G.P.-S. (G)

LÊER • FILE No.

BECHOO: PERSONALIA / EDUCATION

ONDERWERP • SUBJECT

DOCUMENTATION CENTRE
UNIVERSITY OF DURBAN-WESTVILLE
Accession No. DOC 1381/48
BRN 751
Class No. B1B

VERWYSINGS • REFERENCES	TYDPERK • PERIOD TOT • TO	BESKIKKING • DISPOSAL

VOL.

KANTOOR • OFFICE

DEPARTEMENT • DEPARTMENT

LÊER • FILE No.

FOR
INDIAN CULTURE
ACCESSION NO. 85/[illegible]-72

Accession No. 85/78
Class No. .....

NATAL EDUCATION DEPARTMENT.

Examination NATAL TEACHERS' DIPLOMA (EXTERNAL). Date 1955

Name Mr G. Beehoo

Clairwood Junior School. Clairwood

I have to inform you that at the recent examination you have

(i) gained a pass;

~~(ii) gained a provisional pass;~~

~~(iii) failed in the following subjects:~~

_____

_____

_____

~~(vi) gained distinction in:~~

_____

_____

_____

REMARKS:

PASS WHOLE EXAMINATION

EDUCATION DEPARTMENT
22-8-1955 *
NATAL

for DIRECTOR OF EDUCATION.

TELEGRAPHIC ADDRESS
TELEGRAMADRES:
"EDUCATION"

IN YOUR REPLY PLEASE QUOTE
BY ANTWOORD GELEIWE AAN TE HAAL

N.E.D.
NO. S. 9/2.

EDUCATION DEPARTMENT
ONDERWYSDEPARTEMENT

P.O. Box / *Posbus* 395,

Pietermaritzburg,

20 SEP 1961 19

Mr. K.M. Gounder,
P.O. Box 25,
Montclair.

Dear Sir,

Salaries of Certain Indian Principals.

With reference to your letter of 6th September, 1961, and the appeal signed by senior Principals, it appears that you have overlooked the purpose of the 1958 salary adjustment. The purpose of the adjustment was to consolidate into the scales a portion of the cost of living allowance, in such a way that no teacher would receive less than he received under the pre-consolidated scales. Although, as you point out, you are not receiving any benefit in actual cash from your increments, you should remember that you would not have received increments on the preconsolidated scales.

You also point out that with increased pension contributions, you actually receive less each year. This is so, but you were given an increase of at least R40 per annum with effect from 1.10.58 to compensate for increased pension contributions. The increase in the pension contributions will never exceed R40 per annum.

I consider that the consolidation of cost of living allowance was in itself a generous concession. As a temporary non-pensionable allowance there was always the threat of it being withdrawn at some future date. This cannot now happen and in addition there is the benefit of a higher pensionable salary.

I am afraid there is no possibility of placing the group of Principals, mentioned by you, on the maximum of their respective scales. This would completely disorganise the seniority structure. Furthermore it would not be possible to grant so substantial a benefit, in some cases an additional R400 per annum, to one group of teachers without granting a similar benefit to others.

Yours faithfully,

DIRECTOR OF EDUCATION.

JL/MK

8th May, 1961.

The Director of Education,
P.O.Box 395,
PIETERMARITZBURG.

Sir,

We the undersigned, beg to bring to your notice the disadvantage at which we have been placed with regard to the application of the 1959 salary scale.

Most of us have about 40 years of teaching service to our credit. Within a few years we shall reach the end of our teaching career and would, therefore, be very grateful if we are placed on the maximum of our salary scales as from 1st April, 1961.

Those of us who have reached the maximum of our old salary scale do not receive any cash increments although £40 per annum from our non-pensionable allowance is consolidated into basic salary. In actual fact, with pension deductions we receive less cash each year.

Had we been younger we would have reached our maximum in due course but we are old, and having served the Education Department for the best part of our lives, we cannot but feel grieved.

Those of us who for various reasons wish to retire at age 60, will not reach the maximum of our grade, and will consequently draw a lower pension than younger men with lesser years of service.

In the circumstances we earnestly plead to be placed on the maximum of our grade.

If it is not possible to place all Principals on the maximum of their grade, we suggest that all those Principals who are holding A, B, and C grade posts and are either over 53 years of age or have been Principals for 18 years or more should be placed on the maximum of their grade. Younger men could be similarly placed as soon as they have the required qualification i.e. age 53 or 18 years of service.

Our reason for suggesting 53 years of age is because a number of Principals would like to retire at age 60, and as Pension is calculated on the average of the last seven years of service, age 53 would be most suitable.

Eighteen years of service is suggested because it would take 18 years for a Principal with a commencing salary of £600 to reach £1220, the maximum of a C Grade School.

We cite below the case of three of our signatories as examples to show how we are affected.

1. G.BECHOO. AGE 56.

Pupil Teacher August 1917 to July, 1920	2 years	11 months.
Assistant Teacher March, 1921 to Oct. 1937.	16 "	8 "
Principal November, 1937 to April, 1961.	23 "	6 "

1. G.BECHOO. CONTINUED.

Wish to retire at age 60 years (December,1964). Finding management of two Schools with 1400 pupils rather strenuous.
Present salary £1060.
Salary at proposed date of retirement £1180.

2. S.IMAM. AGE 55 YEARS.

Assistant Teacher, Aug.,1921 to Dec.,1935.	15 years	5 months.
Principal January,1937 to 1961.	24 "	4 "
	39 "	9 "

Wish to retire at age 60 years (December,1965).
Present salary £1060.
Salary at proposed date of retirement £1220.

3. K.M.GOUNDER. AGE 56 YEARS.

Assistant Teacher. Sept.,1919 to Nov.,1928.	9 years	2 months
Principal. December,1928 to present day.	32 "	5 "
	41 "	"

Wish to retire at age 60 years (December,1964).
Present salary £1060.
Salary at proposed date of retirement £1180.

Trusting that this appeal will meet your kind and favourable consideration.

We remain,
Yours obediently,

Signed

G. Bechoo
K.M. Gounder
K. Deonarain
S. Imam
M. Naidu
E. Thomas
R.P. Soni
J. Khan
E.A. Naidoo
B. Somers
M. Abgetian
M.J. Reddy

E.D.148—P31861/N.W.5607/10,000/15-3-61/1395

TELEGRAPHIC ADDRESS/TELEGRAMADRES: "EDUCATION"

IN YOUR REPLY PLEASE QUOTE/BY ANTWOORD GELIEWE AAN TE HAAL

N.E.D.

NO. S/5/2/21

EDUCATION DEPARTMENT/ONDERWYSDEPARTEMENT

P.O. Box/Posbus 395,
Pietermaritzburg,

29 MAY 1961 *19*

Mr K.M. Govender,
P.O. Box 25,
Montclair,
DURBAN. Natal.

Dear Sir,

Salaries of Certain Indian Principals.

Your letter dated 15th May, 1961 addressed to Acting Chief Inspector Mr. H.B.K. Wilter has been forwarded to me for attention.

The matter to which you refer will receive consideration and you will be advised of the outcome in due course.

Yours faithfully,

DIRECTOR OF EDUCATION.

vdH/LB
25.5.61.

P.O.Box 25,
Montclair.
6th September, 1961.

Director of Education,
P.O.Box 395,
Pietermaritzburg.

Sir,

Your Ref. No. S/5/2/21

Salaries of Certain Indian Principals

On the 15th May 1961, an appeal signed by some of the Senior Principals was addressed to you with regard to the application of the 1959 salary scale.

In a letter dated 29th May 1961, we received an intimation that the matter referred to would be given consideration and we would be advised of the outcome in due course.

As all the signatories are anxiously awaiting your reply we would be very grateful to hear from you.

Should it be considered necessary to place our case in greater detail we are willing to send three Principals to interview you either at Pietermaritzburg or at your Durban Office.

Thanking you,

We remain,

Your obedient servants,

1. K.M.Saunder

2. [illegible]

P.O.Box 25,
Montclair.
15th May, 1961.

H.B.K.Wilter Esq.
Acting Chief Inspector,
Education Department,
Pietermaritzburg.

Sir,

Attached hereto is a letter addressed to the Director of Education in connection with our salaries. We should be extremely grateful if you would present our case to him.

We do not receive any cash increments although £40 per annum from our non-pensionable allowance is consolidated into basic salary. With pension deducations we receive less cash each year.

We are ever grateful to you for the assistance given to us in the past and we look forward hopefully to your kind assistance once more.

Thanking you,

We remain,

Yours obediently,

Hon. Secretary.

Mr. G. Bechoo.

Gungaparsad Bechoo, son of K. Bechoo, Indian Jail Warder was born at Stanger on 5 th December, 1904.

Attended the Stanger Government Aided Indian School where he later became a pupil teacher in August, 1917. The school closed down in June 1920 when a new Government Indian School was opened. Worked for about four months as a shop assistant. In March 1921 appointed Temporary Assistant at the Stanger Indian Govt. School at a salary of eight Rand per month.

While in service obtained the following teaching certificates :-

1. Indian Teachers' Junior Certificate.
2. " " Senior Certificate.
3. T4.
4. Natal Teachers' Senior Certificate.
5. Natal Teachers' Diploma.

Academical Qualifications :-

1. University Junior Certificate.
2. School Leaving Certificate (Matriculation Board).
3. 1 st Year B. A.

Promoted Principal of Mt.Edgecombe Govt. Indian School at the age of 33 in November, 1937. Was instrumental in improving relations which had been strained between the Indian community and the former Principal

Transferred to Greytown in July 1941.

Transferred on promotion to Port Shepstone in January 1945. Assisted the Mayor, Mr. Classen to organise the V - Day celebrations : the Indian community. With money collected from the community was instrumental in building two additional classrooms at the Port Shepstone school.

Transferred to Clairwood in July 1950 to assume the Principalship of the Durban South School.

Altogether have served the teaching profession as a teacher for

3 years as a pupil teacher.
16 years 8 months as an Assistant teacher.
32 years 2 months as a Principal.

---

51 years10 months.

Foundation member of the Natal Indian Teachers' Society.
Ex-President of its Port Shepstone and Clairwood branches.
Trustee of Clairwood Schools Golden Jubilee Bursary Fund.

Played soccer, cricket and tennis. Captained the first North Coast Indian Soccer team against Durban. Captained North Coast Teachers' Soccer team against Durban and Midlands teachers. Captained Stanger Tennis Club in Alfred David Shield matches. Also played for Spes Bona in Alfred David Shield matches. Foundation member Natal Indian Lawn Tennis Association.

Held various executive posts in sporting organisations. Was Secretary and Treasurer of Lower Tugela Hindu Veda Dharma Sabha for a number of years. Foundation member of Port Shepstone Indian Child Welfare Society and Port Shepstone F. O. S. A. Care Committee.

Treasurer of Clairwood and District Indian Rate Payers Association.

Was instrumental together with the late Mr. K. M. Gounder in obtaining the Platoon School allowance for Indian Principals.Thereafter the number of platoon schools increased. This helped to some extent in alleviating the problem of accommodation.

