency, Sir Arthur Havelock, visited the Durban Board School in 1886, the Inspector in his report mentioned that the "heat and over-crowding of the rooms did not escape His Excellency's notice"! A report on conditions at the Umgeni School in 1904 (known in that year as the Umgeni Government School), refers to its "cramped site" and "dark and crowded school-room." Conditions in aided schools were worse.

"A wood-and-iron building" with "three writing desks to hold thirty, forms without backs, one black-board" is an 1875 description of Stott's Day School at Durban. Generally, then, the condition of buildings and furniture in the schools provided a most unsuitable educational environment.

Except in a few mission schools, where subjects like needlework were taught, the education of this period was very formal in character. The following schedule of standards which was adopted in 1886 gives us a good idea of the kind of work which was done.

Standard Ia :

Read a few easy sentences from Standard I Book or other similar reader, distinctly and accurately pronounced.

Form on slate or paper, from dictation, words of one syllable spelt by the Inspector.

Form on slate from dictation, figures up to 20 ; add and subtract figures up to 20 orally.

Standard I :

English.—Read from Standard I reading book. Memorise 20 lines of simple verse, and know their meaning.

Writing.—Write ten easy words from dictation. Show copy books (large hand).

Arithmetic.—Notation and numeration up to a thousand. Simple addition and subtraction. Multiplication table up to six times twelve.

Standard II :

English.—Read from Standard II reading book. Memorise forty lines of poetry and know their meaning. Point out nouns and verbs. Geographical terms simply explained. Point out continents and oceans.

Writing.—Write three lines dictated from the Standard Reader. Show copy books (large and half-text).

Arithmetic.—Notation and numeration up to 100,000. The four simple rules. Multiplication table. Pence table up to £1.

Standard III :

English.—Read from Standard III reading book or stories from English History. Recite, with intelligence and expression, sixty lines of poetry. Point out nouns, verbs, adjectives and adverbs and personal pronouns, and form simple sentences containing them. Chief countries, towns and physical features of the Continents.

Writing.—Write six lines dictated from Standard Reader. Show copy books (capitals and figures, large and small hand).

Arithmetic.—The four rules with long division. Addition, subtraction and multiplication of money.

Standard IV :

English.—Reading from Standard IV reading book or History of England. Recite eighty lines of poetry and explain the words and allusions. Parse simple sentences, and illustrate the use of parts of speech. Detailed physical and political geography.

Writing.—Write dictation passage from reader. Show copy books (improved small hand).

Arithmetic.—Division of money and reduction of money and weights and measures.

THERE was a big advance in pupil enrolment by 1894 when Natal was granted Responsible Government. There were in June of that year two Board Schools—the one at Tongaat closed down in 1888—and twenty-four aided schools run by the Wesleyan, Church of South Africa and Roman Catholic Missions. There was a total attendance of 1,581 pupils. This number represented, however, only a small fraction of the total number of children of school-going age estimated to be well over 10,000 at the time.

Pupil enrolment was affected by several factors. Many pupils enrolled in the sub-standards and left school after a year or two ; there was opposition on the part of parents to a formal education for their daughters ; the migration of workers affected the life of the school ;

the indentured Indians were not all awake to the advantages of having their children educated ; the facilities provided by the Indian Immigrant School Board were much inferior to those provided by the Council of Education and, consequently, Indians of the socially more advanced classes were reluctant to send their children to schools that came to be called “ indenture schools ” ; competent teachers were not readily available.

EDUCATION UNDER RESPONSIBLE GOVERNMENT

IN 1894, the Indian Immigrant School Board was abolished and all education was placed under the administrative control of a Department of Education.

The policy of developing a separate system of schools for the children of indentured Indian labourers was continued and extended to include Indian children of the socially more advanced classes. Only those who passed the fourth standard in Indian schools could seek admission to European schools. Indian demands for educational facilities, however, became stronger. Matters were brought to a head in 1899, when the Government discontinued the admission of Indian boys to European schools. This meant that Indian children could not proceed beyond Standard IV. Soon after this, Mr. H. L. Paul, an Indian interpreter, made persistent efforts to have his son, who had passed Standard IV, to be admitted to a European school. To meet the situation the Minister of Education decided “ to give a grant or, if need be, to establish a school in Durban, equal in efficiency and otherwise ” for “ Indian children requiring a higher education than is at present obtainable.” In accordance with this decision a Higher Grade Indian School was established in Durban in 1899. The pupils were housed in the building which still stands at the corner of Grey Street and Alice Street. The school was staffed by Europeans under Mr. F. B. E. Connolly as head teacher, and was well attended. Later this school moved to what was known as the Carlisle Street Government Indian School. In 1903 a Higher Grade Indian School was established at Pietermaritzburg.

In August, 1905, the Superintendent of Education ordered the dismissal of all Indian infants and girls from European schools and established for them a school within the premises of the Carlisle Street Government Indian School. To meet the wishes of Indian parents who were opposed to co-education, girls were taught separately from the boys by “ an experienced English lady teacher.” This department was short-lived as there were not enough teachers to instruct the girls and infants.

The main responsibility for the provision of educational facilities still fell upon the shoulders of private bodies, particularly the missions.

In 1908, the vote for higher grade Indian school education was considerably reduced and that for the

training of teachers, which was commenced in 1904 at the St. Aidan's Training College, Sydenham, was withdrawn. The vote for primary education was increased, but the all-round expenditure was less than in the previous years and for that reason pupils under Standard II were not admitted at Indian schools staffed by European teachers, and could not remain at the elementary Indian schools after passing Standard III. Further, a maximum age limit of 14 years was imposed upon all children in Government Indian schools, although no such limit applied to European pupils. The age limit was withdrawn later after an action taken in the Supreme Court to test the right of the Government on the point.

The first decade of the century was then one of much difficulty, and was, like the closing years of the previous one, characterised by great hostility towards Indian immigration, settlement and progress. Nevertheless, the number of schools and pupil enrolment showed an advance over the figures for 1894. In the year 1909-10 there were five Government and thirty-one Government-aided Indian schools. Some of the latter were conducted by bodies other than the missions. The enrolment was 3,387 pupils, of whom nearly 400 were girls. The average school life of a pupil was about 2-3 years. Indian education was still hampered by a lack of competent and reliable teachers. A beginning was made, however, in raising the standard of education of the teachers, and in their certification.

The Natal Government appointed an Education Commission in 1909. Although the terms of reference did not specifically mention Indian education, the Commission felt bound "to call attention to the grave disabilities under which the Indians of Natal are placed as regards education," and recommended that "it should be made compulsory on the holder of any estate, where there are twenty or more children of indentured employees between the ages of five and twelve to supply them elementary education at the employer's cost." With regard to the children of free Indians, the Commission recommended that "in districts in which this class of our population is most congested Government Primary Schools should be established."

UNION

IN 1910 came Union, but with it little improvement in the facilities for Indian education. Nothing was done to implement the recommendations of the Commission.

Schools, however, were gradually established, most of them being Aided. This growth is reflected in the following table :

Year	Government Schools	Aided Schools	School Population
1912 ...	4	35	4,096
1915 ...	4	35	5,189
1919 ...	9*	35	5,592
1925 ...	9	43	8,706
1926 ...	9	45	9,155

*(Three aided schools taken over by State).

It would be misleading to take these figures by themselves as an index of progress. Throughout the period there were thousands of children of school-going age who were not at school. In 1921, the Superintendent of Education, Mr. H. R. Dukes, stated in his report that "the fact must be faced that we have a large and increasing population entirely unprovided for and totally neglected." In 1924, the Superintendent, Mr. Hugh Bryan, reported, "The numbers are practically stationary, but the attendance probably does not represent half the children in the Province. 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." In 1926, there were in the Province at least 32,000 Indian children of school-going age. Less than one-third of them were at school.

In 1925, the Provincial Subsidies Act was passed. In terms of the Act, grants were made to each Province on the basis of the average attendance of the pupils of the previous year. The *per caput* grant for Indians was five guineas and for Europeans three times as much. It would appear from this that the grant earned by each group would be spent in full on its educational advancement. That the Administration interpreted this differently will be indicated in a succeeding paragraph.

In 1927, the famous Cape Town Agreement was concluded between the Governments of the Union and India. The Union Government agreed in principle, *inter alia*, that "in the provision of education and other facilities, the considerable number of Indians who will remain part of the permanent population, would not be allowed to lag behind other sections of the community."

INDIAN EDUCATION ENQUIRY COMMISSION

SOME startling revelations were made by witnesses to the Indian Education Enquiry Commission which was appointed after the Cape Town Agreement to enquire into the position of Indian education. "The Province is sustaining deliberately," said Mr. Hugh Bryan, the Superintendent of Education, "a large section of its population in enforced ignorance," Mr. Kailas Kichlu, an Indian educationalist, who had been sent by the Indian Government to assist the Administration in its investigations, submitted a very comprehensive memorandum. The memorandum disclosed that "so far from Indian education having been a burden on the finances of the Province, the Province was benefitting at the expense of the Indian." In two years a sum of £18,818 was saved from the subsidy earned by Indian children. Some members of the Provincial Administration held that there was nothing in the Provincial Subsidies Act "which definitely and compulsorily lays down that the subsidy be used for educational purposes only."

Mr. Srinivasa Sastri, Agent-General for the Government of India in South Africa, accepted the view, but added, "You have a solemn and onerous moral responsibility before God towards those people from whom you have taken the franchise. I trust that the same God

will grant you the power and magnanimity to fulfil that solemn responsibility.”

The findings of the Commission were :

- i. That the existing facilities as a whole in town and country areas were inadequate for the reasonable demands of the Indian population.
- ii. That there was little left to be desired in the Government schools, but in the grant-aided schools the general conditions of the buildings, and the status, salaries and methods of payment of Indian teachers were unsatisfactory.
- iii. That the grant-in-aid was inadequate.

The following were some of the recommendations of the Commission :

- (a) That as it was necessary to extend the existing facilities for the education of Indian children, the most speedy alleviation of the present conditions could be found by an extension of the grant-aided school throughout the Province, together with the provision of Government schools in large centres of Indian population, as and when funds permitted, and that there should be no alteration in the existing system of voluntary attendance.
- (b) That the system of grants-in-aid paid purely and simply on a capitation basis should be changed. The aided schools should be graded by average attendance and the financial aid should be in the direction of Provincial responsibility for the total cost of teachers' salaries.
- (c) That the total subsidy earned by Indian pupils should be allocated to Indian education.
- (d) That representations should be made to the Union Government “to meet the financial obligations that will ensue, by providing that the subsidy for this abnormal increase of Indian children should be granted year by year, in respect of the current year's increased attendance, for such period as the anticipated annual abnormal increase shall continue, instead of the deferred system which at present prevails.”

The Commission made no recommendation for representations to be made for increased subsidy.

EDUCATION COMMISSION OF 1937

Some idea of the increase in enrolment in the years following the publication of the Report of the Commission is given in the following table.

Year	No. of Schools	School Population
1927	57	9,766
1928	71	11,462
1929	80	13,464
1936	99	22,676

Did this growth in numbers mean that progress was being made ?

The Education Commission of 1937 investigated the problem. It found that the average life of the school child was so short that “it would appear that the vast majority of Indian children do not acquire the rudiments of primary education.” The educational system had seen a mushroom growth. Thousands of children had been sent to school but had not been kept there long enough to receive even an elementary education. Thus, of 6,146 children who had enrolled in sub-standard I in 1931, only 1,522 reached standard IV in 1936. A large proportion of the children who left were girls.

After considering the reasons for this wastage the Commission stressed the need for the consolidation of the educational position by the removal of the serious weaknesses inherent in the system. It recommended the creation of separate girls' schools in the larger areas ; the gradual introduction of a modified system of free and compulsory education ; the immediate improvement of the salary scales and conditions of service of Indian teachers ; and the creation of a sub-department to control and administer Indian education effectively.

Another fact should be taken into account in assessing the position in 1937 more fully. Less than half the children in the primary school range were at school, so that while thousands of children received just enough education to render them semi-literate, there were thousands more who grew up in complete illiteracy and ignorance.

DEVELOPMENTS AFTER 1937

AFTER 1937 several steps were taken to remedy this situation. The advances made are summarised below.

1. The number of schools, primary and secondary, increased from one hundred in 1937 to one hundred and thirty-six in 1945 (20 Government and 116 Government-aided), and one hundred and seventy-two (26 Government and 146 Government-aided) this year—1950.

2. The school population, primary and secondary, increased from 22,648 in 1937 to 33,431 in 1945 and 46,303 this year. This latter figure includes about 2,000 children attending registered private schools.

3. More and more girls have enrolled. The girls' schools—there are seven—are packed to capacity. Of the total school population of 46,303 this year, 17,815 (or 38%) are girls.

4. Schools doing post-primary work now number ten. These do not adequately meet the demand there is for secondary education.

5. A Teacher Training College is in the course of construction.

6. In order to meet the great demand for accommodation in the primary schools a modified system of the platoon system school was instituted at Clairwood as an experiment, and has been adopted at other centres. This system is not satisfactory from an educational point of view, but by instructing the more senior classes in the first half of the day, school commencing at 7.30 a.m. and closing at 1 p.m., and the infants in the afternoon, more children have been brought under instruction. Each school has its own principal and staff.

7. In 1942, the Administration put into operation a scheme of progressive remission of school fees, beginning with sub-standard I in that year. The position now is that instruction is free in all classes up to and including Standard VII. By 1953 tuition will be free up to matriculation. Books, etc., have to be purchased by pupils except a limited number in indigent circumstances in Government primary schools.

8. State-aided schools receive a building grant equal to fifty per cent. of the actual cost of the erection of a school on plans approved by the Department of Education.

9. In 1943, all Indian teachers in the aided schools became the employees of the Administration. This meant better salaries and conditions of service for these teachers, and consequent improvement in their efficiency.

The tremendous amount of organisational work which this absorption involved necessitated the institution of a sub-department of Education and the creation of the post of Chief Inspector of Indian Schools.

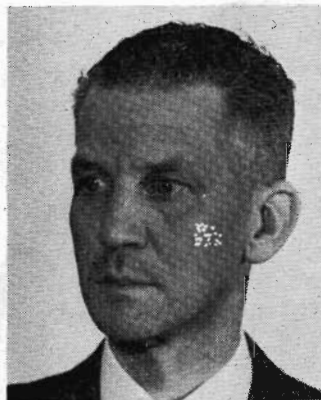
10. In 1944, the Provincial Financial Relations Committee recommended a subsidy of £10 per Indian child at school, an increase, that is, of nearly one hundred per cent on the then existing rate. The Union Government, however, abolished the method of subsidy assessment on the school population, and introduced a block grant, with provisions for increase, for educational purposes.

The expenditure on education in 1942 was £157,000, in 1944, £260,000, and for the financial year 1949/50, £639,195. (A further sum of £111,636 has been provided for works in the 1950/51 year.)

11. A School Meals Service for children of primary schools was introduced in 1944. The scheme in that year involved an expenditure of nearly £70,000. This year the figure is £90,000.

12. In 1944, the Administration appointed the Provincial Education Committee to take evidence and report on the professional aspects of education. The report of the Committee was released in 1948.

The Committee made a critical study of the school system. It found that the curriculum for Standard VI was overloaded and that of the secondary school almost



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M.A. (University of S.A.)

Principal, Empangeni Secondary School, 1935-1940; Principal, Newcastle High School, 1941-1943. Inspector of Schools, Durban, 1944-1950. Appointed Chief Inspector of Indian Education, May, 1950.

Mr. Biebuyck, Chief Inspector of Indian Education.

entirely dominated by the requirements of the Matriculation Examination. Secondary pupils did not receive an all round education. The Committee made several recommendations to improve this position.

With regard to the question of compulsory education for Indians the Committee considered that as there was no accommodation for many thousands of children it would be premature to put in hand a thorough-going measure of compulsory education. It recommended that Indian children, once they were admitted to school, should be compelled to continue to attend until they had passed Standard IV or until their thirteenth birthday, whichever was the earlier. No steps have yet been taken to give effect to this recommendation.

The Committee also considered examinations and promotions, supervision, teacher-training, library facilities, etc.

SECONDARY EDUCATION

THE beginnings of secondary education may be traced to 1899, when the Higher Grade Indian School taking pupils up to Standard VII was established. In its new premises, a few years later, this institution was known as the Carlisle Street Government Indian School, and continued instruction up to Standard VII until 1918, when arrangements were made for "the establishment of higher education for Indians" there. Classes were begun for the Junior Certificate and Matriculation Examinations, and the school continued to serve that function until the establishment of Sastri College in 1930.

The need for Junior Certificate and Matriculation Classes was, however, felt much earlier than 1918.

In 1911, private enterprise, largely through the efforts of Mr. H. L. Paul, to whom reference has already been made, saw the establishment of the Indian Educational Institute. Qualified European masters were brought out

from India to teach in the Institute, and good work was done by it during the four years of its existence. By 1914, when it closed down, it had trained 108 students at a total cost of £1,017, preparing a number of them for the Cape Junior Certificate Examination.



Sastri College

Another private secondary institution which served a useful purpose in its days was the Marine College. This school was opened and run by a Mr. Papert in 1925 and flourished until 1930, when it closed down.

The greatest advance in secondary education was made in 1930, when Sastri College was opened. Details concerning the foundation and development of this institution are given elsewhere in this brochure.

So great has been the demand for secondary education that classes have been instituted at several centres, and there are today no less than ten schools carrying pupils to either the Junior Certificate or Matriculation level. There are now over 1,500 secondary school pupils in Natal. Girls make up roughly one-sixth of this number.

Throughout Natal there exists a very great need for more secondary classes. The position is particularly acute in Durban where boys who cannot find accommodation have been compelled to attend either the private afternoon school, known as the Congress High School, run by the Natal Indian Congress, or afternoon classes organised by the M.L. Sultan Technical College.

COMMERCIAL AND TECHNICAL EDUCATION

There exists for commercial and technical education the M.L. Sultan Technical College, which, though not yet housed in buildings of its own, or truly technical in character, is doing very useful work. An account of the beginnings of this College is given in the chapter on the history of the Natal Indian Teachers' Society.

In 1942, Mr. M. L. Sultan, an Indian merchant, offered a sum of £12,500 towards a college building. This was

followed by a grant of a site of six acres by the Durban City Council. In the same year the Government appointed a Committee, the Hugo Committee, to enquire into the facilities for the higher education of the Indians of Natal. The Committee recommended the regrading of the Indian Technical Institute, which then existed, as the M.L. Sultan Technical College, and an initial building grant of £12,500. In 1946, the Minister of Education recognised the College to be a place of higher education in terms of the Higher Education Act No. 30 of 1923.

In its commercial and continuation classes, the College has made great progress. Continuation classes for adults are conducted in the evening at six centres, some of these being as far distant from Durban as Umkomaas and Tongaat. The total enrolment this year is 1,968. Two years ago the peak figure of 2,314 was reached.

The College intends to make a start with its buildings in the near future, and to establish the following five departments :

- Technical High School.
- School of Home Science.
- School of Catering Services.
- Commercial High School.
- School of Secretarial work for intensive business training.

This development will usher in a new era in Indian education.

At Pietermaritzburg, commercial evening classes are conducted by the Maritzburg Indian Technical Institute.



M. L. Sultan Technical College Official Badge



Dr. Mabel Palmer

UNIVERSITY EDUCATION

Facilities for university education are, for Indians and other non-Europeans, of a restricted kind.

In 1936, the Natal University College instituted the non-European University classes to afford non-European students, Indian, African and Coloured, an opportunity of qualifying for the degree of Bachelor of Arts by attending part-time classes conducted at Sastri College in the week-day afternoons and over the week-end, and for a fortnight in residence at Adams College during the winter school vacation. Dr. Mabel Palmer, who played no small part in the inauguration of these classes, was appointed Organiser. Under her able administration these classes grew in size and have been very largely, if not solely, the means of one hundred and five Indian teachers qualifying for degrees.

Miss Gertrude Lazarus, now teaching at Ladysmith, holds the distinction of being the first Indian woman graduate of N. U. C. ; and Mr. Amir Khan the first male Indian graduate.