Toured India, Pakistan and Ceylon in 1959/1960 as a member of the Natal Indian Teachers' Centenary Tour. Acted as Treasurer of the group Met most of the State governors of India. Also the President of India Sir Radhakrishnan and the Prime Minister, Mr. Nehru.

In 1965 toured England and the continent. Visited the scene of the Battle of Waterloo in Belgium. Flew from Paris to London to attend the funeral of the late Mr. Winston Churchill.

To

Sender's name and address: G. Beehoo
c/o Strand Palace Hotel
Strand, London.

AN AIR LETTER SHOULD NOT CONTAIN ANY ENCLOSURE; IF IT DOES IT WILL BE SURCHARGED OR SENT BY ORDINARY MAIL.

Met Pam ex-member of our staff. She has conveyed her regards to all members of the staff.

The 'ARSLEY' Air Letter
A John Dickinson Product

DOCUMENTATION CENTRE
UNIVERSITY OF DURBAN-WESTVILLE

Form approved by Postmaster General No.—71995/IV

Accession No. 85/52
Second fold here
BAN
Class No.
DOCUMENTATION CENTRE
INDIAN CENTRE
ACCESSION NO. 85/52

BY AIR MAIL
PAR AVION
AIR LETTER
AEROGRAMME

S.A.
SEP 11
JAN
1965

Vice Principals & Staff,
P.O. Box 25,
Montclair,
Natal,
South Africa.

London
16th Jan. 1965.

To the Vice Principals & Staff,

School will re-open in another ten days time and I shall be thinking of you all and the busy time you all would be having.

State Schools opened here on the 6th of January. Public Schools about a week later. The place was white with snow the day we arrived but since then the weather has improved, although rain does fall at times. Occasionally the sun pops out and I was quite surprised to see clear blue skies one day this week.

We do not get out of bed until about nine o'clock. Breakfast at 10.30. Lunch 2 p.m. and Supper any time between 7 p.m. & 9 p.m. depending on what we have to do in the evening.

Schools close at 4 p.m. in the afternoon. It begins to get dark at about 4.30 p.m. Some children reach home when it is dark.

First fold here

Strand Palace Hotel STRAND, LONDON, W.C.2
TELEPHONE: TEMPLE BAR 8080 TELEGRAMS: LUXURY LONDON, W.C.2

Living costs here are very high. Rental is payable per week. A furnished room costs between £2 & £5 depending on the locality. Food is expensive. Prawns 16/- lb. Tomatoes 2/6. Lamb 3/6 to 4/-. Pineapples 12/- & 15/- Apples 2/- lb. Oranges 1/- lb. Clothes also are expensive.

Labourers earn between £12 & £15 per week. Others more. Teachers in comparison are not well paid. That is why so many go in for Commerce and other jobs such as Engineering etc.

Housewives have a tough time as there are no domestic helps to assist them in cleaning. Usually husbands have to share in doing some of the housework.

The Transport system though expensive is very good. It has been quite an experience travelling in Tube trains and I have covered almost the whole of London travelling by Tube. Where the stations are deep underground people have to go down and come up in huge lifts. Tubes are the most popular form of transport because they are cheaper than buses and taxis and are very fast touching up to 60 m.p.h.

In London there are many Non-Whites. The English people are very courteous and words such as "Sir" and "Thank you" are on the tip of their tongues.

London is huge. All the Boroughs that make up the City of London are huge towns of their own - with up to date shopping centres and residential areas. All the homes in one street have the same shape and design. Gardens are very small

middle, but they have large open areas called Commons i.e. Clapham Common, Battersea Park and others have more open areas and country side.

Kindest regards to all
Yours

EDUCATION DEPARTMENT, NATAL

Teachers' Third-Class B Certificate

(External)

This Certifies that GUNGAPARSAD BECHOO

has satisfactorily completed the course for this Certificate and is now registered by this Department as holder thereof under

Index No. T3 B Ext./ 40.631

Examiner M. J. Rollo.

Date of issue 1ST AUGUST 1949

Reginald A. Banks

Director of Education

E.D.370
P.13938/N.W.717/150/17-5-48

JOINT MATRICULATION BOARD.

[Constituted under the Provisions of Acts 12, 13 and 14 of 1916, Act 15 of 1921 and Act 13 of 1930 to control and conduct the Matriculation Examination of the South African Universities.]

School Leaving Certificate.

CLASS III.

This is to Certify that

GUNGAPARSAD BECHOO

obtained a place in the Third Class

at the Examination held in

NOVEMBER-DECEMBER, 1940.

Subjects in which candidate passed, and standard reached in each:

ENGLISH (H)	D	GEOGRAPHY	D
HISTORY	D	COMMERCE	D
AGRICULTURAL SCIENCE	F	ENGLISH LITERATURE	D

O=Ordinary Grade. H=Higher Grade

A: 80 per cent or over ... ...
B: Between 70 and 79 per cent. ... ...
C: Between 60 and 69 per cent. ... ...
D: Between 50 and 59 per cent. ... ...
E: Between 40 and 49 per cent. ... ...
F: Between 33 1/3 and 39 per cent. ... ...
} of the Maximum Marks.

H. R. Raikes

CHAIRMAN

Gingham Murray

SECRETARY

D.I.A. 119.

DEPARTEMENT VAN INDIËRSAKE—DEPARTMENT OF INDIAN AFFAIRS.

SALARISADVIES — SALARY ADVICE

Betaalpunt. Pay Point.	Datum. Date.	Adviesno. Advice No.
12032	10/12/69	0367

Naam. Name.	Verwysingsno. Reference No.	Rang. Rank.
G BECHOO	006432	PA

Beskrywing. Description.		Kode. Code.	Bedrag. Amount.	Balans. Balance.
SALARY		101	340.00	
PLATOON SCHOOL ALLOW		104	7.00	
CURRENT PENSION FUND		200	13.88-	
WIDOWS		201	6.94-	
PAYE NATAL		222	13.67-	
S.A.I.T.A.		253	.50-	
NAT. M.L.A. OF AUST.	573601	420	2.08-	
S.A. MUTUAL LIFE	1072724	435	3.90-	

TOENEMENDE TOTALE / PROGRESSIVE TOTALS.			
Bruto. Gross.	Pensioen / Pension.		
	Lopende Current.	*Agterst./Arr.	Weduwee/Widows.
3625.94	137.32		68.66
Belastingaftr. Tax Deduction.	Assuransie. Insurance.	WVF./U.I.F.	Betaalmedium. Pay Medium.
199.82	59.80		CHEQUE

NETTO SALARIS. NET SALARY.
306.03

*Nie vir belastingdoeleindes nie.
Not for tax purposes.

LW.: VERMELD ALTYD U VERWYSINGSNOMMER.

N.B.: PLEASE QUOTE YOUR REFERENCE NUMBER.

GP-S-(F)-S

Mr. Beckwo's last year slip
before he retired as a Principal
Dec 1969 — Durban South Afr
Primary School, Dene Rd, Clairwood
Mr. Beckwo is now 75 years of age

DOCUMENTATION CENTRE
FOR
INDIAN CULTURE
ACCESSION NO. 105/32

DOCUMENTATION CENTRE
UNIVERSITY OF DURBAN-WESTVILLE
Accession No. 105/32
BRN
Class No.

29/2/2/4

C E R T I F I C A T E O F O R I G I N

It is hereby certified that according to the records maintained by the Regional Representative, Department of Indian Affairs, Durban, ASHWIN BECHOO was born in DURBAN, in the Province of Natal on the 24 day of DECEMBER 1958 and his birth was subsequently registered against birth entry number 1179/59

ASHWIN BECHOO is a direct descendent of BACHOO Indian Male, Nos. 27683 who arrived in Natal under the Natal Immigration Laws from UNAO, NOWABGUNGE, NOWABGUNGE, India on the 28 day of JULY 1882 on the ship " MERCHANTMAN ".

DEPARTMENT OF INDIAN AFFAIRS
REGIONAL REPRESENTATIVE
PRIVATE BAG X4330
197 -7- 5
DURBAN
NEERSKVOETSPRUIT WOORDHOER

REGIONAL REPRESENTATIVE
DURBAN

BOROUGH OF PORT SHEPSTONE.

"V"=Day Sports Certificate

Presented to GUNGAPARSAD BECHOO.

for FIRST *place in* 100 YDS. FLAT : ADULTS OVER 40.

Date 9 - 5 - 1945. A.C. Shaw *Mayor.*

HUGO LAWLEY, Printer, Port Shepstone—7-5-45

Mrs. Reehoo was principal of Port Shepstone Govt. Indian School at this time.

DOCUMENTATION CENTRE
FOR
INDIAN CULTURE
ACCESSION NO. 105/29

DOCUMENTATION CENTRE
UNIVERSITY OF DURBAN-WESTVILLE
Accession No. 105/29
BRN
Class No.

DIA 3(b)

Telegramadres:
Telegraphic Address:
„INOND"
Navrae/Enquiries Mr. J.F. Lazarus.
Tel. No. 31-3954.
Bylyn/Ext.....

Verwysings/Reference:
No. 5837.

REPUBLIEK VAN SUID-AFRIKA.—REPUBLIC OF SOUTH AFRICA

DEPARTEMENT VAN INDIËRSAKE.—DEPARTMENT OF INDIAN AFFAIRS

DIREKTEUR VAN INDIËRONDERWYS,
DIRECTOR OF INDIAN EDUCATION,
Esplanadestaatskantore (Stangerstraat),
Esplanade Government Offices (Stanger Street),
H/v Victoria-oeweroord en Stangerstraat,
Cor. Victoria Embankment and Stanger Street,
Privaatsak/Private Bag 4323,
DURBAN

4 -12- 1969

Mr. G. Bechoo,
The Principal,
Durban South State Indian School.

Dear Sir,

On the occasion of your retirement on 31st December, 1969, I wish to express to you the thanks of the Department for your long and faithful service. The many children who have passed through your hands at the schools where you served as a teacher have reason to be grateful for the manner in which you have carried out the duties entrusted to you.

It is my sincere wish that you may be blessed with good health to enable you to enjoy many years of well-earned retirement.

Yours faithfully,

DIRECTOR OF INDIAN EDUCATION.

N.E.D. 5837

Mr G. Bechoo,
Principal,
Port Shepstone Government Indian School,
PORT SHEPSTONE.

7-7-1950

Principalship : Clairwood Government Indian Junior School.

With reference to your application dated 19th April, 1950, authority has been granted for your transfer to Clairwood Government Indian Junior School as Principal with the retention of your present grade, salary scale, notch and incremental date.

You are required to assume duty in your new post on July 25, 1950.

Please acknowledge receipt of this minute and report your assumption of duty in due course.

A memorandum re transfer procedure is attached and you should apply for any rail warrants that you might require. The keys of the school may be obtained from Mr. H.S. Done, Principal of Clairwood Government Indian Senior Boys' School.

The Clairwood Government Indian Junior School will be conducted as a morning school in the new building which has been built at Clairwood. The school will open at 7.30 a.m. and close at 1 p.m. daily. The range of standards will be from class ii to Standard III as follows:-

	Boys	Girls
Class ii	50	130
Standard I	179 + 3	35 + 10
Standard II	126 + 5	-
Standard III	1 + (ex Luxmi Narayan Govt.-Aided Indian School	

Ed I.

You are advised to contact Inspector Mr Lundie, Education Office, Durban should you require further information with regard to your new school.

A. I. Bendyella
for DIRECTOR OF EDUCATION.

AFB/LH.
7.7.50.

N.E.D. 5837

PROVINCIAL SECRETARY

Mr. G. Bechoo : Principal : Port Shepstone Government Indian School : Increment for Improved Qualifications.

Mr. Bechoo, Principal of the above school, recently submitted proof of having successfully completed the requirements for the T3B (External) Certificate in an examination held in July 1949. His qualifications are now School Leaving Certificate plus T3B (External).

Authority is sought in terms of section 13(i) Part II of Provincial Notice 218, 1949, to grant Mr. Bechoo an increment by adjusting his salary from £500 per annum to £520 per annum on the Principal's Grade "C" scale of £500x20-700 as from 1.8.1949 with the retention of his present incremental date of April 1.

I certify that the Course completed by the teacher is equivalent to at least one complete year of study, will increase his usefulness as a teacher, that no such increment has been paid before, and that a certificate of efficiency has been received from his District Inspector.

A. F. BENDZULLA
for DIRECTOR OF EDUCATION

✓
TPM/JF
17.10.49

Principal,
Port Shepstone Government Indian School,
PORT SHEPSTONE, Natal.

For your information.

A. F. Bendzulla
for DIRECTOR OF EDUCATION

Salary

DOCUMENTATION CENTRE
FOR
INDIAN CULTURE
ACCESSION NO. 85/77

DOCUMENTATION CENTRE
UNIVERSITY OF DURBAN-WEST
Accession No. 85/77
BRN
Class No.

NATAL EDUCATION DEPARTMENT.

Instructions to Candidates.

1. Find on the Time Table the subjects for which you have entered, and make sure that you know exactly the date and time of each of your subjects.

2. Be present for your first sitting at least 15 minutes, and for subsequent sittings at least 5 minutes before the examination is due to commence. If you are more than 20 minutes late you cannot be admitted. You will not be allowed to leave the examination room until 30 minutes have elapsed from the beginning of the sitting.

3. The examination will not be postponed on account of unfavourable weather.

4. Retain throughout the examination the seat assigned to you by the Commissioner.

5. If you wish to communicate with the Commissioner rise in your seat without calling out, and wait until he comes to you.

6. Do not communicate with other candidates while an examination paper is being worked, and do not bring into the examination room any book, paper or other means of information. Any candidate detected in copying from others, in giving or receiving assistance, or in an attempt to act dishonestly in any way, will be at once dismissed.

7. Answer books, blotting paper [illegible]. Bring your pen, lead pencils and ruler.

8. On the cover of the answer book you will find a place for (1) your examination number, (2) the name of the subject. See that these are legibly and correctly filled in on EVERY answer book you hand in. DO NOT LET YOUR NAME OR THE NAME OF YOUR SCHOOL APPEAR.

9. If you use more than one answer book for the same subject, place the second, bearing your examination number and the subject of the examination inside the first. Loose sheets of paper, such as maps and squared paper, must also be placed properly numbered, inside the answer book.

10. Except where other instructions are given, write your answers in ink on the ruled pages only. You are specially warned that work done on the unruled pages or covers is not taken into account at all.

11. Do not copy down the question, but put the correct number of each question above its answer, and not in the margin, which must be left blank for the Examiner's use. Leave also two blank lines between each answer and the next.

12. Take care to read and carry out all the instructions that appear on the question papers.

NATAL EDUCATION DEPARTMENT

TEACHERS' EXTERNAL EXAMINATIONS: 1955

Date	Hour	Natal Teachers' Senior Certificate (External)	Natal Teachers' Diploma (External)
Friday July 1	9 - 11	Elementary Arithmetic	
	9 - 12		General Methods & Organisation
	2 - 4	Principles of Education & School Organisation	
	2 - 5		Psychology of Education
Monday July 4	9 - 12	+ Art	
	9 - 12		Principles of Education.
	2 - 4	Teaching Methods	
	2 - 5		Methods of Teaching Lang., Hist., & Geog.
Tuesday July 5	9 - 12		Methods of Teaching Arith., Gen.Sc., P & H etc.

\+ Candidates taking Art must bring to the Examintion Room the following items:-

Water colour paints and box or palette, or coloured inks, coloured wax crayons (not pastels), or coloured pencils, drawing pencil, eraser, pen and ink, bottle or jar of water, ruler, pair of compasses and set squares. Candidates may not bring into the Examination Room any crayon or coloured pencil boxes on which there are any designs. Work produced by them during the year preceeding the Examination should NOT be taken to the Examination room. It is necessary, however, for each candidate to be in a position to forward such work to the Examiner immediately if instructions to do so are received.

Note: Only those candidates who succeed in passing at least three of the written papers of the N.T.S.C. (Ext.) Examination will be tested in the practical subjects. These tests will be held in August.

Candidate's Name : Bechoo, G.

Examination Number 604

Examination Centre: Durban (Indians) (Springfield Training college)

EDUCATION DEPARTMENT, NATAL
EXAMINATIONS SECTION
13-5-1955
EKSAMENAFDELING

LAW/ASA:
21.4.55.

Natal Indian Teachers' Society



Established 1925

Registered 1926

35th Annual Conference

Opened by

Professor P. V. PISTORIUS
(Dept. of Classics, University of Pretoria)

- at -

SHAH JEHAN CINEMA
(GREY STREET, DURBAN)

- on -

THURSDAY, 6th JULY, 1961, at 10 a.m.

DOCUMENTATION CENTRE
FOR
INDIAN CULTURE
ACCESSION NO. 85/57

DOCUMENTATION CENTRE
UNIVERSITY OF DURBAN-WESTVILLE
Accession No. 85/57
CN
Class No.

PROGRAMME

(Subject to alteration)

THURSDAY, 6th JULY:

10.00 a.m.—

1. **Prayers:** The Rev. E. I. S. Mdhladhla
2. **Opening of Conference:**
   Professor P. V. Pistorius.
3. **Presidential Address:**
   Dr. A. D. Lazarus.
4. Welcome by **Durban City Council.**
5. **Education Department.**
   Inspector Mr S. L. C. van der Walt
6. **Joko Tea Bursary Awards.**
7. **Thanks.**

Adjournment of Conference

CONFERENCE THEMES:

(1) Legislation as it affects Education in the Union.
(2) Platoon or Double-shift Schools.
(3) Higher Education.

(Conference Sessions at Natal Tamil Vedic Society Hall, Carlisle Street, Durban)

THURSDAY, 6th JULY, 1961:

2.00 p.m.—Paper on "Platoon or Double-Shift" Schools
by Mr. G. Bechoo
(Principal: Durban South School).
Guest Chairman: Mr. K. Manwaring.

3.30 p.m.—Conference Resolutions.

❖

FRIDAY, 7th JULY, 1961:

10.00 a.m.—Professor R. G. MacMillan
(Dept. of Education, University of Natal)
on **"Recent Educational Legislation in South Africa and its effects".**
Guest Chairman: Mr. C. R. Dent.

11.30 a.m.—Conference Resolutions.

2.00 p.m.—Paper on "Higher Education"
by Mr. V. Naidu.
(Principal: Clairwood High School).
Chairman: Mr. R. G. Pillay.

3.30 p.m.—Commencement of ANNUAL GENERAL MEETING (and Resolutions).

7.30 p.m.—Discussion on Salaries and Regulations.

❖

SATURDAY, 8th JULY, 1961:

10.00 a.m.—Resumption of ANNUAL GENERAL MEETING.

3.00 p.m.—A Lecture Recital on Speech and Literature
by David Horner.

EXECUTIVE COUNCIL

of the

NATAL INDIAN TEACHERS' SOCIETY

1960 – 1961

❖

President: Dr. A. D. LAZARUS.
Vice-President: Mr. R. G. PILLAY.
Hon. Life Vice-Presidents:

Messrs. T. M. NAICKER, E. J. CHOONOO, M. K. NAIDOO, E. THOMAS and G. V. NAIDOO.

Hon. General Secretary: Mr. P. RAIDOO.
Hon. Treasurer: Mr. C. A. NAIDOO.

Five (5) Elected Members:
Messrs. S. CHOTAI, A. N. LAZARUS, R. S. NOWBATH, K. R. NAIR and K. P. BUGWANDIN.

BRANCH REPRESENTATIVES:

Port Shepstone	Messrs.	V. A. Rama and R. Powys
Umzinto	,,	A. S. Govender and S. Manohar
Umkomaas	,,	S. Naidoo and R. N. Padayachee
Clairwood	,,	N. B. Naidoo and N. G. Moodley
Newcastle	,,	C. V. Ramiah and M. Naidoo
Dundee	,,	S. K. Naidoo and S. Khan
Ladysmith	,,	A. C. Naidoo and C. Rughubar
Pietermaritzburg	,,	A. K. Meeran and R. D. Nobin
Stanger	,,	R. Moodley and P. D. Pillay
Tongaat	Mr.	M. K. Naidoo (M. Kasavelu)
Verulam	Messrs.	R. R. Singh and G. R. Moodley
Umgeni	,,	V. D. Naidoo and R. M. Moodley
Pinetown	,,	M. Bridgemohan and L. R. Naidoo
Mayville	,,	S. Jogi Naidu and R. L. Naidu
Sydenham	,,	S. P. Singh and M. D. Govender
Durban Central	,,	K. Appanna and T. S. Maharaj
Estcourt	,,	A. Dawood and J. Lutchman