A year ago the College attained the status of a university, which is federal in character. One of its three constituent parts is a college at Wentworth, Durban, for non-Europeans. The College has not yet been erected, but full-time classes have been started in temporary buildings. Part-time classes are still conducted at Sastri College.

The scope of the courses offered and the total number of Indian students in attendance this year are indicated in the following table :

	Full-time	Part-time
B.A., Men	8	93
Women	1	4

B.Soc.Sc., Men	1	3
Women	3	—
B.Com., Men	—	12
Pre-Medical, Men	2	2
Women	2	—
B.A. Hons., Men	—	4
	17	118
Gross Total	135	

MISSIONARY ENDEAVOUR

“THEY have no means of education save such as are supplied by the zeal of religious bodies.” So said the Superintendent of Education, Mr. Warwick Brooks, when he referred in his report of 1869, to the Indians settled in Durban and along the coast. And for many a year after that religious bodies remained the main, if not the sole, means of education for our people.

Christian missionary endeavour in education may be said to have begun in 1863 when a Roman Catholic priest, the Reverend Father Sabon, petitioned the Government unsuccessfully for financial assistance to build a school for Indians on a piece of land which he had acquired at the west end of West Street. As there were “no funds provided for such a purpose” by the Colony, the Rev. Sabon was compelled to obtain assistance from private sources, and thus began his school in 1867 with thirty pupils. Two years later he obtained a grant of £25, one of the first two grants-in-aid to Indian schools. Sabon’s school appears to have been short-lived for there is no further record of its activities.

The Roman Catholic Mission itself did not establish any schools until 1882.

The real pioneers were Wesleyan missionaries. The Rev. Ralph Stott was sent out in 1862 by the Wesleyan Missionary Society to work among the Indians of Natal. He had a good knowledge of Tamil, Latin, Greek, Hebrew, Mathematics and Astronomy, and had established by 1867 a day school and an evening school. In 1869 he, like the Rev. Sabon, received a grant of £25.

In 1875 the roll at the day school was 37 (all boys), and the average attendance 23.

In 1878 the position in the day and evening schools was as follows :

	Highest number in attendance for any One Quarter			Average Daily Attendance for Year
	Boys	Girls	Total	
Day School ...	24	—	24	15
Night School ...	24	—	24	16

The Rev. Ralph Stott was joined by his son, the Rev. Simon Horner Stott, who became equally active in religious and educational work.

By 1892 the Wesleyans had established or experimented with eleven schools. The next few years, however, witnessed the decline of the Wesleyan Mission in the educational field. For several reasons—lack of competent and enterprising teachers, migration of labourers from one locality to another, poor support—the Mission had to close down a number of its schools, including the long established ones of Durban and Bridgeford.

In 1877, the Church of South Africa Indian Mission was inaugurated, and it soon outstripped the Wesleyan Mission, both in number of schools established and pupils brought under instruction. In the period 1879/1893 it had under its control 26 schools, extending along the coast from Tongaat to Umzinto and inland as far as Newcastle.

The Mission was active in the two towns of Durban and Pietermaritzburg, as well as in the country districts. The period of swift expansion in Indian education coincided with the advent of the Rev. Dr. Booth in 1883. While Dr. Booth concentrated his energies along the coast, his colleagues, the Rev. Dean Green and Canon Swabey, were active in Pietermaritzburg. For many years Archdeacon Barker managed the schools at Equeefa and Umzinto. The Board appears to have had much confidence in Dr. Booth's management for not only did it place the Salisbury Island School under him, but also the Tongaat Board and the Railway Schools. Dr. Booth showed great initiative in the promotion of the education of girls. By 1893 he had established four girls' schools—Durban Girls' No. 1 and No. 2, Umbilo Girls' and Pietermaritzburg Girls'. The Inspector, Mr. Francis Colepepper, reported that the children were fond of the schools under the supervision of Dr. Booth. Much of this popularity lay in the success which attended Dr. Booth's efforts to obtain trained teachers from India.

In some localities the Church of South Africa seems to have succeeded in keeping a school open where the Wesleyans had failed. Inspector Dunning reported in 1881 that the Rev. Stott had started a school at Syden-

ham. The school that ultimately succeeded there was under the management of Dr. Booth. To quote another example: The Wesleyans had been active in the Point area until 1886. This was a difficult locality in which to establish a school because there was a great demand for the labour of the boys. On the closing down of the of the Wesleyan school there Dr. Booth opened a school in 1887 in the locality, and ran it successfully for a number of years.

The Roman Catholic Indian Mission did not engage in extensive educational activity. It established only four schools, of which the one at Montpellier (near Clairmont) was a failure from the start. The first Roman Catholic School was started in Pietermaritzburg in 1882, under the management of the Rev. Father Barret. Father Baudry followed this up by opening a school in Prince Alfred Street, Durban, in 1887. Both these schools stood among the first five Indian schools in 1893 with regard to attendance and quality of instruction.

At the close of the century the missions were still active in the educational field, and some of them, having survived the difficulties of pioneering days, continued their noble work into the present century.

Old schools have closed down—new ones have taken their places—and, in the goodly company of other bodies, the missions move forward along the road to better things.

Conclusion

This, then, is the story of our education since 1860. The passage of ninety years has seen many developments in primary and secondary education, but, in spite of the efforts of the Provincial Government, which in recent years has greatly increased expenditure, and of the Indian people who have helped in the erection of schools, many of the problems which were with us at the beginning—inadequate accommodation, short school-life of many pupils, bad working conditions, shortage of qualified teachers, etc.—are still with us.

A start has been made in higher education.

What will the chronicler record when the Society celebrates its Golden Jubilee?



The first work of a teacher is to inspire—to inspire before he teaches and as he teaches and after he has taught. Without the power of inspiration he has nothing. But with this power he may raise a race of great citizens, some among whom will become leaders of their country. (Dr. G. S. Arundale.)

THE GURU IN RETROSPECT

THE earliest record of education among Indians is contained in the report of the "Coolie Commission" set up in 1872 to investigate the condition of immigrant Indians. This Commission observes that only four schools were in existence and that a Reverend Stott, Superintendent of the Coolie's Mission, had a small night school in which he was attempting to train a few Indian teachers. The Commission urged that a scheme be instituted for the training of Indian teachers in Durban.

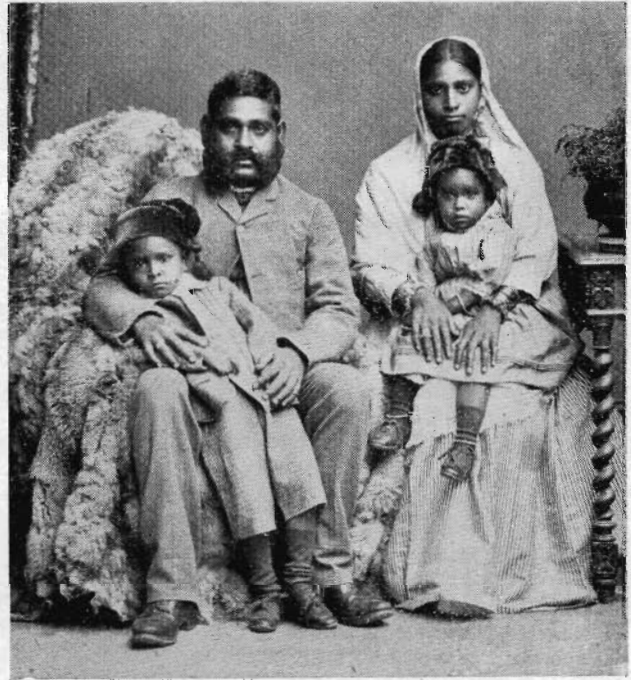
As the Christian Missions were usually the pioneers in providing Indians with education, the missionary himself was usually the teacher, teaching the three R's by day and training teachers by night. This teacher-training, it must be borne in mind, meant selecting a few intelligent and willing men and giving them elementary education. When these had obtained a certain degree of literacy they were put in charge of classes.

This early period of educational history is notorious for the fact that suitably qualified teachers could not be obtained either locally or imported from India. In 1873 an Education Commission appointed by Lieutenant-Governor Musgrave, recommended, *inter alia* :

"That the Protector of Indian Immigrants should correspond with the proper authorities in India with a view to securing for the Colony the services of efficient trained teachers capable, not only of conducting a central school for 'coolies,' but also preparing young men to become teachers at the schools on the plantations."

Instructed by the Natal Legislative Council, Robert Russell, Superintendent of Education, reporting on one of Reverend Stott's day schools, stated that a sirdar on the sugar estate who had been educated in India would be quite capable, "under proper supervision and with a little help in the way of apparatus and books, of managing and instructing the children satisfactorily."

Reporting on an evening school, the same official observes that one Henry Nundoo, a printer by trade, who had received a fair education in Benares, and who had been in Natal for eleven years, had charge of one of Reverend Stott's evening schools since 1868 at a salary of 10/- per month. There were 18 boys in attendance, 10 of whom were under 12 years of age. The Reverend Stott attended three evenings a week and taught the teacher. One evening he read Sanskrit, another Persian, and the third he devoted to general subjects. The Government grant of £12 remunerated the teacher and paid other incidental expenses.



The late Henry Nundoo.

In 1886, Mr. Nundoo published a book, "Light of Knowledge," in Hindi and English, for the use of Indians learning English. In the preface to the book, he says :

"The reader will find this book an easy introduction to the English language, either with or without the aid of a teacher."

TO revert to the schools of that day, it is interesting to note that Standard Four was the upper limit for three decades or more, the reason being that the teachers themselves had not had any more than a fourth standard education ; and, in the absence of any provision to train teachers to do more than that, the system could not very well support education beyond that standard.

The schools, with their low rates of pay, varying from 5/- per month for a pupil teacher, up to £2 per month for a qualified elementary school teacher, could not attract young men to the profession. The railways and hotels were offering more.

This dearth of qualified teachers was not a peculiar problem of the Indian schools only. We read that late in the nineteenth century the European schools were

drafting into the teaching service, "discharged soldiers and sailors, ex-officers of the navy or the army, dismissed attorneys, unfrocked clergymen and men who had failed in business."

In Indian schools also, time-expired English navy and military men were employed! As teachers these men were failures, we are told, and the schools benefited by their dismissal.

A few of the teachers in service were men from Mauritius who were not properly equipped to teach, because their education was, at best, very poor and superficial and what they lacked in knowledge and teaching techniques, they made up with the cane.

In order to make provision for a supply of qualified teachers, Inspector Colepepper urged the establishment of special schools for the training of teachers, which schools, he felt, might also be used for the training of interpreters!

The last two decades of the 19th Century saw no real progress with regard to the availability of teachers. In 1879 the Protector of Indian Immigrants lamented that no progress had been made in Indian education despite the £1,000 voted for the purpose, because of the difficulty in obtaining teachers from India. He repeated the lament in 1882. The same complaint was made by the Inspector of Indian education in 1888/9/90/94. Girls' education was being seriously neglected because there were no women teachers.

It is clear from the records, that neither the Government nor the managers or grantees of Indian schools, assumed proper responsibility for the conduct and management of Indian schools. The Indian Immigration Trust Board which had, under pressure, established a few schools, did not accept the responsibility. But this Board was compelled to recruit teachers from India to teach English and the vernaculars, for its own schools.

It decided to import six at £50 per annum with the added inducement of a house and garden. The attempt failed.

In 1882, there was another attempt to introduce three teachers under an indenture contract. The Board offered £36 per year "with a prospect of advancement regulated by the results of their work." When this attempt failed, the salary was raised to £60, and the Board succeeded in importing one teacher from Madras for the Tongaat Board School at a cost of £11 14s. 3d.

Attempts were made in 1884/5 to import women teachers from India to start girls' schools in Pietermaritzburg and Durban. These attempts also failed.

Again in 1889 the Inspector recommended that qualified men should be brought from India through one or other of the Missions. The Board would not undertake the responsibility of importing teachers for aided schools.

The records indicate that the first fully qualified woman teacher, Mrs. S. P. Vedamuthu, was brought out from India in 1889 by the St. Aidan's Mission to teach in one of the two girls' schools then established.



Mrs. Simon Vedamuthu.

THE Reverend Dr. Booth in 1890 reported that he had imported five teachers from India and requested the Board to grant him their passage money of about £7 each. For various reasons the Board did not give Dr. Booth the assistance he required.

Teachers therefore had to be obtained locally. The system of pupil teachers was introduced and Europeans were employed in the larger Indian schools. Between 1886 and 1890 there was one European male teacher at Clairmont school and nine European women teachers at others.

At Umzinto and Equeefa, time-expired European soldiers were tried but the experiment proved unsatisfactory.

When the Inspector proposed in 1886 that educated African teachers should be employed in Indian schools, the Board disapproved! By 1887, however, there appeared to be five Indian teachers from Mauritius, among whom were Messrs. S. Godfrey and V. Rowley, and three from India. Gradually, pupil teachers trained at Board and Aided schools began to be employed.

The chief difficulty, however, was of getting "not competent, but reliable teachers." And vice versa; for in 1885 the Inspector reported as follows:

"No amount of effort on the part of untrained men can make up for the ignorance of the methods of imparting instruction, or qualifying a smatterer for a teacher."

The following table gives the number, origin and certification of the twenty-seven teachers in service in 1886.

<i>Where Educated</i>	<i>No.</i>	<i>Remarks</i>
India	6	None with professional certificates.
Mauritius	5	Two with Mauritius Fourth Class Teaching Certificates.
Berlin	1	No professional certificates.
Natal	4	No professional certificates.
Unspecified	11	Unspecified.
	—	
	27	
	—	

It is significant that an Indian teacher at the Durban Board School, Mr. Hoover, suggested that a training college should be established locally. This the Board considered premature and the Inspector felt that the purpose would be sufficiently served for the time being by the system of pupil-teachers then in vogue in Natal. This official also recommended scholarships to the Government Model schools for Indian boys. It is worthy of note that the Government European schools of the time were open to Indians. The headmaster of the Durban Primary School says there were eight Indians in his school in 1876 and that the number was likely to increase. (Mr. A. Rai, First President of the Natal Indian Teachers' Society, was later a pupil of this same school). The Board rejected this recommendation for scholarships and in its place pursued the policy in its own schools of training pupil-teachers.

As the pupil-teacher system was proving unsatisfactory, the Inspector appears to have come round to Mr. Hoover's view and thought that a special teacher-training institution was desirable. The Board, however, remained unmoved. In 1888, there were seventeen pupil teachers distributed over twelve schools in Pietermaritzburg, Durban and Tongaat.

In 1894, the teaching force numbered 66, of whom ten were European women and two Indian women; but the low salaries offering did not attract recruits. The Inspector himself remarked upon this in 1885, when he suggested that an increase be made from 5/- to 10/- for pupil teachers.

Advances in salaries were, however, made. In 1891 a teacher at the Durban Board School received £1 10s. per month; in 1892 the salary of the first assistant was raised to £3 per month; of the second assistant to £2 10s.; but two pupil teachers received 5/- and 10/- respectively.

As the nineteenth century closes we note that for reasons of (a) low remuneration (b) low standards of education—the highest primary school grade being Standard IV—and (c) lack of teacher-training facilities, teachers were inadequate in number, unreliable and inefficient by present day standards.

In 1904, a teacher-training institution was opened by the St. Aidan's Mission. First called the "St. Aidan's Diocesan Training College," later changed to the "St. Aidan's Provincial Training College," it enjoyed a Natal Government subsidy ranging from just over £100 per annum in 1907 to £200 in 1915.

Admission to this College was, in the early stages, the Standard IV of the primary school. The training led to the Junior and Senior grade certificate examinations for Indian teachers, after a year's study for each.



Rev. D. Koilpillai, B. A.

The first staff was imported in 1904 from India and comprised:—

Rev. D. Koilpillai (Principal).
 Samuel Jesudas, B.A.
 Gnamamuthu Thungasamy, B.A.
 Samuel Joseph, F.A.

In September, 1904, there were 17 boys in the College. During the year 1904/5 the gross enrolment was 34 and the average enrolment 21. All the boys were in full-time training, paying fees from 2/6 to 3/- per month.

Then there was the "Durban Training College," in charge of a European, Mr. Bulley, which provided part-

time training facilities for teachers already in employment. In 1905/6 this school had 17 trainees and 13 in the next year. The College was still in existence in 1910.



St. Aidan's Provincial Training College

It seems that by June, 1909, this College and St. Aidan's had successfully turned out 22 certificated teachers between them.

In 1909, it was ruled that all Indian assistants in Government Indian schools had to have at least the Junior Teachers' Certificate.

The syllabuses for the Junior and Senior grades make interesting reading :

Junior :

English, Arithmetic, Dictation and Writing, a written paper on School Method, Practical Test in Black-board work, Drawing and Writing.

Practical Teaching was tested by Inspectors in the course of their duties.

Senior :

Subjects were those set for the European Pupil-Teachers' Entrance Examination, plus a written paper on School Management, based on practical knowledge and the study of a text book.

What the philosophy behind the teacher training was, or what concepts of education prevailed in those days, can only be inferred from their practices. The *modus operandi* can be understood from the report of the St. Aidan's Provincial Training College for 1907, which says :

"Eleven teachers attended classes held at the College on three afternoons in the week, and the upper forms in the College devote three hours a week to school method. Every week practice lessons are given by the students, while the others take notes and criticise."

However, Inspector Mr. C. T. Loram was moved to observe in 1909 :

"Whatever view may be held as to the desirability of educating these people, it is impossible not to admire the efforts of the Indian teachers towards self-improvement, both in general and professional knowledge."

Later the Superintendent of Education, Mr. Russell, observed that :

"The training schools have done a great deal of excellent work and the teachers have attended the classes at no small financial sacrifice to themselves. All but two of the head teachers in the coast district are certificated and quite a number of assistants have also qualified."

1925 — 1950

THE great dearth of teachers referred to above continued into the first decade of the twentieth century with the St. Aidan's Mission striving to relieve the pedagogic drought. In 1926 the Superintendent of Education declared that the progress of Indian education was being held up because of the shortage of qualified teachers. Two years later he observed that the enrolment of Indian pupils could have been stepped up at the rate of 2,000 per annum, if the teachers were available. And at this time it was estimated that 20,000—30,000 children of school-going age were not in school. In 1937, and again in 1943, the same comments emanate from official quarters.

In 1937 the St. Aidan's Girls' School was training eight girls for the T5 Examination on Saturday mornings, but the Department of Education put a stop to this venture.

Apart from a re-organisation of the St. Aidan's Provincial College in 1919, which Inspector Mr. Ballance said was chiefly intended for the training of Mission Teachers and was "by its very constitution unfitted to become cosmopolitan," an attempt was made in 1918 to start a continuation class for intending teachers at the York Road School, in Pietermaritzburg, the entrance qualification for which was the Standard VI of a *Government School*. This restricted the entrants to pupils of the York Road School itself as other schools at that time went only as far as Standard IV.

It would appear from later references that only part-time teachers' classes were attached to the York Road School. Another part-time class was established at Tongaat in 1920.

Up to 1926 fees were charged for attendance at these classes but these were abolished after that date.

The querulous anthem was repeated in 1925 by the Superintendent of Education, who wrote :

“ The present system succeeds in giving an *imprimatur* of a certificate to the born teacher—but it does not, and cannot, succeed in creating a teacher out of the ordinary individual, because his practice is far too little, or not at all, supervised.”

He criticised the entire system as being a “make-shift and palliative” and likened it to the process of “making bricks without straw.”

Then again, in 1930, the refrain reaches *crescendo* ; the training was “ at best a very inadequate preparation for the teaching profession. There was no training college, no training school, no corporate student life and no continuous study.” The nearest approach to all these desirable things had been attendance at lectures in Durban and Pietermaritzburg, lasting from three to four-and-a-half hours per week at the so-called “ Training Classes ” conducted by the Education Department. Here the “in-service teacher” desiring to improve his qualifications receives instruction over the week-end. Inspector Mr. Lawlor’s remarks on this type of teacher-training are repeated here without comment :

“ That there are Indian teachers in Natal who have risen superior to this meagre opportunity and made themselves a credit to the profession, is a matter of individual admiration, and not for general congratulation.”

The type of individual who attended these classes may be gauged from this description by the Chief Inspector of schools :

“ a considerable number of the students attending these classes are not fit to be teachers and are not likely to pass the qualifying examinations. The classes require a thorough combing-out and their effectiveness will be considerably increased when they have been purged of the indifferent, the intermittent and the lazy.”

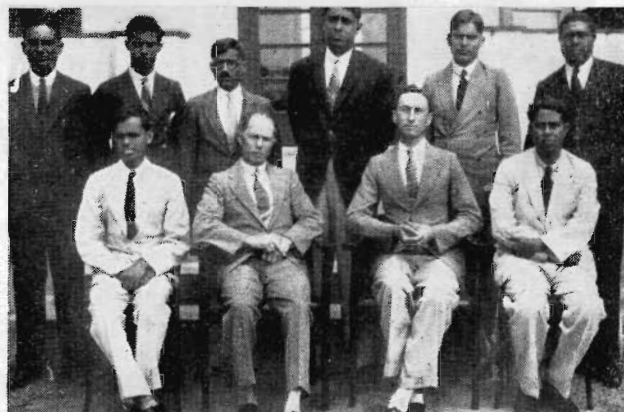
There were many, however, who were a great credit to themselves and the teaching profession.

The work done in the part-time classes was supplemented by Vacation Courses on various topics or subjects such as Methods of Teaching, Subjects of the School Curriculum, Music, Art and Physical Education. Planned in 1926 by Inspector Mr. Lawlor, the first Vacation Course was held in January, 1929. These courses not only formed part of the training for those writing examinations, but they served as refresher courses for trained teachers.

IN 1928 the Rt. Honourable Mr. Srinivasa Sastri, then Agent-General for the Government of India in South Africa, offered the Provincial Administration a fully equipped Training College which had been built by private Indian enterprise at a cost of £13,000. The Administration was to assume responsibility for its conduct and maintenance.

This “ gift ” was accepted and the first full-time teacher-training classes at pre-Matriculation level were started in 1931, and in 1932 student teachers entered for the newly instituted T5 and T4 Examinations.

Because there were not sufficient locally qualified teachers to man the institution at the time, a staff of six special graduate teachers were recruited from India. These six men, with three local non-graduate teachers, the Principal, Mr. W. M. Buss, and the Vice-Principal, the late Mr. H. S. Miller, formed the first staff of the College.



First Staff Sastri College 1930, including Lecturers from India. (Mr. B. Somers absent for Photo)

Among the subjects taught at the present Sastri Training College are :

Professional : Psychology of Education.
Principles of Education.
Method and Organisation.
Handicraft and Art.
Physical Training.
Practical Teaching.
Blackboard Work.
Oral English.

Academic : English. History.
Geography. Biology.
Arithmetic. Physiology and Hygiene.

Another step was taken in 1935 when arrangements were made at the Dartnell Crescent Indian Girls’ High School to provide instruction on the academic side. For the professional training the girls attended Sastri College. In 1941 full facilities were provided at the Girls’ High School.

Students in the present training schools proper have the advantage of a full time course in which the purely professional study is supplemented by work in the

academic courses of the High School. For the teaching certificate, T.3B, the Junior Certificate of the University of South Africa, or its equivalent, is the minimum prerequisite qualification. Around the training schools are a number of primary schools in which the students do their practice teaching or "criticism lessons," as they are called.

TEACHERS' SALARIES

Reference has been made to the salaries received by pupil-teachers and others in the last century as well as in the first decades of this century. One phenomenon, in the evolution of teacher remuneration is, however, worthy of record if only for the humour of the situation.

Up to 1929 the Grantee, who was the manager and general factotum of the Grant-Aided School, received a grant from the Government with which to pay teachers' salaries. This grant he apparently disbursed as he pleased, without let or hindrance, and teachers in his employ were consequently paid by his grace a sum decided upon by him; and, in point of time, at his pleasure. This meant that some teacher was paid at the end of the month—and this happened only rarely and then perhaps to a chosen few. Many teachers now in service can recall how they were paid once a quarter, and even at longer intervals.



Srinivasa Sastri

A fiat went forth in 1929 under Provincial Notice No. 461 of 1929, which changed this state of affairs, and the scales were fixed as follows :

(The Rates are per annum).

Grade	Men	Women
	£	£
I. (Over 425)	84 x 8—100	72—8—88
II. (266—425)	64 x 8—80	54—8—70
III. (106—265)	44 x 8—60	36—8—52
IV. (71—105)	30 x 6—42	21—6—33
V. (36—70)	15 x 6—27	8—6—20
VI. (25—35)	6 x 6—12	6

These scales for Aided school teachers were revised in October, 1941, and again in 1943, when these teachers were absorbed into the Government Service and paid on the same basis as their counterparts in State Schools.

In 1925 there was a scale of salaries for teachers in Government schools quite distinct from the one for Aided schools presented above. This and the latest salary scales applicable to all Indian teachers in the service is given below. A careful perusal of these scales will reveal not only the development in rates of pay over the last twenty-five years, but also the changes in teacher certification which have taken place in that period.

1925

Principals :	£
Men (Grade A, 250 pupils and over)	200 x 10—240
Men (Grade B, 100-250 pupils)	... 180 x 10—220
Men (under 100 pupils) 150 x 10—180

Plus House Allowance of £24 p.a.

Assistants :	£
Men and Women (Senior Assistants)	120 x 10—150
Men and Women (Junior Assistants)	80 x 10—120
Men and Women (Ungraded)	... 72

(The certification was the Old Indian Junior and Senior Teachers' Certificate of 1905 onwards).



Education makes a people easy to lead, but difficult to drive ; easy to govern, but impossible to enslave.

1950

TABLE I

GRADING OF SCHOOLS AND SALARY SCALES FOR PRINCIPALS

Grade	Enrolment		Minimum Qualifications	Coloureds and Indians	
	Whole School	Secondary Only		Salary Scales	
				Men	Women
A	300+	300+	Bachelor's Degree + Teacher's Certificate	£	£
	400+	200+		580 x 20—780	464 x 16—624
B	500+	100+	Bachelor's Degree + Teacher's Certificate		
	200+	200+		540 x 20—740	432 x 16—592
C	300+	100+	Bachelor's Degree + Teacher's Certificate		
	400+	15+		500 x 20—700	400 x 16—560
D	200+	100+	Teacher's Certificate Bachelor's Degree + Teacher's Certificate		
	300+	15+		460 x 20—660	368 x 16—528
E	400+	Nil	Teacher's Certificate Bachelor's Degree + Teacher's Certificate		
	100+	15+		420 x 20—620	336 x 16—496
F	200+	Nil	Teacher's Certificate	380 x 20—580	304 x 16—464
G	100+	Nil	Teacher's Certificate	340 x 20—540	272 x 16—432
H	50+	Nil	Teacher's Certificate	300 x 20—500	240 x 16—400
	Less than 50	Nil	Teacher's Certificate		

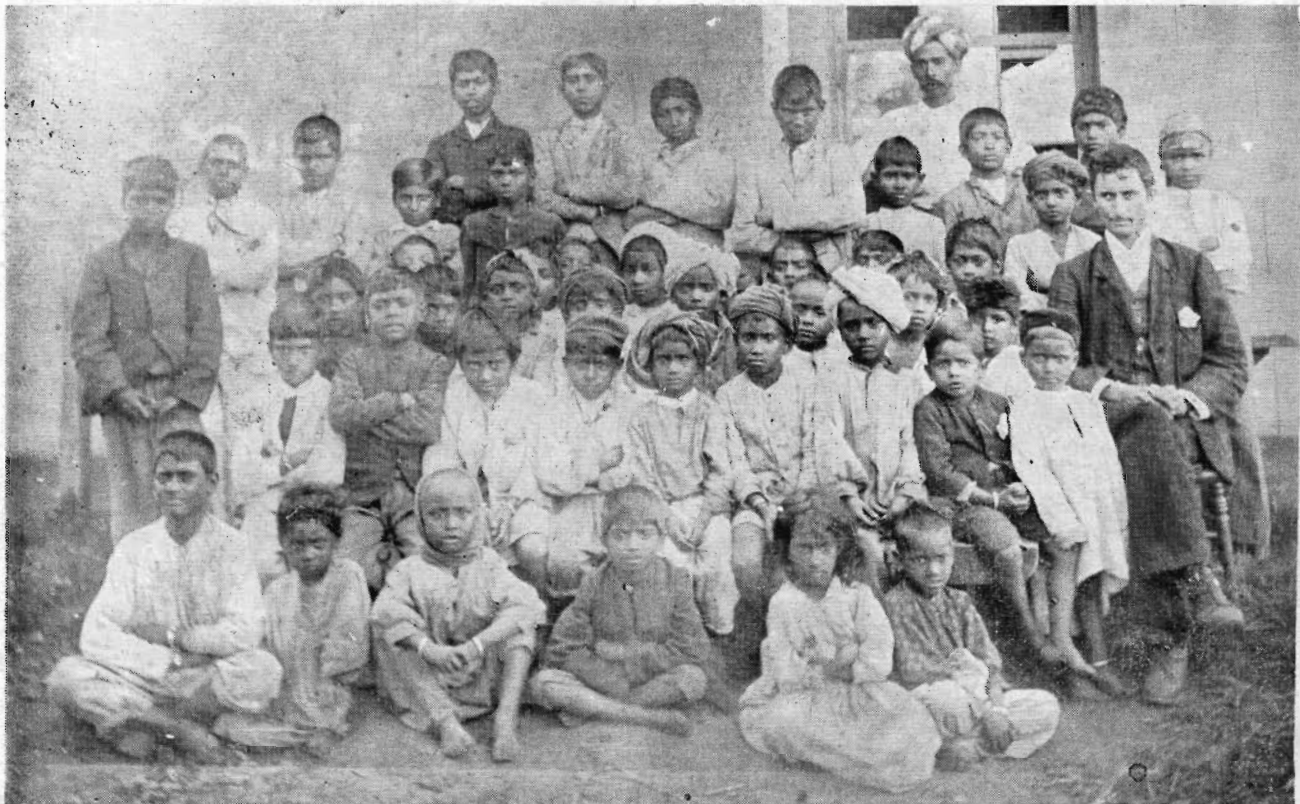
Teacher's Certificate shall mean the T.3 Certificate or an approved equivalent, provided that up to the year 1960 the Director of Education may accept a lower professional certificate in the case of teachers who have endeavoured, to his satisfaction, to improve their qualification.

TABLE III

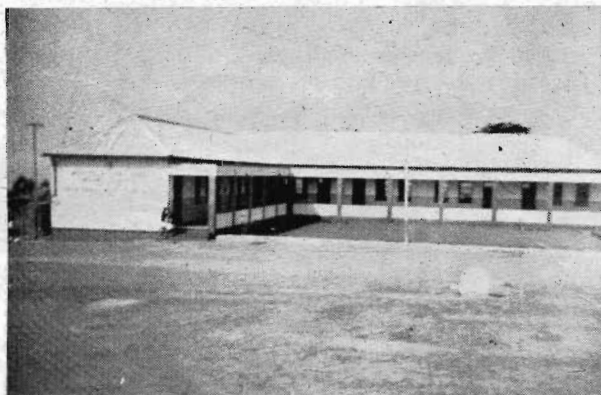
GRADING AND SALARY SCALES OF ASSISTANT TEACHERS AND TEMPORARY ASSISTANTS

Grade	Minimum Qualifications	Coloureds and Indians	
		Men	Women
I (b)	Matriculation + 5 years, including a degree	£	£
(a)	do.	340 x 20—520	272 x 16—416
(aa)	do.	540 x 20—560	432 x 16—448
II (b)	Matriculation + 4 years : B.A. + U.E.D. : B.A. + T.3	580 x 20—600	464 x 16—480
(a)	do.	300 x 20—520	240 x 16—416
III (b)	Matriculation + 3 years : Non-Graduate Diploma : T.2 : T.3 + 8 degree courses : T.3B, T.4 or I.T.S. + degree : Fort Hare Diploma and Degree	540 x 20—560	432 x 16—448
(a)	do.	260 x 20—480	208 x 16—384
IV (b)	Matriculation + 2 years : T.3 : T.3B + Matriculation + 5 degree courses : T.3B, T.4 or I.T.S. + 8 degree courses : Fort Hare + 5 degree courses	500 x 20—520	400 x 16—416
(a)	do.	220 x 20—440	176 x 16—352
V (b)	Matriculation + 1 year : T.3B + Matriculation : T.4 + Matriculation + 5 degree courses	460 x 20—480	368 x 16—384
(a)	do.	200 x 20—400	160 x 16—320
VI (b)	J.C. + 2 years : T.3B : T.4 + Matriculation : T.4 + 5 degree courses	420 x 20—440	336 x 16—352
(a)	do.	180 x 20—360	144 x 16—288
VII (b)	J.C. + 1 year : T.4 : T.5 + J.C. : I.T.S.	380 x 20—400	304 x 16—320
(a)	do.	160 x 20—320	128 x 16—256
VIII (b)	T.5 : I.T.J.	340 x 20—360	272 x 16—288
(a)	do.	140 x 20—280	112 x 16—224
		300 x 20—320	240 x 16—256

Jubilee Reflections . . .



Class Group (Infants to Std. IV) : Umbogintwini Govt.-Aided Indian School, 1896. Principal, Mr. A. A. Simon, extreme right, still living at Stanger.



Westville Indian School : New Building.



Westville Indian School : Old Building.



NATAL INDIAN TEACHERS

(circa 1870—1903)

Photograph taken in 1903

Standing (Left to Right): Mr. Ranghan; Mr. Naby (Verulam); Mr. Ajoodha Jeeawon (Fairbreeze); Mr. J. L. Roberts (Phoenix—Head); Mr. ———; Mr. Timothy Choonoo (Verulam).

Sitting (Left to Right): Mr. V. D. Naidoo (Head—Mt. Edgecombe); Mr. J. S. Done; Mr. A. Royeppen; Mr. S. Godfrey; Mr. S. Shadrach; Mr. Anthony Simon.

(Sitting—Ground (Left to Right): Mr. H. Dass (Red Hill); Mr. Somers (Briardene); Mr. ——— (Briardene); Mr. ——— (Briardene)

The teacher is like the candle which lights others in consuming itself.



Miss Esther Payne-Smith



First Government Indian School (Umgeni) 1884.



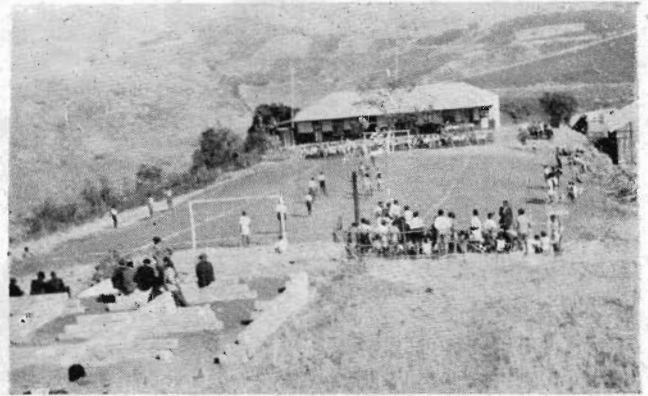
This is a picture of the first Indian school in Howick. It was rented from the Nagri Pracharni Sabha, Howick, by the late Esther Payne-Smith in 1925. Erected at a cost of £1,800.



Umgeni School Now

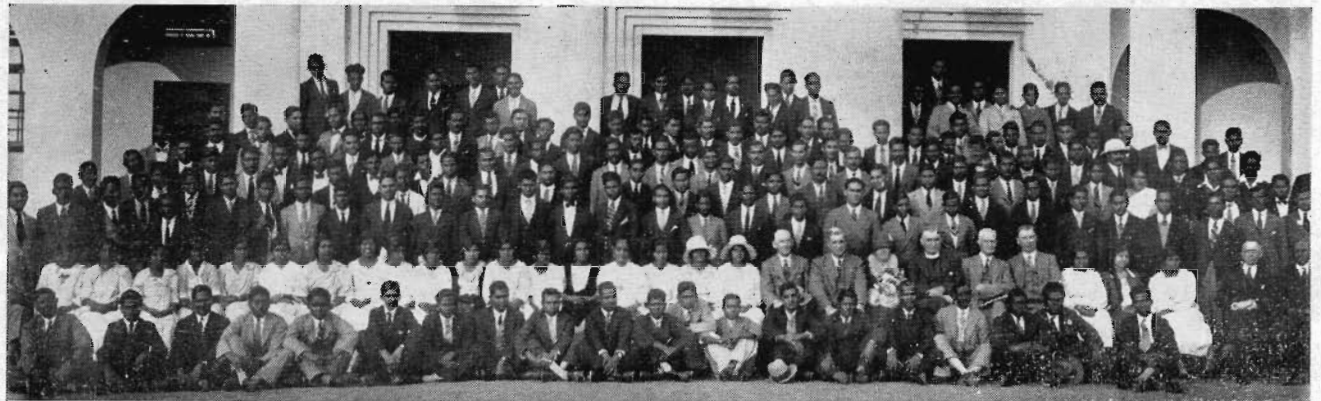


In 1935 a school of two rooms was built by the late Esther Payne-Smith in memory of her father. In 1950 two additional classrooms, an office and cloakrooms were built.



Teachers help themselves as well as others—when it's lunch time!

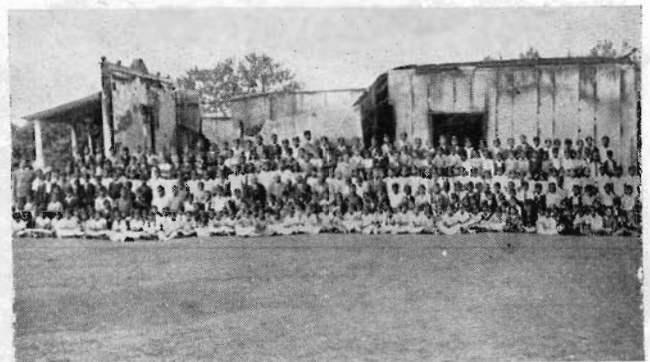
Far from the madding crowd.



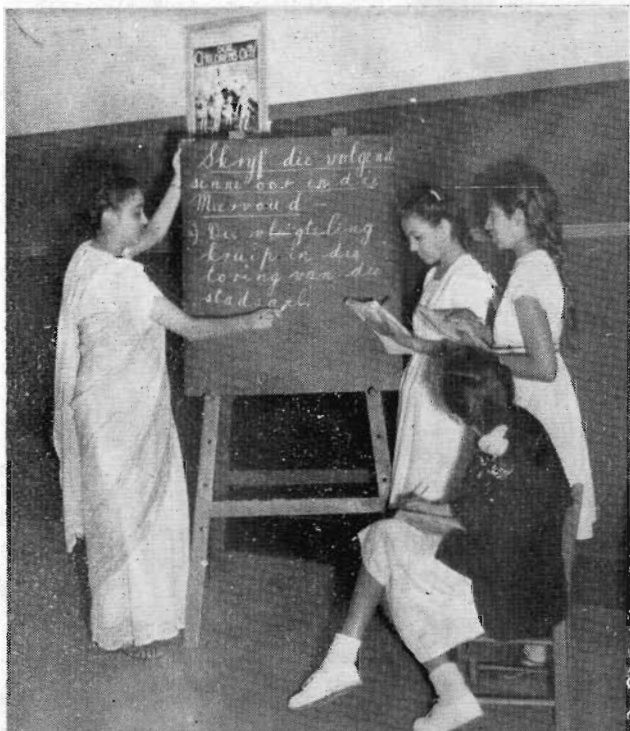
Teachers' Vacation Course 1930



Indian Teachers in Training



Come wrack come riot, but they still carried on.