Luxmi Vilas Press, 88 Victoria Street, Durban—Phone 21251

Beecloo

Continue on Previous Numbers

Bechos

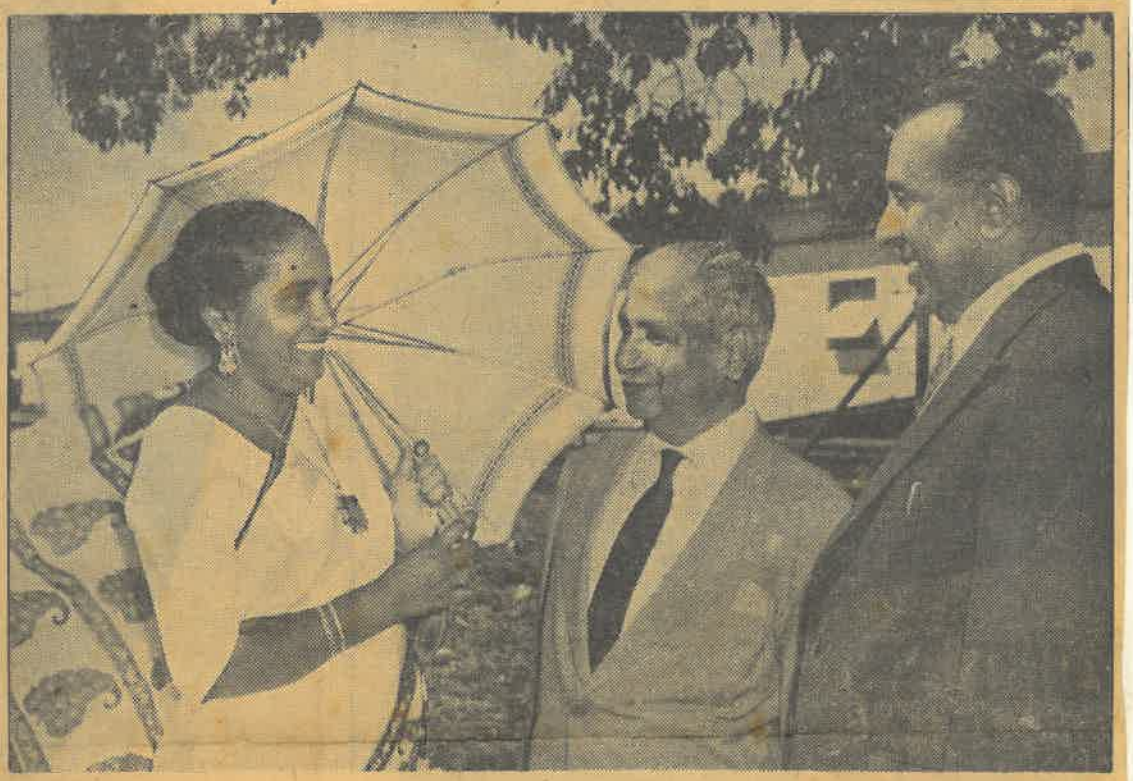
Note: No; 26.28.56.58. (Certificates &c. are on display).

Note, a few items from this collection have been transferred to other sections

Catalogue what is in the box.

Check with Register No 85.105.160

Social Worker To Visit U.S.



AVOIDING TRAFFIC ON ROAD TO THE RAND

THE Royal Automobile Club reports that the national road to Johannesburg is in good condition, but traffic is likely to be extremely heavy over the Easter week-end.

To avoid some of this traffic there are two alternative routes from Ladysmith northwards.

The first, 21 miles shorter than the national road, passes through Harrismith, Warden and Villiers, rejoining the national road at Heidelberg. It includes 21 miles of badly potholed gravel surface.

The second alternative is via Harrismith, Bethlehem, Heilbron and Van der Bijl Park. It is 25 miles longer than the national road and includes 10 miles of very rough gravel.

Travellers to Pretoria should branch off the Johannesburg road at Standerton and take the road through Leslie, Devon and Delmas. Those going to the Eastern Transvaal may branch and Port Elizabeth and another short deviation near Nanaga.

The North Coast road is tarred to Kwambonambi and in fairly good condition from there to the Swaziland border. In Swaziland the road to Stegi is rather rough, but the Stegi-Manzini-Mbabane road is fully tarred.

All gravel roads to the Drakensberg resorts are dry again and are, on the whole, in fair condition. The Underberg-Drakensberg Gardens road is rough and the Himeville-Nottingham Road route is very rough indeed.

In the north, the last few miles to the National Park are rough and stony.

A FAREWELL presentation was made to the well-known Indian social worker, Mrs. Violet Padayachee, who leaves for the United States next Wednesday, by the Clairwood local committee of the Indian Child Welfare Society. Mrs. Padayachee, who is attached to the Meyrick Bennett Child Guidance Clinic, is chairman of the committee and her trip to the United States to attend the 1963 sessions of the Cleveland International Programme for Social Workers and Youth Leaders has been made possible through a scholarship grant awarded by the Anglo American Corporation of South Africa.

Here, Mrs. Padayachee admires the gift, an umbrella, in the company of Mr. R. P. Das (centre), a former chairman of the committee, and Mr. G. Bechoo, the acting chairman, who made the presentation at a reception held in the Andhra Hall, in Clairwood.

DOCUMENTATION CENTRE
FOR
INDIAN CULTURE
ACCESSION NO. 85/53

Republic Day. May 31st.

O Almighty and Everlasting God, the Creator and Sustainer of the Universe, we are assembled here, to pray for the country of our birth - the Republic of South Africa.

We beseech thee, O Lord, to guide the destiny of our Country in the right direction and to grant thy blessing upon the leaders who rule our beloved land. May they be just and fair in all their dealings with the people of all races.

Forgive us for any shortcomings and teach us to live in peace and harmony with all those with whom we come into contact.

Free us from narrow prejudices and guide us along the path of Truth, Justice and Righteousness and loyal

Teach us to be good citizens and help us to serve our country to the best of our ability.

Amen.



Know all men that

G. Bechoo

while emplaned in a B.O.A.C. Airliner

on 25 December 1964

did join that select band of travellers who have looked at one time on both the Northern and the Southern hemispheres by

Crossing the line

of the Equator

"Much delight attend them on their travels
And may good fortune follow them on arrival"

In witness thereof

Giles Smythe

CHAIRMAN

B·O·A·C

LABAN

Printed in Great Britain

O Almighty and Everlasting God, the Creator & Sustainer of the Universe, we are assembled here to pray for the soul of our late P.M. – J. G. Strydom.

We beseech thee O Lord to grant everlasting peace to the departed soul and to forgive any shortcomings that may have occured in his position as Prime Minister.

We remember before Thee his bereaved family. Comfort and strengthen them in their irreparable loss.

We pray also for thy blessing upon the members of the Party in their choice of a New P.M. We hope and pray that he may be fair and just in his dealings with the peoples of all races in our country.

Amen.

1) Gathered here to mourn the loss and pay Tribute to our late Rt. Hon D.F.S.

2) Born C.P. 1893. 65. Father Ds. Jacobus

3). Completed Education - Stellenbosch went to Transvaal - lawyer. Also did farming.

4) Secretary Nationalist Party

5). 1942 Cabinet Minister

6) 1954. Dr. Malan P.M. 30/11/54.

Worked hard.
many did not agree with him.
Duty of P.M.
Belief - White man must rule.
Voortrekkers - English.
Fearless & Sincere.

PORT SHEPSTONE PS 1914 GOVT. IND. SCHOOL

Annual School Sports

G. Bechoo

secured FIRST place in

100 yds Adults Men Over 40 yrs

14 & 15 Sept 1948

Vice Principal

SOUTH COAST HERALD PORT SHEPSTONE



DURBAN SOUTH GOVT. INDIAN SCHOOL
- 1952 -

STANDING : R.D. PILLAY R. POSTUM B.K. NAIDU L. BARNABUS MISS J. NAIDOO
A.V. ELLAURIE G.P. DONE R. PARSHADI H.G. SINGH

SEATED : MRS. G.K. NAIDOO I. SEWAMBER MRS. REDDIAR MR. S.K. MOODLEY (V.P.) G. BECHOO (PRINCIPAL)
D.N. MUDALY MRS. G.T. MAHARAJ MR. G. MUNGAR MISS A.S. CHETTY

Vadivelu Naidoo
Durban
Dec. 1952

FOR
INDIAN CULTURE
ACCESSION NO. 85/71

DOCUMENTATION CENTRE
UNIVERSITY OF DURBAN-WESTVILLE
Accession No. 85/71
BRN
Class No.

FREE-LANCE PHOTOGRAPHER
101 RAILWAY ROAD, S.A.
PHONE 8 9929

DEC 16 1952

DURBAN SOUTH GOVT. INDIAN SCHOOL STAFF.

SEPTEMBER 1959.



INSET : A. DOOLARKHAN

FIRST ROW : S.M. SING R.A. NARAIN J.S. PILLAY H. GURAHOO DORASAMY S. SEONARAIN

SECOND ROW : R. PARSHADI G.P. RAMIAH N.R. PADAYACHEE I.E. MAHOMED R.H. MAHARAJ V. PARMANAND
H.S. ANDREW B.K. NAIDU S.P. NOWBATH K. GAYADEEN

THIRD ROW : MISS J. PILLAY MISS S.H. MAHARAJ MRS. P. NAIDOO MISS S.L. NAIDOO MRS. M.R. HISS MISS M. MOODLEY
MRS. I.D. GUNESS MISS RAMPERSAD MRS. REUBEN MISS RAMNATH MISS K. NAIDOO MISS A. NAICKER MISS S. CHETTY

SEATED : D.A. WESLEY R. POSTUM MRS. G.K. NAIDOO N.P. NAIDOO (V.P.) G. BECHOO (PRINCIPAL) P. GOUNDEN (V.P.)
MISS N. RAMSAMY R.D. PILLAY I.G. HARRIS

DOCUMENTATION CENTRE
FOR
INDIAN CULTURE
ACCESSION NO. 85/70

DOCUMENTATION CENTRE
UNIVERSITY OF DURBAN-WEST...
Accession No. 85/70
BRN .....
Class No. .....

The Crown Studios
R. Bughwan & Son
119 Queen Street,
Phone 27031, Durban.

26. 10. 1959

Europe, prior to the 4th Century.

a) European Civilisation: Three factors have contributed to the development of European civilisation:

1. The cultural heritage of Hellas, or Greece, which was perpetuated through its adoption by Rome.
2. The organisation and laws of Rome, which still form the basis of much of our modern system.
3. The Christian religion, which became Greek in its form of thought so that Jew and Christian came to be sharply differentiated.

At the time our period opens, the Greek power had given way before the Roman which, however, was deeply impregnated with Greek culture, but added to this a genius of its own.

b) The achievements of Rome up to the 4th century

1. Military: Rome from being a city state gradually extended its sway over Italy and then, over all the known western world. The Mediterranean had become a Roman lake.

2. Administrative: Two consuls, with supreme military and political power, were elected annually, a dictator being elected only in times of emergency. In practice, government devolved upon the Senate, a body drawn from the patrician families.

After a period of great disorder and civil war, Augustus became the first Roman Emperor (27 B.C. – 14 A.D.). Henceforth power rested with a single man, chosen for life, whose power became increasingly more absolute. At first the change was beneficial and the Augustan age was brilliant and peaceful and two centuries of progress followed.

Unfortunately no fixed rule of succession was adopted. Hence a period of civil

was often followed the proclamation of a new Emperor, who was frequently a military leader, chosen by distant troops. Twenty out of the twenty-three Emperors preceding Diocletian (A.D. 284) died by violence as a result of this system.

With the establishment of the Empire the Government of the provinces was placed in more capable hands and stricter control was exercised. Many provincials received Roman citizenship despite their nationality. After the 1st. century A.D. nearly all the Emperors chosen came from the provinces.

3. Roman Law: Apart from constitutional and administrative law the Roman jurists developed a system of private law (regulating family, civil and commercial relations between men) which has proved one of the most outstanding and lasting of Roman achievements.

4. Roman Engineering: In this field, too, the Romans were outstanding. They undertook drainage of soil, made wonderful roads, bridges and aqueducts, provided river transport, improved harbours and built lighthouses. In their domestic architecture they provided a form of central heating, facilities for bathing and sanitation, and town planning was not neglected. The governors of the provinces likewise improved and beautified provincial cities.

5. Roman Civilization at its best:

Before the full weight of the barbaric pressure upon the frontiers made itself felt, the burden of taxation was still light. A large cultivated middle class enjoyed a rich literature in circumstances of great material comfort. Amusements on a lavish scale were provided and there was an easy access to the public baths. A pleasant inter-communication

unvexed by the modern fanaticisms of creed and race spread from one end of the Empire to the other. A wide and indulgent tolerance was the mark of the age. The cities were self-governing and left much to themselves. Of religion as such there was no persecution for the Roman Pantheon was hospitable to every god. Slavery existed but it was possible even for a slave to exercise an influence as an author in a society where careers were open to talent. Of the ultimate fate of the Empire there was as yet no apprehensions.

The Roman Empire exercised a tremendous influence on men's imaginations. The memory of its progress and the peace and blessings which it brought at the height of its power long survived its fall, and so throughout our period, and even in more modern times, we find repeated attempts to restore the great Empire of Rome.

Weaknesses of the Roman Empire

In spite of the apparent security of the Empire, there were already many factors at work which helped ultimately to bring about the gradual break-up of its mighty organisation.

a) From the 3rd century the imperial diadem became the prize of ambitious soldiers who were chosen by troops on the frontiers and imposed by violence. Under such a system many unfit Emperors were chosen and as often removed by violence.

b) Augustus had advised that no further conquests should be made, but in spite of his solemn injunctions new provinces were added to the already vast Empire.

c) The birth-rate in both Italy and Greece began to fall. This was due to a variety of causes among which were the loss caused by constant warfare, the practice of infanticide, the growth of luxury and self-indulgence, insanitary conditions in the cities, and the ravages of plague, introduced by soldiers from the East. The consequences of the falling birthrate were serious. Although the defence of the Empire had never rested entirely on Italians, even the auxiliary troops who had assisted the Roman legions now proved insufficient to withstand the pressure on the frontiers and a dangerous practice arose, viz:

d) Barbarian warriors were allowed to cross the frontiers of the Empire and allowed to establish colonies there. Once started this process of infiltration continued. Even the most responsible posts in the army were often filled by men devoid of any drop of Italian blood. Thus we find an African, a Syrian and an Arab Emperor during the 3rd century.

e) In spite of these measures barbarian tribes like the Goths, the Franks and the Alemanni succeeded during this time in breaking through the defences of the Empire at various points, and it was felt necessary to fortify Rome. (270 – 275 A.D.).

f) The Institution of Slavery

1. Its effect was notable on education. Certain work was considered degrading and only to be performed by slaves. The conquests of the later Republics were among the highly civilised cities of Greece, North Africa, and Asia Minor, and they brought in many highly educated captives. The tutor of a young Roman of good family was usually a slave. A rich man would have a Greek slave as librarian, and slave secretaries and learned men. The teachers being mainly slaves were unable to maintain the necessary discipline or command the necessary

respect from their pupils. In this atmosphere of slavery the traditions of modern literary scholarship and criticism meticulous, timid and quarrelsome, were evolved. Slaves were trained as book copyists, as jewellers, and for endless skilled callings.

f. The Agrarian system of Italy was completely altered by slave labour. Small farmers gave way to large estates cultivated by slaves, thus displacing one of the most valuable elements in any society. In regions where certain forms of agriculture did not lend themselves to gang labour, the slave presently became a serf, paying his owner part of his produce or working for him at certain seasons.

g) Lack of Industries: The Romans were not much concerned with industrial production or trade. Their wealth was derived from the conquest of the East and when that wealth was squandered it was not replaced and prosperity declined. The population of the cities decreased and when the coinage was devaluated in the 3rd century, owing to lack of economic understanding, the middle classes were ruined.

h) Caesarism, as a form of government was too paternal. It tended gradually to destroy all individual initiative. Further, a pernicious system arose of making it impossible for certain classes of workers – tradesmen, artisans etc. – to engage in any other work. Their descendants, too, were chained to these fixed, hereditary occupations, whether they were suited to them or not.

i) General Demoralisation was evident everywhere: The Romans had lost their fighting spirit, their sturdy republican independence. Owing to their reluctance to bring forth children, the best families died out and much alien blood was introduced, which led to the loss of the old, high standards of duty to the State.

When we begin to realise how essent

this great Latin and Greek-speaking Empire of the first two centuries A.D. was a slave state and how small was the minority who had any pride or freedom in their lives, we lay our hands on the clues to its decay and collapse. There was little of what we would call family life, few homes of temperate living and active thought and study; schools and colleges were few and far between. The free will and the free mind were nowhere to be found - art and literature, science and philosophy which are the fruits of free and happy minds, waned in that atmosphere.

The whole Roman Empire in four centuries produced nothing to set beside the bold and noble intellectual activities of the comparatively little city of Athens during its one century of greatness. Athens decayed under the Roman sceptre; the science of Alexandria decayed; the spirit of man, it seemed, was decaying in those days.

We now come to the opening of our period - the reforms of the Emperors Diocletian and Constantine, both Illyrians by birth.

Diocletian, Emperor (A.D. 284–305)

He was made Emperor by the powerful legions on the Danube, and the most important changes he made were:

(a) The Partition of the Empire: He realised that for the safety of the Empire it was essential to place the East and the West under separate military command, under separate Imperators who would thus be colleagues and not rivals. This arrangement worked well, with Diocletian himself ruling the East, and Maximianus in the West. (286 A.D.)

(b) In 292 A.D. the Empire was further sub-divided, each Emperor adopting a colleague called a Caesar and giving him half his territory to rule, his Caesar to

The two chosen were Diocletian's sons-in-law, Galerius and Constantius.

succeed him on death. The system worked well until Diocletian abdicated in 305 - a most unusual step for the times. He made Maximianus abdicate too, and once more rivalry for the succession followed. Nevertheless this experiment paved the way for Constantine's capital at Byzantium, the East becoming the Empire's true pivot.

c) Administrative Reforms: Diocletian no longer tried to preserve the fiction that the Empire was a modification of the old Republic. The Emperor was frankly a despot. A strong centralised administration was developed and political and military authority were separated, i.e. civil and military duties were no longer performed by the same officers. Rome was ignored, while the functions of the Senate became merely nominal. A great army of officials sprang up, and solely dependent upon the imperial favour, they served the dual purpose of improving the administration and strengthening the throne.

This administrative system was retained in the Eastern Empire for a thousand years, although in the West this civil machinery was replaced by the feudal system.

d) Persecution of the Christians: In 303 Diocletian launched a persecution of the Christians, the most severe they had yet experienced. Orders were given to destroy them utterly. Their churches were to be pulled down, their holy books to be burnt, and those who would not join in the heathen sacrifices were to be put to death. For six or seven years the Christians suffered terribly, but their spirits remained undaunted and they could not be destroyed, but it is noteworthy that Constantius did not enforce the persecution in his part of the Empire. The other rulers thought, doubtless, that the presence of an organisation that demanded from its members an obedience which might be inconsistent with obedience to the head of the State, was

a danger. The persecution was in full swing when Diocletian decided to abdicate.

(d) Diocletian's abdication: He abdicated and compelled Maximianus to do likewise, and in 305 left the cares of state to the two Caesars. The pair took at once the higher title of Augustus and chose two others as Caesars.

On the death of Constantius, his son Constantine, was declared his father's successor by the legions at York. A period of civil war followed his proclamation but by 323 Constantine had defeated all his rivals and there was once more a single Emperor, supreme over the Empire.

(e) Ability: Diocletian lived in great splendour, surrounded by many servants, so that no soldiers might be unpressed by his grandeur. The valour of Diocletian was never found inadequate to his duty or to the occasion; but he appears not to have possessed the daring and generous spirit of a hero. His abilities were useful rather than splendid, and he seems to have possessed a vigorous mind, improved by the experience and study of mankind. He was steady in pursuing his aims and flexible in varying his means. Above all, he possessed the art of submitting his passions to the interest of his ambition, and of colouring his ambition with pretences of justice and utility. Like Augustus he may be considered as the founder of a new empire. Like the adopted son of Caesar, he was distinguished as a statesman rather than a warrior; nor did either of those princes employ force whenever their purpose could be effected by policy.

Constantine, Emperor (306 - 337)

a) Defeats his Rivals: At the beginning of his period of rule Constantine held the West with his head-quarters in the present city of Trier. Within a short time there were six claimants for the supreme power. Three of these were dead by 311, leaving Constantine to defeat Maxentius near Rome in 312. Licinius in the East was not finally defeated until 323. For the remaining 14 years Constantine enjoyed a more complete and vast power than any ruler before him.

b) Constantine Sanctions Christianity: Meanwhile a very interesting change had occured. He decided to make Christianity the religion of the Empire. It does not seem that he was a very earnest believer himself, but he saw the power of Christianity and he felt that the Empire would be stronger if it were Christian. He made himself Champion not of the Christian creed, but of the Christian body and that he did not become a member of the Christian body by rite of baptism until 25 years had passed. He accepted and retained the official dignity of Pontifex Maximus (high priest of the religion of Rome) and he sanctioned his own deification; but he placed Christianity in the category of religions sanctioned and no longer proscribed officially; and once that was done the magnificent organisation of the Church, a brotherhood spread over the whole Empire, ensured that it should have no rival. This recognition of ~~religion~~ Christianity proved to be the most important step taken in the history of the West.

c) New Capital in the East: Diocletian had realised that the capital of the Empire should be nearer to the eastern frontier. Constantine, too, discovered this and chose a small town of great strategic value on the Bosphorous, called Byzantium. After five years of great activity this was converted into the splendid Capital

of Constantinople (330)

The reasons for this step are:

I. For more than a century the Empire was in the greatest danger from the wild tribes living north of the Danube and from the oriental monarchies east of the Euphrates. Hence it was necessary for the safety of the Empire to guard the East.

II. Constantine himself came from the Balkans and knew that this territory was rich in recruits for the army.

III. The commercial value of the city had already been proved.

IV. Constantine thought that it would be easier to make a Christian capital out of the new city than out of the pagan city of Rome, so full of the temples and statues of innumerable creeds and deities.

The effects of this step on the Empire was very great.

I. Constantinople remained a Christian city, but soon became Greek rather than Latin.

II. It marks the beginning of a new era, during which the East and the West, the Greek and the Roman worlds drifted gradually farther apart until the unity of the Empire became nothing more than a theory and a hope.

This division of the Empire into two parts, one mainly Latin, the other mainly Greek, lasted for 150 years; it was for the greater part of that time ruled by two emperors, occasionally it was under one. But throughout all the period there were the two seats of government; and the two governments, their systems, their organization, their officials, were exactly the same. The unity of the two parts was

always most carefully maintained. The Roman Empire was always considered one and indivisable.