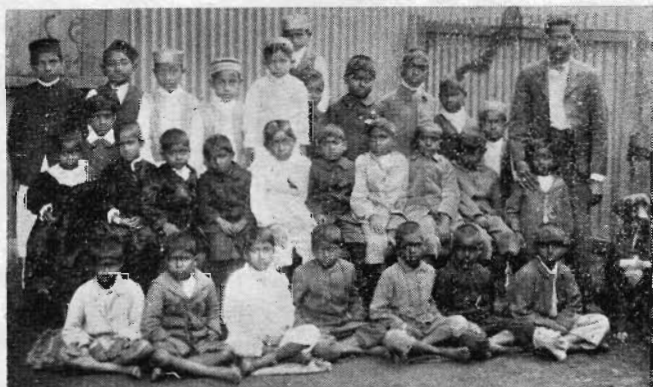
Ons Land is Suid Afrika.



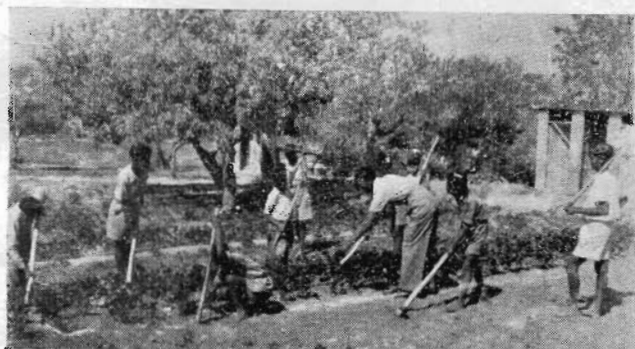
Staff Meeting — a knotty Problem



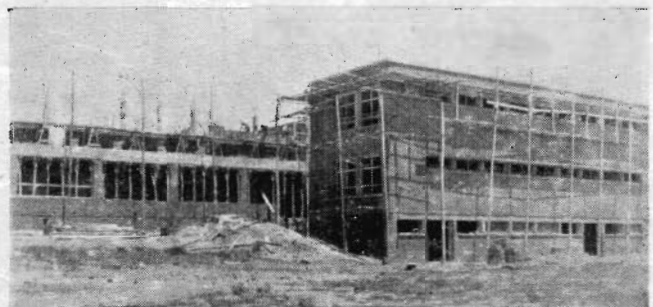
Teachers learn to trip the light fantastic toe



The very first school, started in 1903, in Newcastle. Run as a private school by Mr. D. Lazarus. Third from left in the back row is Dr. K. M. Seedat.



Gardening period in one of our suburban schools.



The Alma Mater of our future teachers

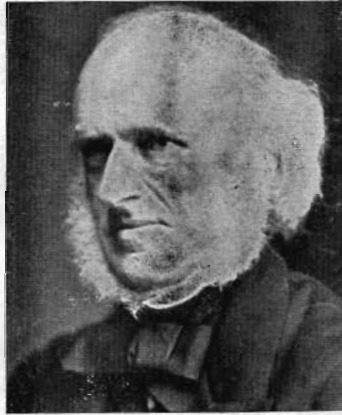


Our Teachers' Jubilee Choir—at rehearsal.



A recent outstanding performance by girls of a Durban School on a permanent stage built entirely by teachers.
PAGE *Thirty*

FIRST SUPERINTENDENT
OF EDUCATION



Dr. R. J. MANN, M.D., F.R.C.S.

AT THE HELM : 1925-1950.



HUGH BRYAN
1923-1930



C. T. LORAM
January to July, 1931



F. D. HUGO
1931-1941



R. A. BANKS
1941-1950

During whose term of office
Indian education saw its
greatest expansion.

OUR STORY 1925 - 1950

THE history of the progress of any organisation is the record of ever-increasing co-operation among its members.

The need for co-operation among teachers was felt as early as the close of the last century, when the Natal Indian Teachers' Union was formed. This organisation was in existence for about three years, and in 1900, the office-bearers, were :

President : Mr. A. Royeppen

Hon. Sec. and Treas. : Mr. J. L. Roberts

Delegates :

Mr. J. S. Done, Mr. S. Godfrey and Rev. John Thomas



Anboo Royeppen

Records show that for several years there was no permanent teachers' organisation. *Ad hoc* committees were formed to represent teachers when the need arose. One such committee was formed in 1918 with Rev. B. L. E. Sigamoney as Chairman, and Mr. B. Udit as Secretary, when they made a presentation of an illuminated address to Mr. Cecil Ballance in appreciation of his long and devoted service in the cause of Indian education. This function was held in the St. Andrew's



J. S. Done

Hall at the corner of West Street and Cathedral Road. In 1921, however, an attempt was made to form a permanent organisation in the Durban and District Teachers' Association. Apart from taking up the question of teachers' salaries, little else was attempted before the body went out of existence.

Formation of the Natal Indian Teachers' Society

In 1925 a Teachers' Reception Committee was formed with the express purpose of organising celebrations for school children on the occasion of the visit of His Royal Highness the Prince of Wales. This committee worked in collaboration with the Indian Celebration Committee. Two teachers (Messrs. A. Rai and T. M. Naicker), were chosen among six Indian representatives to be present at the official civic welcome. Immediately after this, teachers as a whole felt that a permanent body in the interests of Indian teachers and Indian education was an urgent need. Thus, at a general meeting of teachers, held at the Cross Street Girls' School, the Natal Indian Teachers' Society was established. Mr. A. Rai was elected President, with Mr. T. M. Naicker as Hon. General Secretary. In its first year the Society received official recognition from the Natal Provincial Executive.

Letter of Recognition

No. Ed. 5500

P.O. Box 395,
Pietermaritzburg.
27th March, 1926.

Mr. T. M. Naicker,
General Secretary,
Natal Indian Teachers' Society.
Govt. Indian School, Umgeni.

Dear Sir,

I am directed by the Superintendent of Education to inform you that the Executive Committee agrees to the recognition of your Society.

Yours faithfully,
(Sgd.) E. D. Davies.
Secretary Education Department.

The officials then saw the advisability of duly registering the Society and this was achieved on the 3rd August, 1926.

Certificate of Recognition

I certify that pursuant to the provisions of Law No. 35 of 1874, entitled "Law for registration of Literary and other Societies not legally incorporated," the Natal Indian Teachers' Society has been duly registered in this office and a certified copy of the Rules of the said Society deposited in my Office under the authority of His Excellency the Governor-General in Council.

(Sgd.) W. A. Bain,
Asst. Registrar of Deeds, Natal.

Deeds Registry, Pietermaritzburg.
3rd August, 1926.

EXTENSION OF EDUCATIONAL FACILITIES IN SCHOOLS

Before 1899, education in Indian schools was permitted up to Standard IV only, and this condition continued to a great extent in most schools until a much later date. The Society interested itself in this matter and as a result of representations to the Department, schools were permitted to teach beyond Standard IV and soon students were prepared for the Departmental Standard VI Examination.

The Society was also deeply concerned with the unsatisfactory position of the education of Indian girls. There was much prejudice on the part of parents who were not eager to send their girls to mixed schools. Generally, the girls left at Standards II or III and rarely reached Standard IV. 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 fees for them. The results have been very gratifying. At present there are five primary girls' schools and two girls' secondary schools; the percentage of girls in other primary schools has risen considerably. The situation today is such that there is a lack of accommodation at the Durban Indian Girls' High School!



First Conference : Natal Indian Teachers' Society 1926.

FREE AND COMPULSORY EDUCATION

As a result of prolonged negotiations on the part of the Society, a scheme for the gradual extension of free education was put into operation by the Administration in 1942. At present, children up to and including Standard VII, receive free tuition but still have to provide their own books. The Society acknowledges this provision with gratitude and also the intention to extend it to include Standard X in another three years. It is, however, still urging the provision of free books and other school requisites, which are at present being provided to indigent children in Government schools only.

It would not be out of place here to put on record a fact not generally known to people outside the Indian community. Up to 1942, the Indian parent had to pay for every scrap of education his children ever received in any grade of any school in this Province. The present remission of fees in our schools therefore denotes a definite degree of progress, and must result in a lengthening of the school life expectancy of the Indian child which, up to 1942, was low.

SCHOOL ACCOMMODATION

In both primary and secondary schools, the question of accommodation has become progressively more acute in recent times. This problem has exercised the serious attention of the Society and representations were made to the Education Department for the provision of more schools, especially in areas where the need was greatest. In this connection we gratefully record that the Clairwood Junior School has been built by the Administration, and other schools are contemplated in and around Durban.

The Society learned that the Administration was finding some difficulty in obtaining suitable sites for the erection of these new schools and decided to help in this matter. Various sites were inspected and particulars regarding these were submitted to the Department.

Members of the Society have also assisted the community in the erection of new schools and the addition of extensions to existing buildings. The effort made by the community to help itself has been responsible for the erection of the vast majority of schools in Natal. It is also pleasing to note that the building grant offered by the Department has been increased from 33 1/3 to 50 per cent.

Despite all these efforts, there are still several thousands of children of school-going age who are growing up in illiteracy because of the lack of accommodation.

To meet the immediate situation the Society decided on the following expedients which could be adopted to provide schooling for some, if not all, of the children who were not at school :

- (a) The Platoon System.
- (b) The erection of hutments.



Clairwood Govt. Junior and Infant School Opened 25th July, 1950. Run on the Platoon system. Junior School : 612 pupils. Session from 7.30 a.m. to 1.0 p.m. Infant School : 640 pupils. Session from 1 p.m. to 5 p.m.

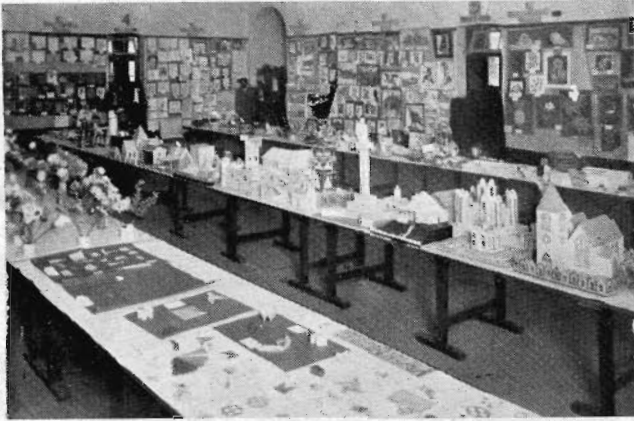
The Platoon System was to be adopted wherever the school plant would permit its operation. Instruction in these schools was to be reduced to four hours by a careful pruning of the curriculum, to make it possible for both schools to proceed to the same level, say, Standard VI. This would eliminate the "bottle-neck" which resulted from the present organisation of the system. That this departure from the regulations would not seriously impair the education of children in attendance, is the considered view of the Society. The suggestion of the erection of hutments has not found favour with the authorities who were consulted.

CONTINUATION AND TECHNICAL CLASSES

In the year 1929, at the request of Indian Workers' Congress, a band of teachers under the leadership and supervision of Mr. S. M. Moodley, undertook the responsibility of rendering free service in organising and conducting classes for the workers.

These classes were started at the Hindu Tamil Institute in its former premises at the corner of Prince Edward and Cross Streets. The classes grew so rapidly that they were forced to seek better accommodation at the Carlisle Street School.

The Society, with a view to stabilising this branch of education, explored the possibility of Government recognition and communicated with the Minister of Education. This led to consultations with Dr. B. M. Narbeth, the then Principal of the Natal Technical College, Durban, and resulted in the formation of the Indian Technical Education Committee which has now developed into the M.L. Sultan Technical College Council. The M.L. Sultan Technical College is now a flourishing institution, catering for thousands of non-European students of all racial groups.



A part of the Exhibition Hall : Arts and Crafts Exhibition, July, 1931.



A few of the exhibits that won awards at the Arts and Crafts Exhibition organised by the Natal Indian Teachers' Society in July, 1931.

ARTS AND CRAFTS EXHIBITION

To foster and stimulate interest in Arts and Crafts in our schools the Teachers' Society from its very inception inaugurated a biennial Arts and Crafts Exhibition. With the exception of the war years, Exhibitions have been held regularly ever since July, 1926. The Society is responsible for their entire organisation. The Inspectorial staff of the Department has always rendered valuable assistance.

The keen competition among students has raised the general standard of work, and a greater degree of originality has been evident in the exhibits submitted in recent times. The judges have always commented favourably on the excellence of the work in every department.

NURSING

With the growth of greater hospital facilities, the demand for nurses increased. Various statements in the press indicated the urgent need for Indian nurse trainees in larger numbers. The Society, in order to encourage Indian girls to take up nursing as a career, instituted a bursary scheme in 1947. Under this scheme provision was made for trainees to obtain the pre-requisite academic qualifications as well. Up to the present four candidates have availed themselves of this bursary.



ADULT EDUCATION

The Society has arranged lectures by eminent people on topics of general interest to which teachers, as well as the general public, are invited. To take a few at random—"Education in Ancient India," by Swami Adyanandji; "The Douglas Social Credit Scheme," by Mr. A. McCree; "Nursing," by Dr. Dayanand Naidoo.

Under the aegis of the Society a Study Group was formed and lecturers from the Workers' Educational Association were invited to speak and to lead discussions on various subjects. One of these series of lectures dealt with the "Development of Civilisation."

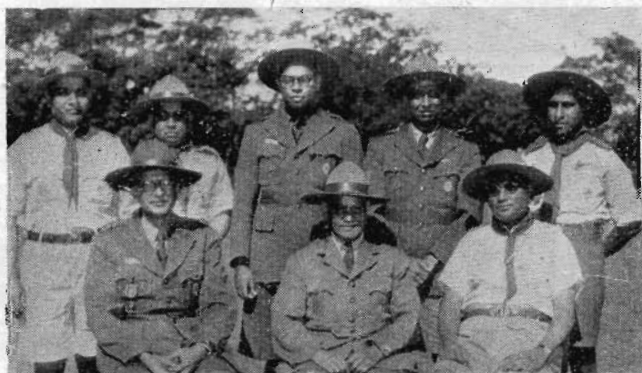
BOY SCOUTS AND GIRL GUIDES

The Boy Scout uniform and the aims of this world-wide movement have always attracted a large number of teachers and boys.

Prior to 1934, scout troops were formed in certain schools. Unaided and untutored in the principles of scouting, teachers in certain schools did notable pioneering work in this field. Left largely to their own devices, and without a co-ordinating organisation to guide them, the schools found interest in the movement flagging.

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

Meanwhile, there had arisen the problem of recognition. In March, 1936, the S.A. Scout Council offered to "extend" the movement among non-Europeans, but the movement was to be organised on lines parallel to the European movement. This position was accepted under protest and the fight for full recognition was carried on.



Leaders in Scouting



Visit of the Chief Scout

In April, 1936, Lord Baden-Powell, Chief Scout, was present at the Annual Rally of 1,700 Scouts and 250 Guides. The Chief Scout, in the course of his remarks, indicated that the Indian movement would soon receive the recognition sought.

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

A rally is organised every year during the Michaelmas holidays. One of the biggest and most successful rallies was held this year at the Albert Park, Durban.

The inaugural meeting of the Natal Indian Girl Guides Association was convened by the Natal Indian Boy Scouts' and Girl Guides' Association on the 20th February 1937. It was well attended. Mrs. R. A. Banks was elected President, and among those who took the Tenderfoot promises and so became Guiders were Mrs. E. Thomas, Miss R. Soodyall, Mrs. Lois Vinden and Miss D. Isaacs, of whom the first two are still active members of the Association.

One of the early difficulties of the Association was the lack of Captains to instruct Guiders. This was overcome at the St. Aidan's Girls' School, where a company had been started by the Provincial Commissioner, Mrs. H. S. North, in 1937. This was achieved through the interest of a member of the staff, Miss de Jean, who held the rank of Captain, and later of the Principal, Miss A. Howard, who obtained the Captain's warrant in 1938.



Picture shows seventeen Durban teacher-Guiders clad in their unique and colourful guide uniforms.

It was not until 1947, however, that the first Captains' warrants were issued to Indian Guiders. Those who became Captains were Misses C. Soodyall, R. Soodyall, S. Abrahams and A. Chetty.

Work has proceeded steadily. The strength of the Association is now over three hundred, being made up of Guide Companies at the St. Aidan's Girls', Clairwood Girls', A.Y.S., Mayville, Madressa, Dartnell Crescent, Temple Girls', Candella Girls', Essendene, Westville, Chatsworth, Clare Estate and Girls' High Schools, and Brownies at Bayview and Chatsworth. The appointment this year of Miss B. Birss as Commissioner for training Guiders and Cadets, will do much to swell the members of the Association and improve the quality of work done by it.

A rally is held every year. Two much coveted shields are those given for general efficiency and knowledge of first aid.

The present President of the Association is Mrs. Murray.

SCHOOL SPORTS AND ATHLETICS

While organised games are played in all Indian schools, the first effort to provide games on a competitive basis was made in 1920 by the Durban and District Indian Schools' Football Association—a body initiated by teachers. For a long time Soccer was the only game fostered by this body, but in recent years the officials have interested themselves in Athletics and Hockey for girls.

The annual Gala with its "Gala Queen" is a notable attraction for teachers, pupils and parents alike.

The success of the Durban Association, led to the formation of similar Associations in the rest of Natal. In 1939 it was necessary to co-ordinate these bodies, and the Natal Indian Schools' Football Association came into existence. Natal competitions are organised annually for the Dr. Mistry's Trophy (Seniors), and Mrs. Sarojini Naidu's Trophy (Juniors).

In 1950 the Natal Indian Sports Association was formed to foster athletics and other branches of sport. While much is being done to promote physical education in the schools, more can be done with the provision of better playing fields. All these Associations owe their existence and drive to Indian teachers in this Province.

RED CROSS

Kunwarani Lady Maharaj Singh, wife of the Agent-General for India in South Africa, saw the need for V.A.D. work among Indian women. Through her efforts the first Red Cross class was started in August, 1933. The movement began with six teachers—Misses M. Moodaly, M. A. Lawrence, E. Peters, S. M. Lawrence, and Mrs. E. Thomas.

Today regular V.A.D. classes are held in several Natal schools under the charge of our women teachers, and pupils are prepared for all Red Cross examinations. At the moment there are five Senior Detachments, and over 300 Juniors. Last year, three of our women teachers were awarded the King's Medal for long and efficient service.



Natal Teachers' Union : Executive Committee, 1941-42.

NATAL TEACHERS' UNION

The need for a separate organisation for Aided teachers was felt when the Society realised how ineffective its representations were because of the great disparity in the status, salaries and conditions of service between teachers employed in the Government schools and those in the Government-aided schools.

By regulation teachers employed in the Government schools were the employees of the Natal Provincial Administration, whilst those employed in the Aided schools were the employees of school managers. The Provincial Administration prescribed the salary scales and supplied the funds for both groups of teachers. The Government school teachers received their salaries direct from the Provincial Administration whilst the Aided school teachers were paid through the agency of their school managers, who obtained a grant-in-aid from the Provincial Administration in terms of Provincial Notice 461 of 1929. About 45 per cent. of the Aided school teachers received only £5 per month. They also received less by way of marriage allowance, were denied sick leave and long leave privileges, and were

excluded from the benefits of a provident fund or pension scheme. Yet both groups of teachers had to satisfy the same departmental inspectors as to the standard and quality of their work.

The desire for a new approach to redress the peculiar grievances of the Aided teachers was expressed by Mr. S. Panday, at a meeting of the Executive Committee on the 20th February, 1941. This was followed by a Special General Meeting of the Teachers' Society, at which Mr. Panday advocated the formation of a trade union as a separate mouth-piece of the Aided teachers. Thus, in 1942, the Aided teachers formed the Natal Teachers' Union.

The first step taken by the Union was the submission of its demands to the school managers for improved salary scales and conditions of service. Owing to the failure on the part of the school managers to meet the Union's demands, the Union applied to the Minister of Labour for a Conciliation Board in terms of the Industrial Conciliation Act. This application had far-reaching effects. The Divisional Inspector of Labour, repre-

senting the Minister of Labour, informed the Union of the difficulty in granting a Conciliation Board owing to uncertainty as to who the responsible employers of the Aided teachers were. The Provincial Executive, having consulted legal opinion, decided to take over the teachers in Aided schools as Government employees as from the 1st April, 1943, on an equal footing with Government school teachers. Thus ended the long struggle for the removal of the disparities in the conditions of service between the two groups of teachers.