(d) Constantine's Administrative Work: In this respect he completed and consolidated the reforms made by Diocletian. Both the army and the administration were thus reorganised by these two Emperors. When a law was passed at Constantinople it was issued not merely in the name of the emperor who was there, but in the joint names of both. The old practice of appointing the Consuls at the beginning of every year was preserved and one of them was nominated at Rome and the other at Constantinople.

The Eastern Empire survived until the conquest of Constantinople by the Frankish crusaders in 1204. In the West the system was overthrown in the state after 150 years, by the German invasions. The organisation of the Church, however, which followed that of the State, preserved at least some of the culture of Rome in the midst of barbarism.

Christianity and the Empire

a) Attitude of the Romans to Religion:

The Romans were polytheistic and were thus very tolerant and allowed the worship of any number of deities, as long as this did not lead to anti-social or immoral practices. As a result of this many-sided paganism, innumerable cults and deities were permitted, those from the East especially finding great favour in Rome. So we have Mithra from Persia, Isis from Egypt, and among other Eastern cults, Christianity from Palestine, as an extension of Judaism! As a result the ancient strong connection between the State and the old religion declined, together with the civic liberty of the city states of the ancient world.

b) The Philosophers: As in the culture of Hellas, philosophy for a time tried to take the place of religion. The philosophers showed the absurdity of pagan polytheism and taught that natural science was a firmer foundation. They tried to inculcate higher moral ideas and to teach the individual how to attain peace and happiness. Unfortunately each philosopher worked out his own system and so it never became a strong movement. It did, however, prepare the way for Christianity, "by its destructive criticism of polytheism and by its positive influence favourable to monotheism. though its emphasis upon the unity of nature."

c) The Rise of Christianity: At first the Christian community was so small and weak that it was not feared. The Christians were, to begin with, recruited from the poorest and humblest classes. Soon, however, it made its appeal felt, not in the land of its origin nor among the Jews to whom it owed its inspiration. They became bitterly hostile to the Christians and spread slanders about their practices, which were

generally believed. By the 3rd Century Christianity began to become more powerful and widespread, but the Christians were very unpopular and were occasionally subjected to spasmodic outbursts of persecution.

d) Reasons for Unpopularity of Christians:

1. The Christians, like the Jews, were uncompromising monotheists. They therefore refused to sacrifice to the Emperor and were thus regarded as being disloyal atheists.

2. In Palestine the early Christians had been closely associated with the Jews, who had often rebelled against Roman government.

3. They were considered dangerous teachers of pacificism and socialism and were thus regarded as enemies of society. The Empire was threatened by dangers from without and the Christians seemed disinclined to help in its defence. Indeed, they were rather illogically blamed for these troubles which had come in Christian times.

In spite of their unpopularity, persecution was never systematic enough to destroy them and by the end of the 3rd century, they were firmly established. The last great persecution took place at the end of Diocletian's rule (297 – 305 A.D.).

(e) The Edict of Milan (313) and its Results:

By this edict Constantine granted official toleration to Christians, although he himself can hardly be called a Christian. The consequences were tremendous and ultimately affected all western peoples.

1. The Church rapidly expanded under State protection.

2. The Unity of the Church was desired by Constantine so that he took his part at Church Councils and we find thus the beginnings of the close association between

the Roman State and the Catholic Church, which was not so much a creed as an organised body, ~~which~~ following in its organisation the hierarchic organisation of the State.

3. When the Emperor moved to Constantinople, some of the power of the Emperor in the West fell to the share of the Roman Pope, who thus became gradually the most important figure in the Christian hierarchy and thus the Church preserved the Graeco-Roman culture.

4. The Eastern Patriarch remained under imperial control and for this and a variety of other causes the Church like the Empire tended to separate into an eastern and a western form, and these churches have remained separate to this day. (Both in the East and the West the language of the Church in its writings, ritual, etc. was Greek. For some obscure reason the language of the western Church became Latin and the old Greek writings came to be looked upon as pagan and heretical and were only recovered at the time of the Renaissance)

(5) The Council of Nicaea (325) is remembered because it condemned the Arian heresy. This heresy concerned the nature of the Holy Trinity. The presbyter Arius of Alexandria had first taught that, though Christ was divine, he was inferior to his Father and later it was believed that Arianism was a challenge to Christ's divinity. Although many early Christians were Arians this belief was officially repudiated in 325, nevertheless, quarrels between the Arian and orthodox believers may still be said to exist today.

The persecution of so-called "heretics," is thus found very early in Christian history.

The Germanic Invasions.

a) Origin of the Germanic Tribes:

These tribes came from southern Scandinavia and around the Baltic Sea. Those who remained there form the basis of the modern Swedish, Danish, and Norwegian peoples. Of those who moved southwards one group reached the Rhine, the West Germans. Another group the Eastern or Gothic branch, going further to the east reached the Danube and the coasts of the Black Sea. The Empire came into contact with both these migratory groups.

b) The Germanic Tribes and the Roman Empire prior to the 4th century

During the first three centuries of the Empire the barbarian tribes were held at bay. During the rule of Augustus, the Romans made an attempt to subdue the barbarians across the frontiers but the loss of Varus and his legions made Augustus determine to stand on the defensive and hold the long river frontiers of the Rhine and the Danube. Of this decision Fisher says, "The conquest of this tumultuous people, had it been achieved by Augustus, would have changed the course of European history, for a frontier drawn from the Baltic to the Danube by the line of the Elbe and the Morava would have been relatively short and easy to defend."

c) Roman Influence spreads among the Barbarians:

"There was no rigid segregation between the Empire and the barbarians. With the decline in the birth-rate of the older stocks and the increasing insufficiency of the auxiliary troops drawn from the provinces, the barbarians were drafted into the Roman legions. When they were discharged they were settled in frontier colonies or returned to their kinsmen, taking back with them the products of Roman commerce, which were found as far north as Denmark. During the 3rd century a great

struggle had been raged with the Goths, who had over-run Asia Minor and the Aegean coasts until they were finally defeated and settled as federates in Dacia (modern Roumania) in 270 A.D.

d) Description of the Germanic tribes

Fisher Page 110 line 6.

"The violent, blond ..... in German hands."

e) The Critical Century dates from 378 to 476.

In 378 a Mongolian race, the Huns, began a career of conquest which reacted upon the Germanic tribes and increased pressure on the eastern fronties, which finally broke under the strain, thus disrupting the Empire of the West.

f) The Service of the Barbarians rendered to the West:

The service they rendered consisted in destroying the great unwieldy Roman Empire and in building up smaller states which afforded scope for the development of individuality and a return to the past.

Further, it is important that the Goths, both Eastern and Western, had accepted Christianity through the missionary Ulfila (A.D. 310-380) who translated the Bible into Gothic. Unfortunately they accepted Arian Christianity and were thus regarded as heretics and their kingdoms perished as a result. The West Germans, who were more barbarous, were converted later to orthodox Christianity and so had the approval of the Church which they in turn defended and preserved during the Dark Ages (from 476-800).

The Period of Invasions.

a) Goths (Visigoths)

Settled in Dacia in 270. Driven by Huns in 376. Emperor Valens settled them along the Danube but these 80,000 aliens were uncomfortable and revolted against Rome. In 378 Valens was defeated and slain by the Goths. His successor Emperor Theodosius agreed to pay them for protecting the frontier.

In 396 Alaric the Bold was elected king of the Visigoths. As a protest for not receiving the promised money for frontier defence, Illyria, Greece and Macedonia were invaded. In 401 Alaric invaded Italy but was repulsed by the Vandal Stilicho, who really ruled Rome for the feeble Emperor Honarius. In 408 Rome was still threatened and finally captured and sacked in 410.

The Visigoths wandered into Gaul and from there to Spain which was then occupied by Vandals and Suevi. They made peace with Rome, defeated the Vandals and established a West Gothic kingdom of Tolosa stretching from Gibraltar to the Loire, and from the Atlantic to the Rhone.
(see map, Fisher 115)

(b) East Goths (Ostrogoths).

In 374 some of the Ostrogoths submitted to the Huns others sought refuge among the West Goths. In 476, Odoacer, in command of the Roman troops deposed the last Roman Emperor in the West, Romulus Augustus, and became the first barbarian ruler of Rome.

In 493 the Ostrogoth Theodoric, on a commission from Zeno, defeated Odoacer and in 510 became virtually King of the Visigoths (West Goths) as well. Fisher Page 1115.

(c) Vandals:

Of the same Germanic stock as the Goths. They settled in modern South West Hungary. Their name is

now notorius for the wanton destruction of art in which they indulged. Between 406 – 409 they invaded Gaul where they encountered the Franks. They moved to Spain from where they were driven out by the West Goths. They then established a kingdom along the Barbary Coast of North Africa. They took Carthage in 439, built a fleet and plundered the coasts of Italy and Sicily. They would not come to terms with Rome. They threatened the corn supplies of the Empire and weakened and distracted the Empire when all its strength was needed to defend Gaul and Britain.

In 455 the Vandals attacked Rome and the City was pelloged for 14 days.

HUNS

(d) These people were not Germanic, but Mongolians from Central Asia. In 376 they crossed the Volga and displaced the East and West Goths along the Danube. In 435 the Huns became Roman auxiliaries and helped to attack the Burgundian kingdom at Worms.
Between 445 – 450 Attila (the Scourge of God) again attacked Eastern Europe and persuaded the tribes there to join in his attacks upon the West.
In 451 Gaul invaded. West Goths and Romans defeated Attila. In 452 Attila invaded Italy - again turned back after some pillage.
In 453 the death of Attila ended the power of the Huns.

(e) The Franks established the first permanent Germanic kingdom. They were comprised of i. the Salian Franks on the Lr. Yssel, and ii. the Ripuarian Franks on the banks of the Rhine.

(f) The Burgundians settled on the Middle Rhine, upper Rhone, and Saône in the 5th century. In 534 they were absorbed by the Franks.

(g) The Alemmani (or Alemans) settled in the Rhine basin between the Main and the Alps. Conquered by the Franks

under Clovis at the battle of Strassburg in 496.

(h) Suevi: Settled in Moravia, Bohemia and Bavaria. In 472 they captured Rome under Rikimer. Finally they were driven to Spain and absorbed by the West Goths.

(i) Angles, Saxons & Jutes: These tribes conquered the Roman province of Britain from which the legions had gradually been withdrawn to defend the continent during the 5th and 6th centuries. In Britain all traces of Roman organisation disappeared and its history is dark and unchronicled for 150 years until the coming of the Christian missionary St. Augustine in 597!

The Last Roman Emperor in the West. (476)

After the Vandals had sacked Rome in 455 great confusion reigned. The Barbarian Rikimer made and unmade several emperors. On Rikimer's death a powerful general, Orestes, made his son Emperor Romulus Augustulus. This young ruler was deposed by the Visigoth Odoacer, commander of the barbarian auxiliaries in Rome.