As the Aided school teachers had become the employees of the Provincial Administration, there was no longer the necessity for two Indian teachers' organisations. The Natal Teachers' Union was, therefore, dissolved and its members were welcomed to the fold of the parent body.

SOCIETY'S STRUGGLE FOR IMPROVEMENT IN TEACHERS' SALARIES

Elsewhere in the Brochure appear the salary scales that were in operation when this Society began its career. Judged by any standard, the remuneration teachers received was not only inadequate for the maintenance of a decent standard of living, but manifestly unfair. The Indian teacher and his ridiculously low rates of pay had become a byword in the community.

Ever since its inauguration the Society has persistently presented the case for the improvement of salaries. Its efforts resulted in some improvement in 1929 for the teachers in Aided schools. Further pressure for the teachers in Government schools resulted in improvements being effected in 1933. The struggle did not end there. After this it became evident that the Society must strive to establish certain broad principles in regard to salaries and pursued the line that all other things being equal there was no justification for differential rates of pay as between European and Indian teacher.

The case was presented along these lines. It must be remembered that the Society was here fighting against political policies which aim at precluding equality of opportunity and treatment as between the different racial groups, and this political policy was winning all along the line. However, be it said, that there was always a group of officials to view our demands with sympathy and understanding, and despite the fact that decisions were made not to grant any further concessions to Indian teachers, the reasonableness of our demands, and force of our arguments, compelled a further change in 1943. But this change did not satisfy us and negotiations were further pressed.

The answer received by the Society was a flat refusal to make any further concessions. This attitude created great concern and dissatisfaction in our ranks and led to twenty of the best qualified teachers in the profession tendering their resignations. As can be imagined, this action pitched the Society into a crisis and, in the con-

fusion that reigned, the Society was able to prevail upon the teachers concerned to withdraw from their stand.

At this time there appeared to be great discontent even among European teachers, who were threatening a partial strike. The Administrator in 1944 appointed the Teachers' Salary Enquiry Commission—the Beardmore Commission—to enquire into, report upon and make recommendations on the remuneration and conditions of service of European, Coloured and Indian teachers. The upshot of this Commission was that in 1945 salaries were revised again and the Indian teachers' salary was rearranged on a ratio of 70 : 100 in relation to the European.

This led to further discontent because the Society felt that the Indian teachers were being discriminated against on the false premises of the inherent superiority of one group over another, and since it was trying to establish the principle of equality the struggle had by no means come to an end. All these negotiations were focussing the attention of the public on our affairs and a wide measure of support for our cause was openly voiced in several quarters.

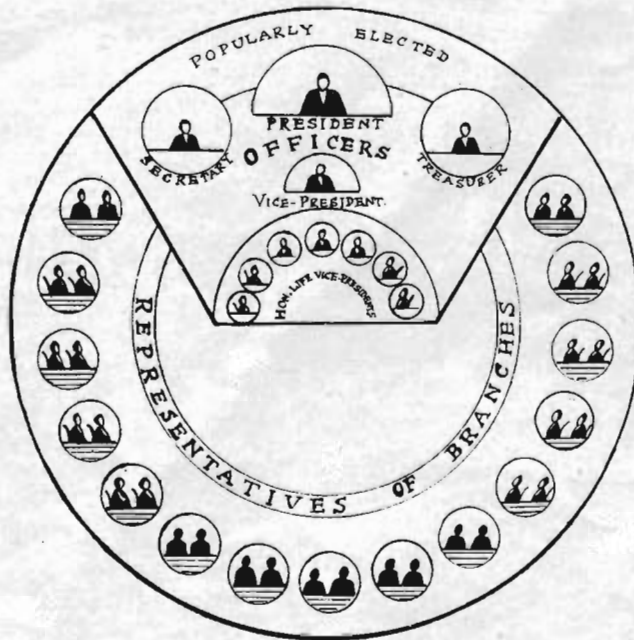
In the meantime, improvements were made to European scales without any corresponding adjustment in Indian scales. In June, 1947, the Society requested to be heard at the Bar of the Provincial Council, but the request had to be abandoned because of certain procedural difficulties.

In November, 1948, the Society was assured that our case would be re-examined, and in 1949, the scales were revised and advanced. These scales also are reproduced elsewhere.

The prolonged struggle of the Society has effected great changes in our financial position, and it would be peevish indeed if we did not record here the sincere thanks of the teaching profession to the Department and the Administration for this advancement. No one, least of all the Society, can overlook the magnitude of the task of those who guide our destinies and also, the vast increases in expenditure that the changes have entailed. The principles for which the Society has stood are, however, not being abandoned, and it looks forward with hope and faith in that reservoir of sympathy and understanding which it knows exists in official quarters, to the day when Indian teachers will be looked upon as teachers first and not Indians.

Branches

Because large numbers of teachers are located in remote parts of Natal and were therefore not able to play a more active part in the life and affairs of the Society, a Special General Meeting was called to consider ways and means of giving all members a greater personal interest and more direct share in the Society's doings.



Constitution of Executive Council, Natal Indian Teachers' Society.

The meeting decided that Branches throughout Natal would ensure greater co-operation, stimulate individual interest and give teachers an opportunity to handle local difficulties and problems in ways not always possible at Headquarters.

Under the leadership of Mr. S. David, the promoter of the scheme, the Committee appointed for the purpose set about delimiting Natal and, after the necessary amendments to the Constitution had been effected, 15 Branches were established, as follows, each with its own Chairman, Secretary, and Executive Council :

Durban Central	Mayville and District
Umgeni and District	Pinetown and Suburban
Verulam and District	Pietermaritzburg
Tongaat and District	Ladysmith and District
Stanger and District	Dundee and District
Clairwood and District	Newcastle and District
Umzinto and District	Sydenham and District
Port Shepstone and District	

Almost the first result of this change in the organisation of the Society was a considerable increase in membership, and as the different secretaries' reports indicate, the formation of these Branches has been fully justified. They are now "useful and creative units of the Society."

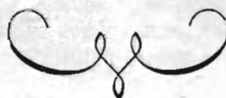
Branch activities embrace : professional matters, discussion and recommendations to Headquarters on salaries and associated matters, lectures, socials, and excursions.

Headquarters are still the makers and executors of policies, and all representations to the Education Department or the Administration are made through it.

A Teachers' Centre

The plan to establish an Indian Teachers' Centre in Durban is one of the biggest projects the Society has yet undertaken. A special committee has been set up, more than £200 have already been contributed, and attempts are being made to obtain a suitable site for the erection of the building.

The establishment of the Teachers' Centre will mean the provision of a hall, offices and rest rooms for teachers. It may be used to house a library for members and a bureau of information where teachers might come and study regulations, consult officials or other sources of information that will be made available to them. It will certainly create prestige for the Society and the Indian teaching fraternity as a whole, and give that sense of solid strength and permanence that is so necessary to the life of an intelligently organised and useful body of men and women. It will be a monument to our thought for the generations of Indian teachers to come.



TRUE AND REVEALING

I*N this chapter we present a picture of early Indian schools, classroom techniques, and anecdotes of interest not hitherto recorded.*

Report on the Rev. Stott's Day School, Durban (1875)

"This school is held in a wood and iron building, 21ft. x 17ft. x 9ft., adjoining the Corporation Coolie Barracks. The furniture consists of three writing desks to hold thirty—forms without backs, one blackboard and two wall maps—the hemispheres. There are no reading cards or lesson sheets, and there is no ball frame.

The books in use are a few odd spelling books and a few (Class or Std. ?) II Irish Reading Books. A supply of Infant School Reading Books and slates is much needed.

The school hours are from 9 to 12 and 1 to 3. One Register of Daily Attendance is in use. The number enrolled is 37—all boys. Seven are under 8; sixteen between 8 and 12; and fourteen between 12 and 16. The average attendance is 23 and the number present and examined was 28.

All except three are mere beginners—learning the alphabet and monosyllables, making figures and working in Addition, and transcribing the letters or easy words on slates. One boy read fairly in Standard II, and two in Standard I. One passed Standard II in writing, one passed in Standard II and ten others had smudged copy books with strokes and curves. One boy can work the four simple rules.

The teacher asked to be allowed to examine the children himself in Grammar and Geography. He called up his first class of three boys, and got them to repeat 'parrot-like' something about 'written language,' 'articulate speech,' 'syllables,' and 'prosody.' The Geography in similar manner consisted of 'descriptions of the earth,' 'natural phenomena,' etc. No one could tell me the parts of speech or could point out or tell anything about India or London."

A teacher who is attempting to teach without inspiring the pupil with a desire to learn is hammering on cold iron.
(Horace Mann.)

REPORT ON A SCHOOL, 1904

"A cramped site, a dark and crowded school-room and a juvenile staff, are perhaps some excuse for the decided all-round inferiority of this school. As few boys as possible seem to have been promoted to the standards; the vast remnants are called infants. Arithmetic during my visit, was conducted on farcical lines, and cheating was rife and unchecked. The solitary fourth standard boy was busy reducing leagues, miles and furlongs to inches, with no object except to proceed to the next sum, about pennyweights. The teachers retard the learning of English by using the vernacular in talking to the younger children. The log book has not been kept; the headmaster has no entries in it. Entries in praise of the school, or opinions generally, should not be put in the log book by casual visitors."

Q.E.D.

A very irate parent stormed into a certain principal's office and in very strong language demanded to know the reason why his son, who was in Standard IV, could not read a single thing. The worried principal weathered the storm of abuse and, after asking his guest to be seated, went upstairs to find the lad, who through his dullness, had brought this upon his head.

On the way down to the office he ascertained from the lad that his father was quite illiterate, which fact gave the principal a brain wave.

The lad was brought into the office and given a Standard I Reader, and asked to read out aloud from the point indicated by the head. The lad complied, and to the father's complete astonishment the boy read at a great pace, making many mistakes *en passant*, which the father was unable to detect.

After he had read a couple of pages, the head turned to the father with devastating triumph, and in the vernacular, added his Q.E.D.

The father apologised in abject profusion and left the principal, gleefully mopping his brow.

THE AGONIES OF A TEACHER IN TRAINING

A certain young teacher appeared before an Inspector in Maritzburg to give a lesson for his finals in practical teaching.

The lesson which had been prepared was something on Indian History, which subject, incidentally, had never been taught in the history of that school. The class was Standard VI, and the boys in it not much younger than the teacher, a few even older than he.

A lengthy lecture followed on various famous and notorious characters in Indian History, their foreign-sounding names and, to the boys, quite meaningless exploits of the said Indian notables. The Inspector, meanwhile, was seriously taking notes behind the teacher who, by the way, had no apparatus of any kind for this lesson.

Came the Recapitulation, Summary and Question time. Since the names of the great Panjandrums in Bombay or Lahore were not written on the board, the boys found it difficult to recall them when asked. The teacher was bent on eliciting this information and by way of prompting the class, he put several leading questions which suggested the names he was after. Evidently, the Inspector was impressed by this because he hastily noted something. After a time the teacher's prompting brought forth no further response, but he persisted in trying to cajole those famous names he had so laboriously taught. The boys of the class were pals of the teacher and one of their number, seeing through the teacher's misery, and to have some real fun when his turn came, seriously gave the nickname of a well known

Indian citizen of the town. Instantly all hands in the class shot up and the teacher was bombarded with all the nicknames, some rude and some just funny, in which that city seemed particularly prolific at the time.

As can be imagined, the teacher had the greatest difficulty in keeping a stiff upper lip ; and in fact, there were signs that something was happening to his belt, which only stirred the students on to inventing more names in the vernacular, when the lower Church Street stock had run out. Gone was the teacher's carefully planned Summary of Questions, and for aught he knew, his Junior Teachers' Certificate.

The Inspector was, however, visibly impressed by the brilliance of the class and as he could not tell one Indian name from another, or even their connection or otherwise with history or with the lesson just over, all ended happily. That teacher passed his Practical Teaching ! !

* * *

Another teacher was being put through his paces by an Inspector in Oral English, for the practical examination. Apparently, the teacher was not putting on a good showing and the Inspector was therefore prompted to find out a little about the said teacher's experience in English.

So he asked him to say what books, other than those which were prescribed for the examination, he had read.

The teacher thought hard for a moment, and then with the air of one scoring a mental victory said, "The Arabian Nights."



Training is everything. The peach was once a bitter almond ; a cauliflower is nothing but a cabbage with a college education. (Mark Twain).

MINIATURE WHO'S WHO

Special Silver Jubilee Supplement

THERE is a perennially persistent fascination about the way another man lives. Nothing is of more interest than someone else's life and occupation.

The rickshaw boy can boast of life as dull as anyone's, but to American or British visitors he is a constant attraction.

The workman in an excavation feels no thrill in his job beyond the mechanical one from his pneumatic drill, but he can always draw a thrilled and enraptured crowd.

Write an intimate and revealing biography, even a mere thumbnail sketch, of whom you will, and you are assured of a devoted reading public.

This unflagging curiosity in our neighbour's life and work has persisted from the time when awed assemblies watched Noah build his ark until the day they dug up the Wanderers to make a station!

Very early in his career a teacher discovers that his profession occasions no small public interest. Pedagogues, their work and worth, have ever been subject to the curious and searching scrutiny of the community, arising, no doubt, as much from the teacher's close relationship to society as to the fact that they are indeed people of high calling and exceptional talent.

It is with these factors in mind that your editors have been encouraged to compile and include a miniature Who's Who in the Silver Jubilee Brochure.

At the outset it must be realised that the editors have been confronted with innumerable difficulties in the compiling and preparation of this project.

Because teachers are a self-effacing fraternity our major obstacle was to get any one of them to support such an innovation.

Because of space considerations it demanded the greatest thought and care in deciding what was to appear, and what was to be deleted, from the mass of important information we eventually obtained from a brave and patient group of teachers who, as it turns out, form a truly representative cross section of our Society's fourteen hundred members.

Finally, because teachers are famed for their sweet reasonableness and good-natured tolerance, we feel they will appreciate the fact that while the compilers exercised the greatest care in noting all the milestones of each teacher's vocational life, they had, perforce, to omit a number of interesting but space-occupying pebbles!

We feel sure that our efforts, incomplete as they are, will prove attractive to the casual reader, and afford to the serious student a unique visual record of the academic attainments, wide professional experience, and practical, in some cases prolific, work performed by members of the Natal Indian Teachers' Society in respect of community welfare in general, and their young charges in particular.

(Figures after each name indicate date of first teaching appointment)

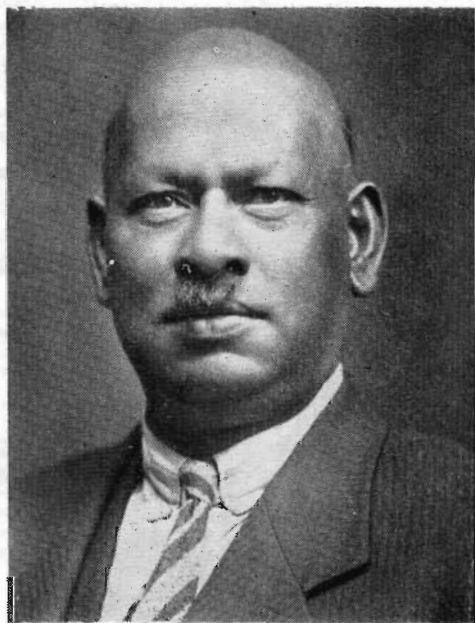


*These we
Revere . . .*



APPLESAMY M.

Educated Higher Grade Indian School, 1900-1908 ;
ex-Principal Kossburgh, Stella Hill and Clare Estate.
Died under tragic circumstances during hailstorm in
1929.



THUMBADOO, V.N.

Attached to Depot Road until retirement ; President
and Hon. Life President N.I.T.S. ; held various official
posts, N.I.T.S. ; keen sportsman and social worker,
holding responsible posts in many bodies ; Foundation
Member and President Hindu Young Men's Society
(Sydenham) ; President Sydenham Unity Football
Club ; President Schools' Cricket Club ; educated at
Higher Grade Indian School.

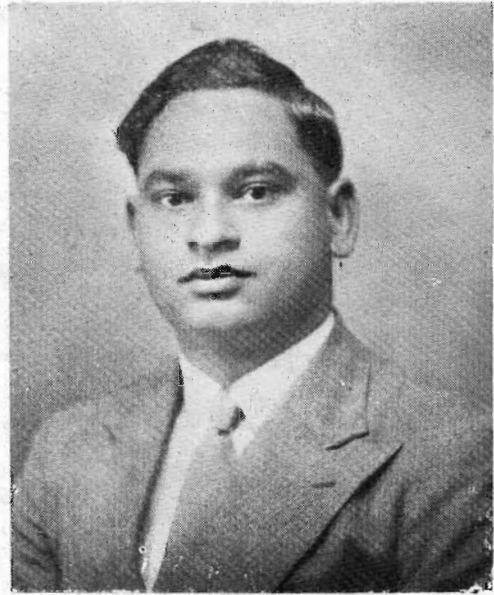


Mrs. V. R. R. MOODALY

Vice President N.I.T.S., 1934 ; Chairman N.I.T.S.
Ladies' Auxiliary ; for many years on staff of Hindu
Tamil Institute ; educated Girls' Model School ; Presi-
dent Indian Women's Association ; Indian Women's
League ; first President Durban Indian Child Welfare
Society ; made notable contribution towards vernacular
education.

NAIDOO, V. SORKARI, B.A., B.Comm.

Matriculated at Marine College, Durban, under the late Rev. A. Lamont ; ex-President of N.I.T.S. Staff : Carlisle Street (1930-32) ; Sastri College (1932-44). First Indian to graduate in B. Comm. Lecturer and Research worker under Prof. Raymond Burrows at Natal University College (1944—to date of tragic death in 1948) ; first Indian appointed in a S.A. university. Only Indian to lecture at Rhodes University College Summer School ; addressed Durban Rotary Club and Economic Society ; executive member of Institute of Race Relations ; member N.U.C. non-European Advisory Board and Finance Committee ; lecturer at Indian Technical College (now M.L. Sultan Technical College) in Accounting and Mercantile Law ; mainly instrumental in obtaining donation for the Technical College ; one time Librarian, M.K. Gandhi Library ; original member of Social Service Committee founded by the late Right Hon. V. S. Srinivasa Sastri ; played leading role in intellectual activities ; made intensive study of economic position of Indians in South Africa ; contributed articles to publications of Institute of Race Relations ; was engaged in important publication on position of Indians in South Africa at the time of his tragic death in 1948. Excellent example of a painstaking 'self-taught' student. Deep lover of English literature.



SOME EX-TEACHERS

Mrs. M. Joseph, nee Francesca Lawrence. First Indian girl to pass T.3B and Matriculation.

Ex-Assistant at St. Anthony's and Dartnell Crescent. Qualified Singing Mistress, commended by Music Organiser, Education Department.

Geo. Singh, B.A., LL.B. Ex-Sastri College. Ex-Secretary, N.I.T.S. Now in legal profession.

G. S. Naidu, B.A. Taught in several schools. Now practising Attorney.

Dr. M. Gabriel. Taught at Stanger and Greyville. Now medical practitioner, Port Shepstone.

Dr. L. G. Christopher. Ex-Teacher St. Aidan's Boys'. Now medical practitioner, Stanger.

Dasrath Rai. Ex-Teacher, Depot Road. Now studying medicine, Calcutta University.

Jack Naidoo, B.A. Ex-Latin Master, Sastri College. Now Secretary/Registrar M.L. Sultan Technical College.

S. T. Naidoo. Ex-Tongaat. Grantee of Schools. Now Insurance Agent.

S. D. M. Pillai. Ex-Depot Road. Now in business in Durban.

R. Balram Naidoo. Ex-Depot Road. Now successful farmer.

Dennis Choonoo, M.Sc. Ex-Sastri College. Now studying medicine, Wits.