The Emperor Zeno at Constantinople was forced for a time to agree to Odoacer's demand to be called Patrician and administrator of Italy, although he regarded Julius Nepos as the rightful Emperor of the West. It is not correct to regard 476 as the date of the fall of Rome. Actually the Eastern Emperor was again sole sovereign and Odoacer was simply his barbarian representative. In theory there was no constitutional change. This explains why the Eastern Emperor commissioned Theodoric, the Ostrogoth to overthrow the rebel Odoacer in 489. Odoacer was put to death by

Theodoric who ruled in his stead and on the same terms as his rival. It also explains the reconquest of Italy from the Goths after Theodoric's death in 526. Nevertheless 476 did mark an important change in the West. Thence forth the Empire was unable to control the West directly. No puppet sat on the throne of the Caesars and the State was openly controlled by the Commander of the Roman army. In the East the Roman State and Roman culture were preserved. In the West barbarian kingdoms formed a new society which broke with the culture of the ancient world.

Rule of Theodoric, the Ostrogoth (493-526)

Theodoric regarded himself not only as the Gothic King, but also as an Imperial official, recognising the authority of the Eastern Empire. The Goths and Burgundians, really interlopers, yet preserved a superstitious reverence for the Roman State. They continued to rule through Latin officials and by Roman Law. They helped to defend the Empire from the attacks Sueves, Vandals, Alans, and Huns.

Theodoric has earned for himself the title of "The Great" because in spite of his vices he was a good ruler according to his lights.

By his diplomacy he gave Italy 33 years of peace and established some control over the surrounding territories largely as a result of the prestige he had as a Roman official.

His capital was at Ravenna. His court and administration were Latin. He respected the Roman Senate and was studious to restore the ancient monuments of Italy. The folly of attempting to force the Gothic language upon Italy was far from his

mind. It was no part of his policy to make changes in law or government, to force the pace of racial assimilation, or to affront the religious prejudices of Rome; he did not legislate, or issue coins without the Emperor's name. He repaired aqueducts, maintained the public chairs of grammar and rhetoric, and even the imperial laws which forbade intermarriage between Romans and barbarians.

Towards the end of his reign the Arians, his co-religionists were persecuted in the East and he himself committed the judicial murder of Boethius, the last of the ancient thinkers and poets, a crime which remains a blot on his name.

Nevertheless, Theodoric's rule of 33 years, was a time of happiness for Italy. He made no wars, and rarely found it necessary to undertake one. Agriculture was improved to such an extent that Italy began to export corn instead of importing it. Romans and Goths lived under their own laws while mixed tribunals decided cases in which both were concerned. He allowed neither race nor creed to count where able men were required for public service. He protected the Jews and was averse to religious persecution, but towards the end of his reign he was guilty of acts of great barbarity. He died on August 30th 526 and was succeeded by his grandson, Athalaric.

The Legacy of Rome

(a) Causes of Rome's Decay:

(1) The tremendous extension of the Roman power. This brought in its train a number of difficulties which weakened the Empire.

The problem of defence became so great that the importance of military leadership outweighed civil leadership. This necessitated a despotic form of government controlled by a bureaucracy which tended to destroy initiative and self-help among the citizens of the State.

To sustain this vast organisation entailed great expense and the provinces were ground down by the imperial taxgatherers. The contemporary knowledge of economics and facilities for credit and finance were so undeveloped that no wise financial policy could be inaugurated.

The presence of so many diverse peoples in one Empire made effective control very difficult.

(2) Decline in the morale and patriotism of the Romans.

Luxury, vice, ownership of slaves, the use of auxiliaries to fight their battles had all helped to blacken the moral fibre of the Italians. Their families became smaller in an age when aliens, barbarians, poured in from all sides, until their influence altered the character of Italian society by swamping it

(3) As a result of the movements of barbarian tribes trade and commerce suffered, towns grew smaller and poorer and parts of the Empire were finally cut off from contact with Rome, the nerve centre of the whole State.

(4) The removal of the Emperors to Constantinople diverted wealth and power from Rome. A series of weak Caesars (after the death of Constantine) placed the real control in the hands of barbarian commanders of the troops in Rome.

(5) The Empire depended on the barbarian soldiers and to keep the services of these allies they had to be paid generously. Rome was poor and could not raise the necessary funds.

Our Debt to Rome.

1. Rome preserved a great deal of the culture and learning of Greece and transmitted it, often with improvements, to later generations.

2. Language: The Church developed a Latin of its own, in which books were written and which was spoken by missionaries who carried it abroad, enriching Romance languages and introducing a Latin element into Teutonic languages like English, German and Dutch. (English also acquired Latin words through the Norman French after 1066).

3 Literature: The forms of poetry and prose in modern times are largely based on the Latin models which in turn were derived from Greece. Again the Renaissance restored forgotten forms and classical mythology, which was retold by modern writers.

4. Philosophy: Although the Greeks were greater philosophers the Romans were more practical and concentrated more on ethics and politics — on man's duties as an individual and as a citizen. Philosophy had helped to pave the way for Christian monotheism.

5 Social Life: The traditions of Roman family life and home life was preserved in its laws and in homes in the provinces and smaller towns. The Roman matron held a high place of honour in the home and her influence was great. Although this family life degenerated in the capital when oriental luxury and vice crept in, the ideal has been preserved as one of the most valuable for any healthy community.

6 Building:

a) Many Roman roads survive to this day, as well as arched bridges, a form still used for all except our largest bridges. Aqueducts for water supply have been replaced by pipelines.

b) Arches in buildings were inherited from older civilisations, but vaults and domes were invented by Romans and influenced the great Renaissance architects and so modern builders. Rome also invented a concrete of mixed rubble and cement.

c) Domestic architecture owes much to Rome. The form of the Italian palaces was perpetuated by the mediaeval monastery and so influences most of our school and college buildings of today.

7. Art: Sculpture, relief carving and painting were of Greek origin, but under Roman influence became more practical and naturalistic, and Roman influence has not entirely been superseded yet in the Arts.

8 Applied Science: Besides town sanitation there were doctors in the towns, a physician attached to each legion and to ships in the imperial navy. Hospitals were invented in connection with the army. Hospital services were later taken over by the Church and so can be traced onwards to modern times.

Surveying and map-making were developed. Sundials and waterclocks were invented.

9 Law: Rome first distinguished between civil and criminal, between statute and case law. She founded, developed and systematised the jurisdiction of the world thus forming the basis of the framework of modern civilisation.

10. Administration:

In this field, above all, the Roman world shone out. From the government of the city state, the constitution was gradually evolved by adaptation, and where necessary, by reorganisation to suit a great Empire. Her subject peoples, or allies as she called them, were wisely treated. As much of local custom and rule as possible was retained and their religion tolerated except when it conflicted with morality or recognition of the Emperor's divinity. The widespread use of Latin recognition of the Emperors' divinity and the right of all freeman to Roman citizenship which was granted by Caracalla in 212 A.D., were symbols of the unity of the Empire.

11. The Effect of Roman Culture and Organisation, in spite of the fact that the Empire broke up and that numerous smaller states took it's place, has been very great. It bequeathed to the future:

(a) A uniform back-ground of culture and civilisation to the greater part of Europe, which binds her peoples together in spite of national differences and hostilities.

(b) The idea that to be a Roman was to be a Christian and that to be a Christian was to be a Roman. When the Empire perished, the Church developed the idea of a divine kingdom embracing all the peoples of the earth to take its place. From this idea sprang the later Holy Roman Empire, with which we become acquainted in subsequent history.

The Franks.

(x) The Rise of the Franks 481 - 656

During this period the Franks, under their fierce, barbarian rulers contrived to extend their sway over what is today France, Belgium, the Netherlands, and part of Germany. Owing to the Frankish custom of dividing the inheritance among sons, there was much partition and re-union of territories in this period.

(a) Clovis: 481 - 511

Clovis was a Salian Frank, the contemporary of Theodoric the Great in Italy. He established the Merovingian dynasty which was to endure until 716. He won three great victories ~~over~~ during his reign.

i. In 486 he defeated the Roman governor of Gaul and made Paris his capital.
ii. In 496 he defeated the Alemanni and in the same year accepted Christianity.
iii. In 507 he defeated the Visigoths, killing their leader Alaric. They were driven into Spain.

The Eastern Emperor Anastasius, to check the power of Theodoric the Great, legalised Clovis' power over his Roman subjects and bestowed on him the titles of pro-consul and patrician.

(b) Period: 511 - 614

After the death of Clovis the Frankish territory was divided among his four sons and they made themselves masters of the whole of Gaul except a small part of Provence which was still held by the Visigoths. In 532 the Arian kingdom of Burgundy was absorbed and in 533 the German tribes beyond the Rhine were conquered. The brothers fought violently among themselves, but the youngest Clothar survived and, at his death

in 561, was once more sole king of the Franks as Clovis, his father had been.

(c) Period 561 - 614

On the death of Clothar his kingdom was once more divided among four sons, one of whom soon died. Again fierce strife broke out among the brothers, until Clothar II, the grandson of the first Clothar became sole king of the Franks in 614.

(d) Results of this Struggle:

During these bloody feuds the Franks had often had minor children as kings and the nobles had profited by their rulers' dissentions to increase their own powers and privileges, at the expense of royal powers. Clothar II was only recognised as king because he had conceded prerogatives to the nobles which left the supreme power in their hands. One of these concessions was that the acting head of the government the mayor of the palace, could not be removed from his office. In time this official acquired great power and his office became hereditary.

Justinian (Emp. 527–565)

Attempts to restore the Unity of the Empire.

(a) The Barbarian Kingdoms attacked.

In theory the Roman Empire was still one, though government might be delegated to barbarian rulers! Justinian, having conquered his Persian enemies in the East determined to restore imperial authority in the West.

I. 533 Justinian's great general Belisarius, defeated the Vandals and destroyed their kingdom North Africa nominally returned to imperial control but was soon attacked by the Moors who had been troubling the Vandals. After a great effort the Moors were expelled from a part only of these provinces.

II. 535–553. In a series of great campaigns the Ostrogothic power in Italy was completely broken and Roman rule once more established at Ravenna. The Franks had taken advantage of these troubles to invade Italy twice, gaining Roman Provence in 537, but being driven back in 554.

(b) Results of this struggle in Italy.

I. This long struggle was a great calamity for Italy. The armies of both sides devastated the country and committed terrible atrocities. Famine followed and the population dwindled.

II. Rome was besieged five times and retained only a shadow of her former glory. Read Fisher's description Page 130. "For the" up to ...."world"

III. The Lombards overran Italy (a backward tribe of the Gothic division). The policy of removing the Goths from Italy proved to be a great mistake.

they had served Rome well and had ruled as the deputies of the Empire, respecting Italian tradition and sentiment. The Eastern Empire proved itself unable to defend the recovered territory and rule it effectively, owing to its many other duties. The result was that barely fifteen years later (568) the Lombards under King Alboin swept into Northern Italy and established themselves there. These were the last of the Teutonic Arian barbarians to upset the Empire.