A. Khan, B.A., B.Sc. Ex-Sastri College. Now studying medicine, Wits.

Harold Sundram, B.A. Ex-St. Michael's. Now studying medicine, Wits.

B. A. Naidoo, B.A., B.A. (Soc. Sc.) Ex-Clairwood Infants and Sastri College. Now full time social worker.

R. J. Mistry, B.A. Ex-Sastri College. Now completing medical course, Edinburgh.

S. Cooppan, M.A., M.Ed., Ph.D. Ex-teacher, Training Dept., Sastri College. Ex-Secretary/Registrar, M.L. Sultan Technical College. Left last month to join staff, Govt. Teacher Training College, Mangalore, India.

Dr. A. K. P. Naicker. Ex-Stanger and Depot Road. Now medical practitioner, Durban.

Louis Joseph. Ex-Stanger, Greyville and Sastri College. Now studying medicine in London.

Dr. Alam Baboolal. Ex-Depot Road. Now medical practitioner, Durban.

G. Ramduth. Ex-Teacher. Now in Department of Social Welfare, Durban.

M. M. Naicker. Ex-Stella Hill. Now in Department of Social Welfare, Durban.

W. Moonilall. Ex-Teacher, Cato Manor ; Depot Road. Now in business.

Our Veterans . .



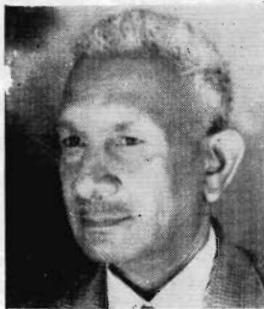
BOODHAI, RAMLAAL, 1912

Taught continuously, Fairbreeze. Retired in 1947 at the age of 60, but still in service at Fairbreeze. Held official posts in various social and cultural organisations.



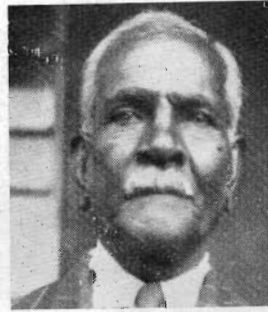
CHOONOO, E. J., 1911

Ex-Principal, Tongaat Boys. School; ex-President N.I.T.S.; Hon. Live Vice-President N.I.T.S. Secretary Influenza Relief Committee, and various other social and educational bodies. Keen sportsman and social worker. Toured Europe, Canada, Australia and India.



SOUPEN, MOSES ERNEST

Retired after 47 years service. Now *locum*, Greyville School. Ex-Vice-Principal, Umbilo, Sea View and Malvern. Ex-Principal, Riverside and Newlands. Served in Influenza Epidemic, 1918. Keen sportsman.



CHOONOO, TIMOTHY, 1891

Arrived in Natal in 1891 from Mauritius and assumed Principalship of Ottawa School (North Coast). The following year he was transferred to Tongaat School, where he remained as Principal for 15 years. He then became Principal of Umhloti School, and in 1924 of Verulam School, where he retired in 1936. He served under Inspector Mr. Colepepper and School Manager, Rev. S. H. Stott. In the field of Indian education he continued the pioneering work done by his late father, the Rev. John Choonoo. He was presented with an illuminated address by the Verulam and District Indian Parent-Teachers' Association in appreciation of services rendered to the Indian community since 1891. Many Principals and Assistants now in the service passed through his hands. Resides in Verulam, age 81.



JEEAWON, AJOODHA, 1895

Son of indentured employee. Educated at the Wesleyan Mission School under Rev. S. H. Stott, up to Standard IV. In 1895 appointed Principal of same school, which came to be known as the Tongaat Indian School, No. 2. This school grew into Aided status and owing to its geographic location, its title changed to Fairbreeze Indian School. In 1936 became a Govt. School. Mr. Jeeawon served the same school as head for forty-three years, 1895-1938, when he retired. During Boer War served the Ambulance Corps under late Mahatma Gandhi. Holder Silver Medal for this. A popular figure in the district, he became Chairman of many religious, cultural and welfare organisations, and promoted Vernacular Education. Became famous as the man who refused ever to wear a necktie.



JOSEPH, REUBEN I.

Retired in 1948 after having taught for 42 years. Was assistant teacher at Umbilo (Rosburgh), St. Aidan's, Cross Street, and Depot Road, and Principal at Sea View, Port Shepstone, Mount Edgcombe and Stanger. Was on the Executive Council of the N.I.T.S. and a Vice-President.



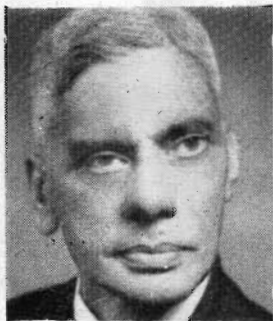
MOODLEY, S. M., 1903

Ex-Principal, St. Aidan's (Cross Street). Appointed to Staff of Sastri College when first opened and retired in 1949 after 46 years of service. First Treasurer, N.I.T.S. Organised workers' classes, which later came to be known as M.L. Sultan Technical College. Played a distinguished part in the educational life of the Indian community



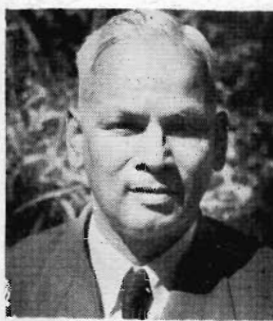
NUNDOO, D. P., 1904

Among first certified teachers from St. Aidan's Provincial Training College. Ex-Principal, Estcourt and Springfields. Now retired. Served C.P.S. during second World War.



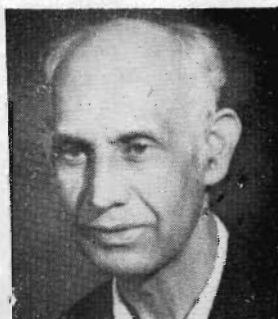
RAI, ANAND, 1902

Educated Durban Boys' Model School. Principal, Depot Road Govt. School 1905. Retired 1943. Served 42 years under eight Directors of Education. Many principals and teachers now in service passed through his hands. Founder and first President of N.I.T.S. Re-elected President N.I.T.S. three times. Tendered evidence before Provincial Select Committee and also Russell Commission. Led deputation Provincial Education Enquiry Commission. Member Indo-European Council. Representative Carnegie non-European Library Committee. Toured India extensively. Keen disciple of Rabindranath Tagore and student of Bengali literature.



NAICKER, T. M., 1908

Ex-Principal, Isipingo. Staff, Umgeni since 1923, retired 1950. Educated Durban Higher Grade Indian School, 1899-1905, Indian Preparatory, 1906. Life Vice-President N.I.T.S. Foundation Member and first Secretary N.I.T.S., 1925-27. President, N.I.T.S., 1928-30; 1933-34; 1945-47. Led many deputations—educational and general—to Provincial and Union Governments. Member University Research Group. Unique distinction: presented as one of the Indian representatives at the official Durban Civic Welcome to H.R.H. Prince of Wales, 1925; H.R.H. Prince George, 1934; Their Majesties King George VI and Queen Elizabeth; Princess Elizabeth and Princess Margaret, 1946; attended Governor-General's Garden Parties. Foundation Member and ex-Treasurer, M.L. Sultan Technical College. Visited India 1935—attended National Indian Congress Golden Jubilee Celebrations. Chairman, S.A. Hindu Maha Sabha. Holds important posts in several cultural, educational, religious and social organisations. 45 Years of loyal and devoted service to the Indian community. Final ambition—a Sanyasi.



THOMAS, EPHRAIM

Ex-Principal, Mitchell Crescent; Carlisle Street and Greyville. Retired 1949. Ex-President; ex-Secretary; Hon. Life Vice-President, N.I.T.S. Went on several deputations on educational matters and tendered evidence before educational committees. Keen sportsman, having participated in representative matches. Held important posts on many social, educational and religious bodies and played notable part in the welfare of the Indian community.



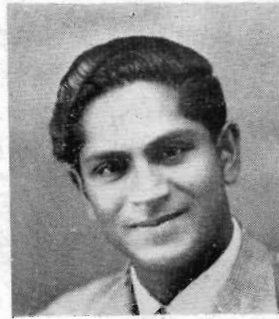
SEETHAL, W. S., 1910

Ex-Principal, St. Aidan's Boys'; President and Treasurer N.I.T.S.; Hon. Life Vice-President. Joint Secretary, South African Indian Congress. Member Diocesan Finance Board (nine years). Member Board of Management, St. Aidan's Hospital. Grantee, St. Aidan's Boys' and Girls' and St. Michaels.



ACHARY, MANIKUM VALOO, 1930

Ex-Principal Wyld Memorial; present Principal Briardene. Interests: Sports and Social Welfare.



APPALSAMY, K., 1946

Staff Hindu Tamil Institute; Chairman and Organiser Arts and Crafts Exhibition Committee of N.I.T.S. Silver Jubilee, 1950; Social Worker. Interests: Art.



BABOOLAL, OOGERCHAND, 1920

Ex-Principal, Newlands; present Principal Clare Estate from 1929; Vice-President Boy Scouts' Association.



AIDAN, ANDREW, 1918

Principal Braemar, 1945-46; present Vice Principal St. Aidan's Boys; Foundation Member N.I.T.S. Held various official posts. Chairman Arts and Crafts Exhibition, 1938; Pioneer in Scouting; prominent Church and Social Worker; Executive official of FOSA; Hon. Life Vice-President Durban and District Indian Schools' Sports Association



APPAVOO, M. P., 1922

Principal Hill View; now Principal Riverview; member N.I.T.S. since 1925; ex-Sec.-Treas. Hill View School Society; Treasurer Riverview School; member Indian Child Welfare Society; instrumental in obtaining land for Hill View School; worked for completion of new school building.



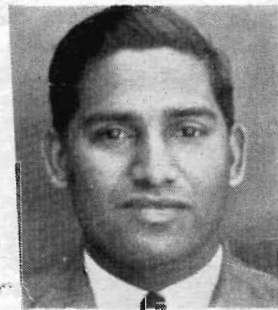
BARNABAS, BERNARD, 1911

Ex-Principal Lidgetton; Principal Cato Manor (now known as Mayville); Treasurer, Vice-President and Executive member N.I.T.S.; Chairman FOSA (Mayville Committee); Mayville representative Child Welfare Society and Benevolent Society; Chairman Mayville Ratepayers' Association; keen sportsman, played soccer, cricket and tennis; held rank of corporal in first Great War; Senior C.P.S. Warden in last war.



ALGOO, R., 1937

Staff Kathiawad Hindu School; ex-Chairman Candella Committee, Durban Indian Child Welfare Society and Hindu Seva Samiti.



ATTWARIE, SEWKUMAR, 1933

Principal Andhra Vishnu Trust School; Executive officer Natal Teachers' Union; Chairman FOSA, Overport Care Committee; Commissioner S.A. Red Cross Society. Keen sportsman; Council Member D.D.I.F.A.; Treasurer Shree Sanathan Dharma Sabha; Executive Member Shree Ramayan Sabha.



BECHOO, G., 1917

Ex-Principal Mt. Edgecombe, Greytown, and Port Shepstone; present Principal Clairwood Junior; ex-Chairman N.I.T.S., Port Shepstone Branch. Held official posts in various religious and sports bodies in different parts of Natal. Keen sportsman.



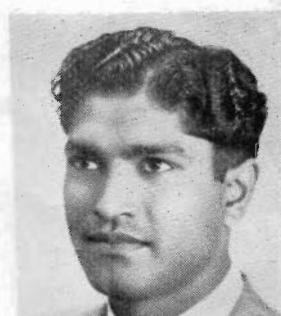
BEERAN, A. K.

Ex Vice-Principal Sutherlands; Principal Nizamia Muslim School; Ex-Chairman P.M.B. Branch of the Teachers' Society; Organising Secretary Maritzburg Indian Technical Institute; Member Indo-European Joint Council; represented Northern Natal at soccer and cricket.



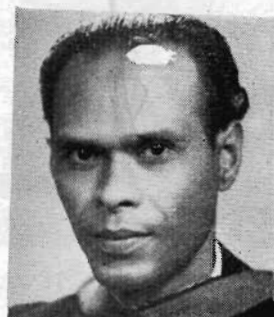
BUNWARIE, RANCHHUR

Ex-Principal Thornville Junction; present Principal Vedic Pracharak, P.M.Burg. Held official posts in many sporting and social welfare bodies in Northern Natal. Vice-President FOSA (Pentrich Committee). Holds important posts in several religious, social and educational bodies in Maritzburg.



CHETTY C. R., B.A., 1941

Staff, St. Oswald's Secondary School; Secretary and Treasurer N.I.T.S. (Newcastle Branch). On several occasions represented Northern Natal in soccer. Keen cricketer and tennis player.



BUGHIRATHEE, R., B.A., 1926

Staff, Tongaat Indian High School; Secretary, N.I.T.S. (Tonga Branch); Executive Member: Fairbreeze Indian Child Welfare Society; Fairbreeze Hindi Sabha; Tongaat Athletic Union. President Fairbreeze Indian Sporting Club.



CHARLES, B. W., B.A., 1924

Ex-Principal, Port Shepstone; Principal Stanger Indian High School; Foundation Member of the Teachers' Society; Chairman Stanger Branch, N.I.T.S. Engaged in Social Welfare work. Keenly interested in sports administration in the District.



CHETTY, N. G., B.A.; B.Ed.

Ex-Principal Greenwood Park and Stella Hill; present Principal Merebank. Formerly an Executive Member of the N.I.T.S. and Chairman of the Clairwood Branch.



BUGWANDIN, K. PARSAD, B.A., 1932

Staff, St. Aidan's Boys'; Foundation member Overport Social Club; served same as Secretary and President. Member Durban Indian Golf Club.



CHENGIAH, J., 1933

Ex-Principal New Guelderland; present Vice-Principal Stella Hill; Vice-President N.I.T.S. Mayville Branch and Schools' Sports Association; Secretary, Durban Indian Golf Club, 1948; President FOSA, Manor Gardens C.C. Keen cricketer, having played in many representative matches.



CHETTY, N. M., 1934

General Councillor, N.I.T.S., 1940; Joint Hon. Secretary Arts and Crafts Exhibition Committee, 1940-42-49; Assist. Secretary, Sydenham Vernacular Education Society, 1941-2; since 1938 has been Hon. Secretary of several school Sports Associations: Pinetown, Sydenham, Durban and Natal.



CHETTY, N. S., 1919

Ex-Principal, Fountain Head; now Principal, Hill View; Executive Member N.I.T.S., 1943; Founded Merebank Tamil School Society and Ratepayers' Association; Secretary, Andhra Maha Sabha.



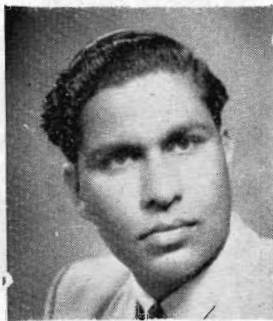
CHOTAL, S., B.A., 1927

Ex-Principal Westville; present Principal Essendene Road; Treasurer, N.I.T.S. (Sydenham Branch); member of Executive Council, N.I.T.S.; represented N.I.T.S. on various deputations to Natal Provincial Administration; ex-Secretary Natal Indian Football Association; translated "The Religious Awakening in S.A." from Hindi to English.



DAVID, L. B., 1922

Present Principal Howick; Secretary, N.I.T.S., P.M.B. Branch, 1935-38; Chairman Scouts Association, P.M.B. Keenly interested in church work.



CHETTY, S. S., B.A.

Staff Dundee Secondary; Secretary, N.I.T.S., Dundee Branch. Keen sportsman and social worker.



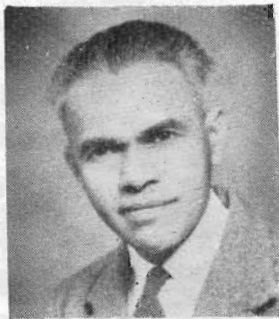
COOPPAN, SOMARSUNDRAM, M.A., M.Ed., Ph.D.

Gained B.A. Fort Hare, proceeded to Capetown University and completed M.A., M.Ed., Ph.D. (at different times). Part-time lecturer, N.U.C. (Education); studied adult education overseas and lectured to W.E.A.; delivered several public lectures. Sailed for India to take up appointment Govt. Training College, Mangalore.



DHOOKUN, R., 1913

Principal, Esther Payne Smith; Chairman and Treasurer, N.I.T.S., P.M.B. Branch; ex-Treasurer, Natal Football Association; District Commissioner Boy Scouts, P.M.B.; President Child Welfare Society, P.M.B.; holds office in various public bodies; Secretary, Indo-European Council, P.M.B. Ardent social worker.



CHHOTAI, RAMTAHAL, 1919

Principal Hindi Govt.-Aided Indian School; Executive Official Sydenham Branch N.I.T.S.; Hon. Secretary, Nagari Pracharni Sabha, which is proprietor of Hindi G.A.I. School; for the last 12 years local representative of the Durban Indian Child Welfare Society. Attended New Era World Education Conference, 1934.



DAS, R. P., 1926

Ex-Principal Jhugroo, Ottawa; present Principal Luxmi Narayan, Clairwood; actively engaged in welfare work. Trustee for life, and President of the Durban Indian Child Welfare Society.



DONE, H. S., 1911

Principal, Clairwood Senior Boys' School; Foundation Member of N.I.T.S., and Vice-President for several years. A pioneer of Boy Scout Movement in this country; acting Chief Scout and Deputy Commissioner for Indian Boy Scouts in S.A. and Divisional Commissioner for Natal. Awarded the "Silver Wolf" decoration, the highest honour for Scouts, by the Governor-General.



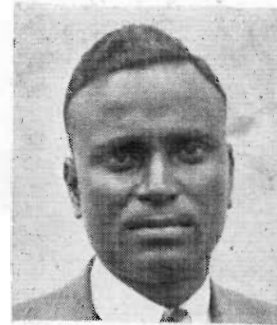
DOOLARKHAN, S., 1912

Ex-Principal, Stanger ; present Principal, Depot Road ; ex-Vice-President N.I.T.S. Travelled in India.



FOOLCHAND, G., 1915

Principal, Welbedacht ; Member Child Welfare Committee. Keenly interested in sports and travel.



GOUNDER, K. M., 1919

Principal, A.Y.S. ; ex-Executive Member, N.I.T.S. ; Founder A.Y.S. School Bursary ; prominent official various sports, social, religious and educational bodies. Representative of Union Department of Social Welfare on Aryan Benevolent Home. Chairman-Ed. Cent. Sports, Indian section.



EMMANUEL, T. A., 1934

Staff, Greyville ; first appointed as a teacher in 1934 at the Methodist Indian School, P.M.B. Later resigned to further his studies at Sastri College ; subsequently taught at Dundee and Pinetown. Ex-Secretary N.U.C. Students Union.



GEORGE, VINCENT, 1909

Ex-Principal, Darnall and Methodist (P.M.Burg) ; Staff, St. Michaels ; Foundation Member of N.I.T.S. ; ex-Chairman, N.I.T.S. (P.M.Burg Branch). Holds official posts in educational, sporting, religious and welfare societies.



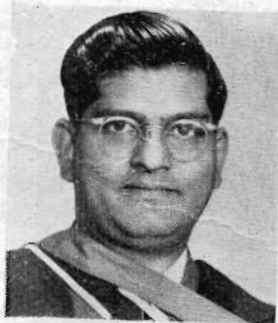
GOVINDOO, PARVATHY (Miss), 1925

Ex-Principal, St. Theresa's School ; now Staff, Essendene Road ; Member of Ladies' Auxiliary, N.I.T.S. ; Member, Natal Indian Blind Society.



EPHRAIM, A. M., 1909

(Better known as 'The Lion of the North') Ex-Principal, St. Oswald's, Newcastle ; at present on staff of Depot Road ; Vice-President, N.I.T.S., 1928-1933 ; took prominent part in Passive Resistance, 1913. Held executive posts in social welfare and sporting bodies in Northern Natal ; Founder of Newcastle and District and Dannhauser Child Welfare Societies.



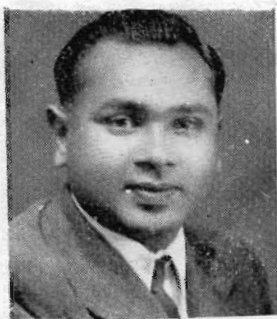
GOPAUL, N., B.A., B.Com., 1930

Vice-Principal, Hindu Tamil Institute ; Hon. Auditor (1940-41), Executive Member (1946-47), Treasurer (1947-1950) of N.I.T.S. Present Chairman Durban Central Branch of N.I.T.S. Holds official posts in educational, social and religious organisations.



GUNGA, S.

Principal, Spearman Road ; keen social and religious worker.



HAMMOND, J. J., 1926

Ex-Principal, St. Michael's and Sawoti ; now Staff of Hindu Tamil Institute ; Member, Durban Indian Child Welfare Society, FOSA and various Youth Clubs in Durban ; Secretary, St. Mary's Youth Club. Keen sportsman and interested in amateur dramatics.



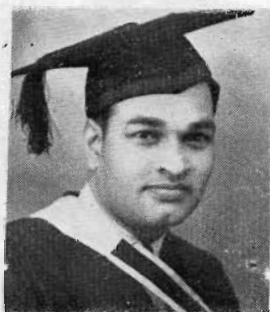
ISMAIL, M.A., 1933

Staff, Spearman Road. Actively engaged in the social and religious activities of the community.



JOHN, JACOB, 1911

Vice-Principal, Port Shepstone ; educated St. Aidan's Training College, Sydenham ; Chairman Port Shepstone Indian Child Welfare Society ; Vice-Chairman P.S. Branch, N.I.T.S. Keen and prominent sportsman and social worker.



HURBANS, M., B.A., 1929

Principal, Sarasvathi ; Executive, N.I.T.S. ; Vice-President, N.I.T.S., Tongaat Branch.



ISMAIL, M. S., 1931

Principal, Ahmedia ; Chairman, N.I.T.S. (Mayville Branch), 1948-1950 ; President, Umkomaas Drift Indian School Board. A keen social worker.



JUMNA, D., B.A., B.Com., 1938

Principal of Wyld Memorial Indian School ; ex-Principal of the Lakshmi Indian School ; ex-Secretary of Durban Indian Schools' Football Association ; Hon. Auditor, N.I.T.S. (Verulam Branch).



IMAM, SHEIK, 1921

Ex-Principal : Hill View, Chatsworth, Clairwood Infant Boys' ; present Principal, Stella Hill ; one of the founders Cavendish District Child Welfare Investigation Committee ; Treasurer, Malvern Indian School Association ; Vice-President, Malvern Islamic Madressa ; President, Mayville Schools Sports Association.



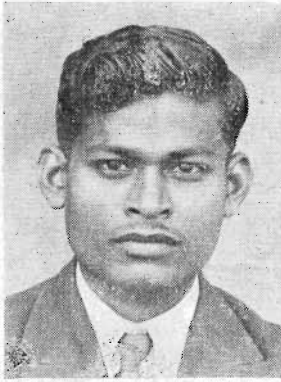
JAGMOHUN, P., 1944

Staff : Bodasing Indian School, Fawsley Park, Kearsney. Keen social worker.



KHAN, SUBHAN, B.A., 1937

On Staff Sastri College ; ex-Secretary, N.I.T.S., 1947-49 ; President Natal Indian Schools' Football Association. Keenly interested tennis, photography, literature and drama.



KOWLASSUR, B., 1939

On the staff of the Bodasing Indian School, where he was acting-Principal for a year; Secretary of the Fawsley Park Indian Society.



LALLA, B. D., 1928

Ex-Principal, Candella Boys'; present Principal, Clairwood Infant; Executive Member, Asst. Secretary, Vice-President and President, N.I.T.S.; Executive Member, Natal Teachers' Union; Founder and Editor "The Vedic Voice"; Founder and President Vedic Educational Society; Indian Culture and Study Group, and Sydenham Boys' Club. Foundation Member Indian Eisteddfod; Founder and Secretary, St. Aidan's Club; Old Collegians Cricket Club. Ex-Editor "Indian Educator" and "The Hindu." Author of "The Black Coolie," "The Ugly Duckling." Contributed to the Press under the pen name, "The Voice"; "Boutez Avant"; "Bon Vivant." Wrote and produced "The Magic Tree" and "Pilgrimage to India" for the Education Centenary Celebrations. Associated with the Sultan Technical College since its inception. Led several deputations to educational authorities. Holds prominent positions in various social, educational, religious and sports bodies. Educated at Central Hindu College, Benares; Fort Hare; Marine College; and Natal University.



LAWRENCE, S. M. (Miss), 1920

Ex-Principal, St. Theresa's; present Vice-Principal, Clairwood Senior Girls'; Secretary Ladies' Auxiliary, N.I.T.S.; Executive Member, N.I.T.S.; present Treasurer, N.I.T.S. (Clairwood Branch); represents Indian Education on N.C.W.; Vice-President, Indian Eisteddfod. In charge of C.P.S. Unit for duration of war. Member S.A.B.C. Advisory Committee. Commandant pioneer Red Cross Detachment, lecturer in First Aid and Home Nursing. Secretary, Catholic Teachers' Association; holds A.T.C.L. (violin), L.L.C.M. (piano); awarded S.A. Medal for War Services; awarded King's Medal for 15 years' Voluntary Red Cross Service. An indefatigable social worker holding official posts in many organisations.



KUPPUSAMI, C., B.A. (Hons.), M.Ed., 1935

Vice-Principal, Merebank. Submitted as thesis for his Master's Degree in Education, "Indian Education in Natal—1860 to 1946."



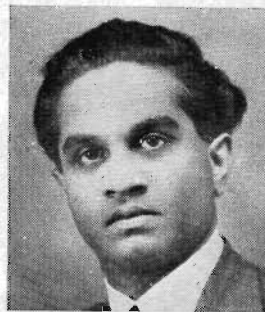
LAZARUS, A. D., M.A. (Yale), 1931

Ex-Staff Sastri College; now Principal, Greyville; ex-Secretary and President, N.I.T.S.; President, N.I.T.S., 1950-51. Baccalaureate University of South Africa, 1930; Only Indian to be awarded Carnegie Fellowship in Race Relations and Education, 1937; did post-graduate research and writing—Yale University, U.S.A., under late Dr. C. T. Loram. First Indian graduate teacher Natal; First Indian teacher with T.2 Certificate. Interested—Race Relations. Among founders Durban International Club; present Vice-Chairman. Addressed several conferences of South African Institute of Race Relations on Indians in South Africa. Hon Secretary, Joint Council of Indians and Europeans; social worker; has travelled extensively in America, England, Europe, West Indies, India and Ceylon.



LOGANATHAN, R., 1932

Principal, Dannhauser. Holds prominent official positions in Natal Indian Football Associations. President, Dannhauser Child Welfare Society. Commissioner of Oaths.



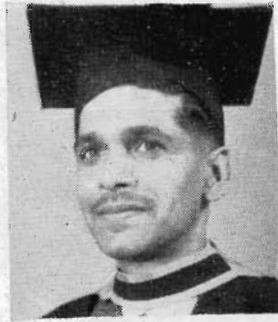
LAZARUS, ARCHIBALD NATHANIEL, B.A., 1937

Staff, Sastri College (Teachers' Training Section); Secretary, N.I.T.S., 1943-46; 1948-49. President, Sastri College Old Boys' Club. An enthusiastic worker in the cause of Indian education.



MAHARAJ, B. J.

Staff, Welbedacht. Keen public and social worker. Holds important official posts in various sports, educational, social and cultural bodies. Keenly interested in travel.



MAHARAJ, S. R., B.A.

Ex-Principal, Verulam ; present Principal, Springfield. Attended New Era World Education Conference in Capetown and Johannesburg, 1934.



MOODLEY, N. G., 1941

Staff, Merebank ; Chairman, Clairwood Branch, N.I.T.S. ; President, Students' Representative Council of the University of Natal (non-European Section).



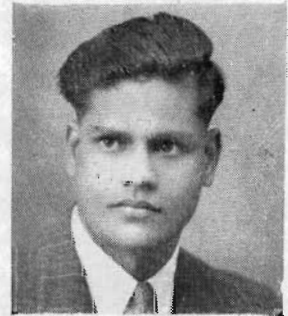
MAHARAJ, R. J., 1929

Staff, Alencon ; Representative Child Welfare Society ; Secretary of various sports bodies. Keen social worker.



MATAI, RAMDHANI, 1928

Staff, Essendene ; Member since 1928, N.I.T.S. ; Secretary, Hill View School Building Fund, 1936-38 ; Secretary, S.A. Hindu Maha Sabha ; Member Indian Child Welfare Society. Keenly interested in vernacular education.



MOODLEY, P. I., 1939

Staff, Chatsworth. Holds official posts in Cavendish and District Indian Child Welfare Committee ; Chatsworth Hindu Institute and Natal Indian Farmers' Union. Holds official position in Natal Indian Boy Scouts Association. Manager, Comet Football Club.



MAHARAJ, S. K., 1929

Ex-Principal, Lower Tugela ; present Principal, Richmond. Holds executive office in various sports, religious and social welfare organisations in Richmond.



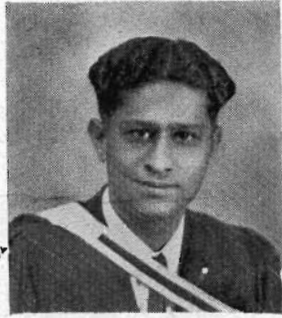
MATHEN, S., 1936

Ex-Principal, Glenroy ; Principal, Fannin ; ex-Secretary, Motala Lad's Hostel. Interested in child delinquency.



MOODLEY, R., B.A., 1930

Ex-Principal, St. Oswald's ; Principal, Dundee Secondary ; Chairman, N.I.T.S., Newcastle Branch ; President Dundee and District Child Welfare Society. Keen cricketer, having represented Durban.



MOODLEY, S. M., B.A., 1933

Staff, Welbedacht. Keenly interested in welfare work and Executive Member of various organisations.



MUNSAMY, C., 1929

Staff, Hindu Tamil Institute. Member of various Indian welfare organisations; Executive Member of the Natal Indian Boy Scouts Association. Held official positions in Natal Indian Football circles. Interested in cricket. Active sports administrator.



NAIDOO, C. C., 1913

Assistant: Fairbreeze, Umgeni, Lady-smith, Clairwood; now Assistant, Clairwood Junior; N.I.T.S., Assistant Secretary, 1925-29; Gen. Secretary, 1929-30-31-32; Vice-President, 1930 and 1932-37. Assistant Secretary, Tongaat Hindu Samarasa Bodhai Assn., 1916-19. Foundation Member, Durban Indian Technical Classes, 1926. Organised W.E. Classes, 1930. Mainly responsible for erection and recognition of Fairbreeze School; President, Fairbreeze Indian Child Welfare Society, 1943-50. Held executive office many sporting organisations, North Coast and Durban District.



MOSES, ISRAEL, 1937

Staff, Kearsney. Holds important posts in Indian Baptist Association and keenly interested in religion, sports and education. Compiler of Religious Diary and other religious publications.



MUNSAMY, L. P. (Known as L. D. Naidoo) 1925

Staff, Isnembe; Executive Member, N.I.T.S. (Tongaat Branch). Holds official positions in various educational and welfare organisations.



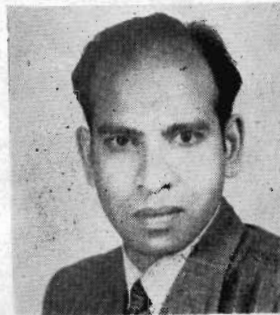
NAIDOO, COPOSAMY PERUMAL, 1913

Principal, Isnembi. Keen sportsman. Interested in Vernacular Education.



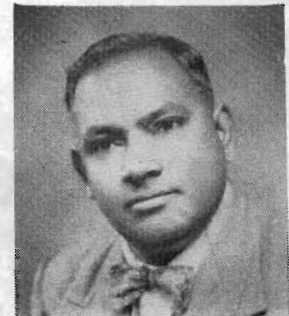
MUNGAR, G., 1908

Ex-Principal, Malvern; Principal, Fairbreeze. Foundation Member and Treas., N.I.T.S.; Vice-President, Natal Indian Boy Scouts Association. Patron of several sports clubs. Keen social worker, holding official posts in various social welfare bodies.



NADAR, RETHINASABAPATHY NADARAJAN, 1940

Staff, Hindu Tamil Institute; Secretary-Treasurer, Durban Central Branch, N.I.T.S. Qualified Tamil teacher; translated "Siva Rathrie" from Tamil to English.



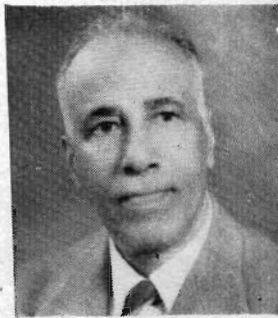
NAIDOO, C. M., 1928

Principal, Ashram School. Held executive positions in numerous sports clubs: cricket, soccer and tennis. Selector Northern Natal Football Association during the visit of the All-India Soccer Team in 1934.



**NAIDOO, EDITH FLORENCE
CONSTANCE, 1911.**

Staff, Pinetown. Thoroughly trained in Music—Pianoforte and Vocal.



NAIDOO, G. V., 1912

Ex-Principal : Estcourt, Dundee, Pinetown ; Principal, Umgeni ; President, N.I.T.S., 1934-36 ; Hon. Life Vice-President, N.I.T.S. Chairman Durban Schools Free Meals Committee ; Natal Education Centenary Celebration Committee ; Pinetown District Hospital Committee ; Vice-President, Indian Eisteddfod. Keen sportsman (soccer, cricket, tennis, golf and boxing). Held important official posts in many sports bodies. Played in many representative cricket matches.



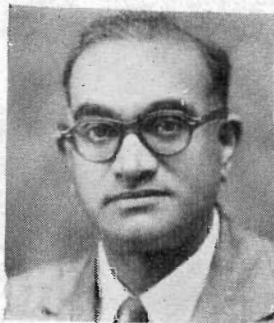
NAIDOO, M. (Mrs.)

Principal, Hindu Sangtan Girls' School ; Secretary of Durban and District Indian Girl Guides Association. Interested in Vernacular Education. Executive Member of the Tamil Agam.



NAIDOO, E. V., 1922

Vice-Principal, Clairwood Senior Boys ; General Council Member N.I.T.S., 1936-7 ; Executive Officer, N.I.T.S., 1938-39. Pioneer in Indian Boy Scouts Movement. Deputy Divisional Commissioner for Natal and Member of S.A. Headquarters (Indian Section).



NAIDOO, JOS. A. M., B.A., 1929

Ex-Vice-Principal, Isipingo ; present Principal, Manor Gardens ; ex-President, St. Anthony's Catholic Indian Men's Guild. Has travelled in Ceylon and India. Also taught at St. Joseph's College, Colombo, where he was also educated.



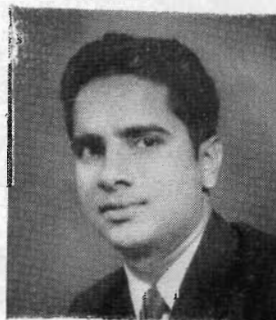
NAIDOO, M. B., B.Sc. (Hons.), 1926

Staff, Sastri College : one time lecturer in Geology and Geography. N.U.C. ; Honorary Principal, Congress High School. Travelled extensively U.S.A., England, Ireland, Italy, North Africa, etc. Admitted Fellow of the American Geographical Society ; published Papers on scientific research work ; Member of American Society of Professional Geographers and South African Geographical Society.



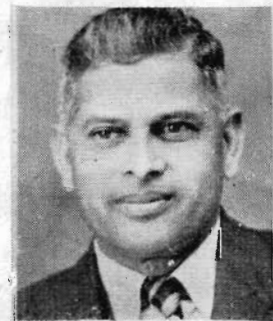
**NAIDOO, ELLIAH VARDIAH, B.A.,
1936**

Staff, Tongaat High School. Founder Tongaat Child Welfare Society. Keen social worker.



NAIDOO, K. C., 1946

Staff, Ahmedia ; Secretary, Mayville Branch of N.I.T.S. ; Executive Member of Natal Indian Council for Child Welfare.



NAIDOO, M. K., 1909

Ex-Principal : Ladysmith, Umgeni ; present Principal, Pinetown. Foundation Member, N.I.T.S. ; ex-Secretary and President, N.I.T.S. ; Hon. Life Vice-President, N.I.T.S. ; Founder Pinetown Schools Sports Association. Holds prominent official positions in various sports organisations. Keen sportsman, having gained Provincial honours. Touring India at present.



NAIDU, VENKATARATHNAM, 1919

Ex-Principal, Chatsworth ; present Principal, Malvern ; Vice-Chairman, Pinetown Branch, N.I.T.S ; Foundation Member Malvern Non-European Clinic.



NAIDOO, N. C., 1925

Principal, M.K. Gandhi. A keen social worker. Interested in music and drama.



NARAYADU, ABRAHAM LAZARUS, 1921

Ex-Principal : Darnall, Howick, King's Rest, Andhra Vishnu Schools ; present Principal, Jhugroo ; Executive Member, N.I.T.S. Played prominent part in the erection of the New Darnall School in 1929. Honorary Treasurer, "Fosalink," 1947-8. Secretary and Treasurer of sports bodies in Port Shepstone.



NAIDOO, V. K., B.A., 1934

Present Vice-Principal, Greyville ; Gen. Secretary, N.I.T.S., 1950-1 ; Executive Member, N.I.T.S., 1947-48 ; ex-Secretary, Northern Natal Tennis Union ; member Indo-European Council ; Indian Eisteddfod. Keenly interested in cricket and tennis.



NAIR, KENNETH REUBEN, 1923

Ex-Principal, Roosfontein ; present Principal, St. Aidan's ; Treasurer, N.I.T.S. for five years to 1940 ; Member N.I.T.S. since inauguration, and Executive Officer ever since. Founded Pinetown and District Schools Football Association, 1936 ; President, Natal Indian Scout Council, 1945-50 ; District Scout Commissioner, 1949-50. Foundation member FOSA and active official since. Chairman, Sydenham Branch N.I.T.S.



NARAYADU, A. G., 1917

Principal, M.E.S. (Mayville) ; Treasurer, N.I.T.S., Mayville Branch ; Chairman and Treasurer, FOSA, Central Durban. Holds important position on many committees of FOSA. Chairman, Child Welfare Society, Greyville Branch.



NAIDU, V. KRISHNA 1931

Ex-Principal, Roosfontein and Clairwood Infant ; present Principal, Hindu Tamil Institute ; ex-General Secretary and Vice-President, N.I.T.S. ; present Vice-President, N.I.T.S. A keen student of English and Tamil literature.



NAIR, V. R., 1926

Ex-Principal : Hlobane, New Hanover ; now Principal, Bayview Hindu School, Cavendish ; General Council, N.I.T.S., 1932-33 ; Executive Council, 1949-50 ; ex-President, Durban Schools Football Association ; Secretary, Natal and Durban Indian Scouts Association.



NEEDHEE, NUNNEN, 1929

Staff, Chatsworth. A keen scout ; President and Assistant District Commissioner, Durban and District Indian Boy Scouts Association ; a Leader of the Cavendish Rover Crew. Chairman and one of the Founders Cavendish Indian Child Welfare Society.



NOBIN, R. D., B.A., 1943

Staff, Woodlands High School ; Secretary, Pietermaritzburg Branch, N.I.T.S., 1949-51 ; Chairman Dramatic Society (P.M.B.) Executive, Indo-European Joint Council. Holds official posts in various sports and educational bodies.



PANDAY, SUBBHUDER, B.A., 1932

Principal, Shree Gopallal Temple School, Verulam ; former General Council Member, N.I.T.S. ; Executive Member, N.I.T.S., 1938-41. Foundation Member and Secretary, Indian Culture and Study Group, 1934-36. Foundation Member, Indian Eisteddfod. Founder and President, Natal Teachers' Union. Sponsored formation of Verulam and District Indian Parent-Teachers' Association. Led deputation on educational matters. Took active part in football, cricket, athletics, tennis and boxing. Contributed numerous Articles and Poems to the Press. Edited "The Manor Magazine" and "The Hindu." Holds official posts in various social, religious and cultural bodies. Interested in Public Speaking and Journalism.



PETERS, JOSEPH GABRIEL, 1926

Ex-Principal, Jhugroo ; present Principal, Talwantsing ; Vice-Chairman, Verulam Branch, N.I.T.S. Established first literary and debating societies, Clairwood and Stanger. Member Catholic Men's Society (Cathedral Branch). Keenly interested cricket, tennis, music. Made special study of cinematography and radio engineering.



PADAYACHEE, K. R., 1938

Staff, Malvern School ; Chairman, FOOSA, Malvern ; President, Pinetown Suburban Indian Schools Sports Association ; represented Durban, South Coast and Natal in soccer matches. Ex-Chairman, Durban and County Referees Assn. A keen sportsman and social worker.



PATHER, B. A., 1931

Staff, Hindu Tamil Institute ; Treasurer, Hindi Youth Club. Visited India. Interested in youth movement.



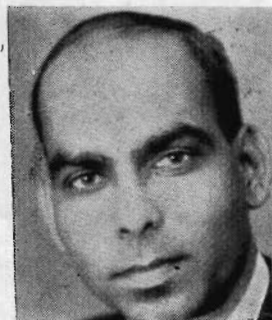
PETERS, T. M., 1930

Staff, Spearman Road ; was a clerical assistant in the Durban office of the N.E.D. from 1926-1929 ; Executive Member of the Sydenham Branch of the N.I.T.S. in 1949.



PANCHOO, G., 1911

Principal, Inanda ; Chairman, Inanda District Ratepayers' Association ; Vice-Chairman, Hindu Yuvuk Sabha ; Patron, Inanda Welfare Society. Keenly interested in soccer and fishing.



PERUMAL, M., B.A., 1930

Ex-Principal, Ladysmith ; Principal, Tongaat High ; Secretary, N.I.T.S., P.M.B. Branch ; Chairman, N.I.T.S., Tongaat Branch. Keen sportsman. Interested in Child Welfare work.



PETERS, J. C.

Principal at Sezela. Educated at Higher Grade Indian School, Durban and at Ferguson College, Poona, India. Entered Civil Service in Natal ; Clerk and Indian Interpreter at Ladysmith, Greytown, Howick and Pietermaritzburg ; entered teaching as Principal—Howick, Burnside, Hlobane ; played in Sam China Tournament. Captained Ferguson College soccer team. Visited India again in 1948.



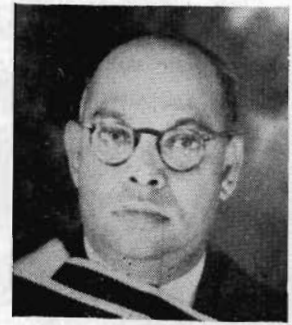
PERUMAL, RUNGASAMY, 1929

Ex-Principal, Tanjore ; present Principal, Greenwood Park ; Executive and Vice-President, N.I.T.S. ; ex-Chairman, N.I.T.S., Umgeni Branch ; Vice-President and Foundation Member, Natal Teachers' Union. Keen athlete and soccerite. Holds important official posts in many sports bodies.



PETERS, R. F. (Miss), 1923

Staff, St. Anthony's ; ex-Secretary of "Women's Auxiliary" of the N.I.T.S. ; Vice-Chairman of the Durban Central Branch ; Chairman of the Girls' Sports Committee ; President, "Women's Friendly Circle." A keen choir-mistress. Organises sport and social activities among women'. Particularly interested in hockey. Hopes to start one day some scheme whereby a "Home" could be set up for indigent girls.



PILLAY, R. G., B.A., 1930

Former Executive Councillor, N.I.T.S. ; Chairman, Clairwood Branch, N.I.T.S. ; Founder South Coast School Sports Association ; Sec.-Treasurer, Natal Indian Scout Council ; Secretary, S.A. Headquarters Interim Scout Council ; Assistant Divisional Commissioner for Natal ; ex-President Students' Union, University of Natal, which he represented at N.U.S.A.S. Conference, 1946, at Rand University ; prominent social worker, Clairwood.



PILLAY, C. G. B.A., 1939

Staff, Greyville School ; active official, Clairwood Area Care Committee, FOSA ; Secretary, Durban and District Indian Schools Football Association ; Secretary, Northern Natal Tennis Union.



POODHUN, HAROLD STEVEN, 1922

Vice-Principal, St. Michael's ; ex-Executive Officer, N.I.T.S. Held many official positions in various sports associations in Northern Natal ; ex-Singles and Doubles Champion, Ladysmith ; ex-President Durban and District Indian Schools Football Association.



POWYS, REUBEN, 1922

Principal of Port Shepstone School responsible for starting the Boy Scout Movement at Greytown and Harden Heights, where he was the District Scout Commissioner. Introduced Secondary Classes at Greytown. Interested in Child Welfare. Member of various sports clubs.



PILLAY, M. A., 1913

Ex-Principal, Braemar ; present Principal, Naidoo Memorial ; Foundation Member, N.I.T.S. Visited India twice and married in Calcutta. A keen social worker and a student of Indian literature.



POWYS, JACOB, 1917

Ex-Principal, Mt. Edgecombe, Montezuma ; Principal, Chatsworth. Foundation and Executive Member, Natal Teachers' Union. Interested in sports and social work.



POWYS, SAMPSON, 1919

Ex-Principal, Port Shepstone and Greenwood Park ; present Principal, Isipingo ; Chairman, Seaview Methodist Church Council, 1947. Patron and Chairman of many sports associations on South Coast.



RAIDOO, P., B.A., 1937

One time Staff, Pretoria High School ; now Alencon School ; present Treasurer, N.I.T.S. ; ex-Secretary, N.I.T.S., Pinetown Branch ; Assit. Secretary, Natal Indian Boy Scouts Association ; first Rover Leader of Stella Hill Rover Crew. Secretary, Ratepayers' Association (Cato Manor) Held official posts in many Transvaal educational bodies.



RAMIAH, C. V., B.A.

Staff, Greytown Govt. ; member of various local sports, literary, religious and social welfare organisations ; Executive member Greytown Secondary Classes Committee ; Assistant District Commissioner for Boy Scouts.



REUBEN, BENJAMIN, 1928

Ex-Principal Seventh Day Adventist School, 1931-39 ; now Staff, St. Aidan's Boys' ; Secretary, Sydenham Vernacular Educational Society ; Chairman, Overport Zone Sports Committee, N.E.D. Education Centenary Celebrations. Keen footballer and cricket enthusiast, holding many official and executive positions on Natal and local sports associations.



RAMHORRY, R. M., 1928

On the Staff of Kathiawad. Visited India twice, where he studied Sanskrit and Hindi.



RAMKHELAWAN, S., 1929

Principal, Randles Road Govt.-Aided Indian School ; Secretary, Randles Road School Board ; member St. John's Ambulance Brigade ; qualified Scout Master of Natal Gilwell Training Camp, "Lexden " P.M.Burg.



RUGNATH, SOOKNANAN, 1935

Staff, M.E.S. School ; ex-Treasurer, Newlands Indian School Board. Keenly interested in soccer.



RAMBARAN, R., 1926

Staff, Essendene Road ; ex-General Secretary of the N.I.T.S. ; was Acting Secretary and Executive Member of the Natal Teachers' Union ; General Secretary, Natal Indian Schools Sports Association ; Assistant Divisional Commissioner, Natal Indian Boy Scouts Association ; President, Natal Indian Lawn Tennis Association ; Treasurer, S.A. Lawn Tennis Association. Interested in religious work ; ex-Secretary, S.A. Hindu Maha Sabha.



REDDY, M. S., 1935

Ex-Principal, Colenso ; Principal, Spitzkop ; Executive, N.I.T.S. (Tonga Branch) ; representative Child Welfare Society.



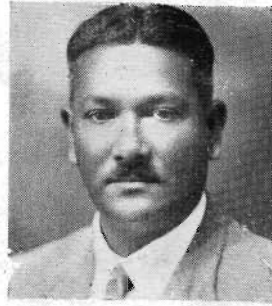
SAMUEL, JAMES, 1912

Ex-Principal, St. Patricks, 1919-48 ; present Principal, St. Michaels. Foundation Member N.I.T.S. Founder of various educational, social and sports bodies at Umzinto. Keen sportsman.



SARAWAN, L. V., 1921

Ex-Principal, Clairwood Infant ; present Principal, Candella ; Secretary Child Welfare Society, Pinetown ; Organiser, Pinetown Ratepayers' Association. Extensively travelled in the Union and Rhodesia. Keenly interested in studies.



SHAM, S., 1914

Principal, Umhloti ; Foundation Member Natal Indian Teachers' Society ; Executive Member Natal Teachers' Union. Interested in Child Welfare. Represented South Africa at soccer and cricket in India during 1920-1921.



SINGH, C. P., 1934

Staff, Mount Edgecombe ; Executive Member N.I.T.S. ; Secretary, Verulam Branch N.I.T.S. ; Organiser, M.L. Sultan Technical College, Mt. Edgecombe Branch. Keenly interested in social welfare work.



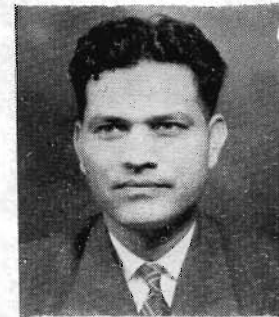
SEWPAUL, B., 1928

Ex-Principal, Sans Souci ; present Principal : Bodasing, Fawsley Park ; Committee Member, N.I.T.S. (Stanger Branch) ; Chairman, Hindu Youth Club (Sans Souci) ; Chairman, Sans Souci F.C. ; Chairman, Young Men's Society (Sans Souci) ; Chairman, Fawsley Park School Society. Interested in Vernacular Education.



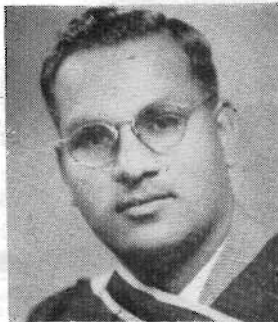
SHUKLA, RAMAVATAR, 1929

Staff, Kathiawad Hindu School. Keen social, religious and educational worker. Student of Hindi and Sanskrit ; edited Hindi columns of "Rising Sun." Attended New Era World Conference, 1934.



SINGH, C. T., 1928

Ex-Principal, Esperanza ; Principal, Avoca ; Member N.I.T.S. since 1925 ; Joint Founder Boy Scouts on South Coast ; President, Umgeni District Schools Sports Association ; Executive Officer of Avoca and District Indian School Board. Keen sportsman and social worker.



SHAM, BALMUKUND, B.A., 1928

Principal, Vishwaroop, Tongaat ; Secretary-Treasurer, N.I.T.S., Tongaat Branch. Keen cricketer and soccerite. Interested in child welfare work.



SIGAMONEY, EMANUEL D. M., 1924

Held many official positions N.I.T.S. ; Secretary, Arts and Crafts Exhibition many years in succession. Gave free teaching service, Indian Technical Education Committee, 1930. Ardent church worker. For 15 years Superintendent of St. Aidan's Sunday School. Assistant Secretary, Indian Eisteddfod Committee. Won several distinctions in singing at Eisteddfod competitions. Received Scout Master's Warrant, 1939. Hon. Life Vice-President, Durban Schools' Football Association.



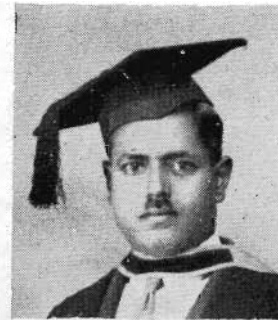
SINGH, P. R., 1927

Staff, Depot Road ; ex-teacher Sanskrit High School, Hathras, India ; Executive member various times, N.I.T.S. ; Foundation Member and Secretary, Indian Eisteddfod ; Foundation Member of Boy Scouts and Durban International Club. Keenly interested in music, art and drama. Prominent exponent of Indian dancing.



SINGH, S. P., 1921

Principal, S.R.S. Overport, Durban ; Executive Member and Vice-President, N.I.T.S. ; Chairman, Arts and Crafts Committee, N.I.T.S. ; Vice-Chairman, N.I.T.S. (Sydenham Branch) ; Treasurer, Durban Indian Child Welfare Society since 1940 ; Chairman, FOSA (Clare Estate Committee) ; President, Clare Estate Hindu Educational Trust ; Executive Member, N.T.U. Holds official posts in many social and educational bodies. A keen social worker.



SOMERS, B., B.A., 1930

Staff, Sastri College. Lectures in Commerce at the M.L. Sultan Technical College. Founder Briardene Property Owners Assn. Founder and Chairman Briardene Indian School Committee.



SUNICHUR, M. L., 1930

Vice-Principal, Avoca ; Vice-Chairman, Umgeni Branch of the N.I.T.S. ; Treasurer, Umgeni and Districts School Sports Association.



THOMAS, JOSHUA, 1915

Ex-Principal, Parukabad ; Principal, Junior ; ex-Secretary, N.I.T.S. ; Organist, Methodist Church, for ten years. Foundation Member and President, Durban and District Schools' Sports Association. Keen soccerite, represented P.M.Burg in inter-town match. Represented Natal Indian Teachers' at cricket.



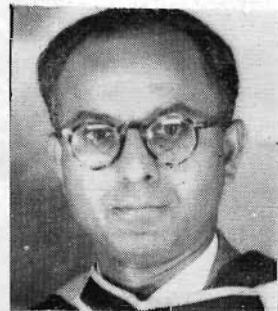
SOOBROYAL, E. E., 1907

Staff, Pinetown. Due to retire next March. In 1913 became Resident-Master of the boarding establishment of the St. Aidan's Provincial Training College at Sydenham ; was Principal of St. Patricks Mission School at Pinetown, which has closed down. An active member of the Anglican Diocese. A member of various welfare and sporting organisations.



THOMAS, ELEANOR (Mrs.), 1917

First Indian Lady Principal ; ex-Principal, Clairwood Girls' ; present Principal, Clairwood Senior Girls' ; ex-Secretary, Child Welfare Society ; Commandant First Indian Red Cross Detachment ; first Indian Guide Commissioner for Durban District. Keenly interested in Guiding, Red Cross and F.O.S.A. work. Vice-President, South Coast Schools Sports Association ; Patron, Clairwood Old Girls' Club. Travelled throughout South Africa, Lourenco Marques, India and Ceylon.



THOMAS, V., B.A., 1931

Ex Vice-Principal, Avoca and Hindu Tamil Institute ; present Principal, Westville. Interested in soccer and cricket. One of the founders of the Lower Tugela Indian Football Association.

*Our Distinguished
Women . . .*



THUMBADOO, K., B.A., 1930

Ex-Principal, Dundee Secondary ; present Principal, St. Oswald's Secondary ; member of Executive, N.I.T.S., 1944 ; keen sportsman, having represented Durban at cricket for many years.



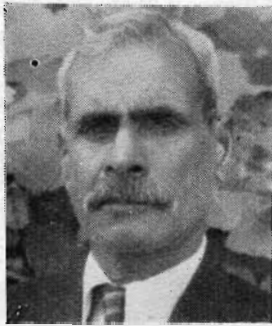
VADIVALU, T., B.A., 1936

Vice-Principal, Tongaat High ; Lecturer-in-charge, M.L. Sultan Technical College, Mt. Edgecombe Branch. Keenly interested in amateur dramatics. Prepared thesis on "Geographic Aspect of Natal Sugar Industry" for post graduate work. Keenly interested in farming.



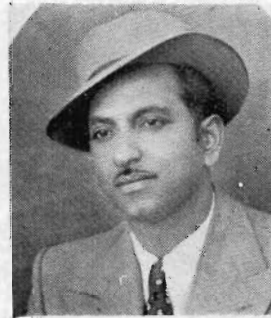
LAZARUS, GERTRUDE, B.A. (Natal).

First Indian woman Graduate ; ex-teacher, Dartnell Crescent Girls' School, and Hindu School, Salisbury ; now teaching at Ladysmith Secondary School.



UDIT, B., 1911

Taught at Newlands and Clare Estate, Ex-Principal, Hillview and Essendene Road. Was at various times on the Executive Committee of the N.I.T.S., of which he has been a member since the inception. Helped to found the Hillview, Essendene Road and Hindi Indian Schools. One of the founders of the Natal Indian Boy Scouts Association.



YUSUF, M. I., 1936

Ex-Principal, Selukwe School, S. Rhodesia ; present Principal, May Street Madressa. Keen sportsman, having represented Natal in soccer and cricket, and South Africa in cricket.



SINGH, RADHA, B.A. (Natal), 1939.

Attached to the Staff of Dartnell Crescent Girls' Junior School since first appointment. Interested in dramatics and social work.



UDIT, R., 1931

On the Staff of Essendene Road ; ex-Secretary of Branch Organising Committee of N.I.T.S. ; Secretary of Sydenham Branch of N.I.T.S. ; ex-Secretary of the Natal Indian Boy Scouts' Association. Member of the Child Welfare Society.



SHAM, N.K. M.A. (M.A.)

Staff Sastri College. Now studying for B.Litt. at Oxford.



SUNDRUM, ESTHER, B.Sc. (S.A.), 1945.

Graduated Fort Hare ; taught at St. Aidan's Girls' School, 1946 ; Dartnell Crescent Girls' Junior School, 1949. Interested in music, dramatics, Fosa.

FOUNDATION OFFICIALS

1925-1926

President : A. Rai.

Vice-Presidents: V. N. Thumbadoo, E. Thomas,
V. Vinden and S. T. Ramena

Hon. Gen. Secretary : T. M. Naicker.

Hon. Assistant Secretary : C. C. Naidoo.

Hon. Treasurer : G. Mungar.

Executive Council :

S. M. Moodley, B. Barnabas, W. S. Seethal, L. J. Harris,
N. N. Perumal, G. Harris, Miss Porten.

PRESENT OFFICIALS

1950-1951

President : A. D. Lazarus, M.A.

Vice-President : V. Krishna Naidu.

Hon. Life Vice-Presidents :

E. Thomas, A. Rai, W. S. Seethal, E. J. Choonoo,
T. M. Naicker, M. K. Naidoo, G. V. Naidoo

Hon. General Secretary : V. K. Naidoo, B.A.

Hon. Treasurer : P. Naidoo, B.A.

Executive Council (Branch Representatives) :

Durban Central :

N. Gopaul, B.A., B.Com. ; R. N. Nadar

Clairwood :

R. G. Pillay, B.A. ; N. G. Moodley

Port Shepstone :

G. Bechoo ; K. V. Naidoo

Umgeni :

J. Salig ; A. Padayachi, B.A.

Umzinto :

S. David, B.A. ; D. G. Moodley

Verulam :

P. P. Singh, B.A. ; A. L. Narayadu

Tongaat :

M. Perumal, B.A. ; R. Bughirathe, B.A.

Stanger :

C. A. Naidoo, B.A. ; S. Dwarika

Sydenham :

S. Chotai, B.A. ; K. R. Nair

Mayville :

M. S. Ismail ; K. C. Naidoo

Pinetown and Suburban :

G. C. Gabriel ; K. S. Moodley, B.A.

Pietermaritzburg :

R. D. Nobin, B.A. ; T. M. Sebastian

Ladysmith :

A. C. Naidoo, B.A. ; N. B. Naidoo, B.A.

Dundee :

S. S. Chetty, B.A. ; S. M. Pillay, B.A.

Newcastle :

K. Thumbadoo, B.A. ; B. J. Pundit, B.A.

You cannot teach a man anything ; you can only help him to find it within himself. (Galileo.)