(c) Other Services of Justinian to the Empire:

In spite of these disastrous incursions into Italy which harmed her more than any barbarian invasions had previously done, Justinian is remembered for:

I. His great series of legal codes which transmitted Roman law to modern times and helped to mould our own social and political life.

II. Many buildings of great splendour, some of which still survive e.g. St. Sophia in Constantinople.

III. His theological speculations and his tolerance which made him to heal the difference of the various sects which appeared in the Christian Church at this time.

In spite of his many good qualities he left the Empire at the end of his long reign poorer and weaker than he had found it.

Islam

(a) The Birth of a New Religion in the East.

The Moslem religion owes its inspiration to the Arabian prophet Mahomed who was born at Mecca in the last quarter of the 6th century. His revelations, or teachings, are preserved in the Koran. The Mohammedans are monotheists who deny the divinity of Christ, whom they regard as a holy man and a prophet. Mahomed gave his followers moral, social, legal and hygienic precepts. There is no real Church organisation and no regular priesthood. This religion seems to have satisfied a very real need among the peoples who accepted it, which helps to account for its large number of adherents, who are estimated to number 300,000,000 at present.

(b) Mohammedan Conquests:

The successors of Mohammed were known as Caliphs, and in the century dating from 632 to 732 the religion of the Prophet was spread by the sword. Arabia, hitherto obscure and unimportant, became a great world power. Fisher sums up their expansion in the following manner: Page 137 + 138.

(c) The Arab Civilisation: While the West was sunk in barbarian ignorance the people of Islam gained the intellectual leadership of the world. From their successive capitals at Damascus, Bagdad and Cairo the Caliphs patronised art and civilisation. A few extracts with regard to the nature of this civilisation (Thorndike):

1. "The chief contributors to civilisation and the leading scientific writers under their rule, were generally not genuine Arabs. But they

wrote in Arabic, which spread all over the Mohammedan world, so that we find Spanish Christians imitating the Arab style and neglecting Latin."

II. "Many of the Caliphs were broadminded patrons of civilisation who made no distinction between Christian and Moslem, or Greek, Persian and Arab. The Arabic civilisation was a cosmopolitan one, drawing contributions from India, and Constantinople, Persia, Spain and Egypt."

III. The Arabs preserved, in their translations many Greek writings which might otherwise have been lost to posterity.

IV. Their work in science and in medicine was outstanding. Optics, astronomy, mathematics (especially algebra) and alchemy advanced owing to their researches and their use of the experimental method.

V. They were great seafarers and travellers and this added much to the science of navigation and geographical knowledge.

VI. Owing to their world wide travel and trade they had commercial establishments and connections from China to the Atlantic seaboard and their cities flourished owing to commerce and manufactures such as silk and carpet weaving. They introduced cotton to Europe and in the East they had factories for making paper from rags (they learnt this from the Chinese but the West did not use paper until several centuries later).

VII. The oldest university at present in existence was founded in 988 at Cairo – the Al Azhar. Instruction was always given free here.

VIII. In Southern Spain the Moorish State endured until 1492 with its capital at Cordova. (Moors are Arab and Berber descendants from Africa).

(d) Islam and Christianity:

The relations of the Moslems and the Christians throughout the period under review (i.e. 600 – 1700) are of great interest and importance. The religion and philosophy of the East came into conflict with the religion and philosophy of the West and the ultimate outcome, remains uncertain to this day.

With the emergence of less civilised and more ruthless adherents of the faith of Islam, like the Seljukian Turks and later the Ottoman Turks, we reach the era of the Crusades and the final overwhelming of the Byzantine Empire followed by a period of grave danger to Western Europe itself.

The Frankish Empire

(a) The Rise of the Mayors of the Palace:

The Frankish kingdom was divided up for purposes of government into countships, under a Count, with both civil and military duties. On the frontiers a group of countships was often placed under a Duke for strengthening defence and these frontier duchies were called Marks or (Marches) and their rulers Margraves.

The Counts and Dukes gradually severed themselves from royal control and governed little separate states of their own. The Merovingians were not politically minded and instead of the strong centralised Roman government we find a progressive degeneration in the art and system of government. The beginnings of the feudal system begin to appear. The great lords both lay and ecclesiastical took upon themselves the administration of justice, the levy of taxes, and the raising of soldiers for defence.

Besides these provincial nobles another important group surrounded the King's person the most important being the Mayor of the Palace (Major Palatii), a sort of first Minister, whose advice the King took since popular Assemblies of the people were no longer held.

While the Merovings were strong this official was kept subordinate but after Clothar II's accession the office of Mayor of the Palace became hereditary in Austrasia and Burgundy. Legislation was exercised by the king, together with a Council of Bishops, Counts and Dukes.

Dagobert I. was the last of the Merovings who really ruled. On his father Clothar II's death, he became king of all the Franks (630 - 638).

Fifty years of decadence and

disorder followed his death. The Merovingian rulers became do-nothing kings, who had no real power. The real work of administration at home, and policy abroad was done by the Mayor. The reason for these "puppet kings" being kept on the throne was that their persons were regarded as sacrosanct because they were also priests of a Frankish national religion, far older than Christianity.

The Frankish kings regarded themselves as Roman generals and magistrates and were used by the Eastern Emperors as auxiliaries against the Lombards in Italy (590). This helps to account for the fact that the land now known as France remained Latin, in spite of the Teutonic origin of the Franks.

(c) The Beginning of the Carolingian Dynasty

I. From the death of Dagobert (638) until the recognition of Pepin, the Younger, as Mayor of the whole kingdom (687) great confusion reigned. Grimwald (Mayor of Austrasia) tried to make his son king of Austrasia, but paid for this usurpation with his life. The Mayors of Neustria and Austrasia were rivals for power until 687 when the ascendancy of Neustria and and Pepin rose to power to become Mayor of the whole kingdom. Pepin did much to raise the kingdom from the degeneration into which it had fallen.

II. Charles Martel (Charles "the Hammer") 718-741.

After some fighting and intrigue Charles Martel succeeded his father, (Pepin the Younger) as Mayor of Austrasia. The Neustrasians and Frisians were once more subdued, and the Duke of Aquitaine compelled

to do homage. The northern Germanic tribes were subdued and incorporated in the Frankish kingdom. But his most renowned battle was the defeat of a great Moslem army at the Battle of Poitiers in 732. By this victory the tide of Moorish advance was turned back and European culture saved from oriental control.

The Frankish Clergy, under the Merovingian rule had become rich, lax, and corrupt, and Charles Martel reformed this state of affairs and secularised their property as they had acquired a great deal of land.

It is notable that the great missionaries of this period were not Frankish but from England and Ireland where Christianity seemed to have shone with a purer light.

(c) Pepin, the Short, King of the Franks 751-768.

Charles Martel's two sons succeeded him as Mayors of Neustria and Austrasia and when his brother became a monk Pepin became Mayor of the whole kingdom. (747)

Meanwhile a quarrel had broken out between Rome and Constantinople because the Emperor Leo III had ordered the destruction of all images throughout the Empire (726). The Popes therefore needed an ally to help them resist these demands. They might have chosen to ally themselves with the Lombards who were Catholics. They were hostile to the East, and were rapidly becoming civilised. But the Pope feared that the Lombards' power in Italy would detract from the power and importance of the Papacy, and preferred to have the more distant Franks as allies. Charles Martel had

1. Pepin the Younger
2. Charles Martel
3. Pepin the Short (King of the Franks (751-765)

Popes' Palace

declined to assist in this matter, but Pepin the Short did so. The Pope permitted Pepin to depose the last feeble Merovingi and the Mayor was anointed king by the English churchman, Boniface, at Soissons, in 751.

The Carolingian Monarchy was thus at last openly acknowledged and legalised. In return for this favour Pepin defeated the Lombards who had attacked Rome and compelled them to restore the imperial territory, not to the Eastern Emperor, but to the Roman Republic and to St. Peter. This gift to the Papacy was known as the Donation of Pepin. By this act the Pope became an important secular ruler over what were known as the Papal States, which for more than a thousand years laid Italy open to intrigue and invasion and prevented the unification of her peoples under a strong, single government. The Donation of Pepin was later strengthened by the forged Donation of Constantine which was supposed to have proved that, at his conversion, Constantine had given all Italy and the west to the Popes.

The work of these three Carolingians had greatly strengthened the Frankish Monarchy and raised its prestige. Fortunately for the Kingdom Pepin's younger son, Carloman, died soon after his father, and so the deadly feuds which accompanied every partition of the Frankish inheritance were avoided for many years, during the long reign of his remaining son, Charles (the Great).

Charles the Great (768 - 814).

(768 - 771) : Charles and Carloman, joint Kings of Franks.
771 - 800 : Charles, King of all Franks.
800 - 814 : Charles, Emperor of the West.

French: Charlemagne. ; Latin: Carolus Magnus.

Charles is claimed as a national hero both by the Germans and by the French, but he was in truth neither German nor French as we now understand the terms, but an Austrasian Frank, Teutonic, no doubt, in origin and sentiment but Latin in discipline, and regarded by himself and his contemporaries as the Captain of Roman Christianity in the western world.

He was thus the natural leader of the new Europe, half Latin, half Teutonic in its culture and welded together by its common Christianity.

(a) Wars and Conquests:

Throughout his long reign Charles was engaged in wars, which gave him little time to cultivate the arts of peace. These wars were partly defensive and partly due to a love of conquest in which religious zeal, the desire to convert the heathen, also played a part. Briefly his wars are as follows:

1. Aquitaine had once more revolted and Charles subdued it and divided up the country into countships under trustworthy Austrasian nobles.

2. The Lombards had again quarreled with the Pope. Charles took Verona and Pavia from them and imprisoned the Lombard King in a monastery. He visited Rome, which made a great impression on him, and came to an understanding with the Pope. In 774 Charles annexed the Lombard crown.

and became king of the Franks and Lombards and Roman Patricians.

3. The Saxons: were conquered and converted in nine campaigns from 772-804. Incidents during these campaigns were the beheading of 4,500 unarmed Saxon prisoners at Verdun (782) in revenge for their destruction of Churches and fortifications and expulsion of Christians. The Saxon King, Widikind and a large number of his warriors were baptized in 785, after which the real resistance of the Saxons was broken.

4. The Saracens were attacked at Saragossa in Spain and although Charles was forced to retreat, this expedition has left us the legends in the "Chanson de Roland" commemorating one of the great warriors who fell in the retreat through the Pyrenees. Northern Spain was conquered by 795 and by 801 Charles' dominion extended to the mouth of the Ebro.

5. The Avars in Hungary were subdued.

6. The Northern Slavs between the Elbe and the Oder were subdued and assisted Charles in his Saxon Campaigns.

7. During the last few years of his reign the Norsemen (Danes from Jutland, in this instance) began to raid the Flemish and Frisian coasts. Their raids did not become serious until after Charles' death.

Altogether Charles fought fifty three campaigns and thus made Europe safe for the Roman Church.

(c) The Empire Revived in the West:

Technically, Western Europe still owed allegiance to the Eastern Emperor. But the Eastern Empire was in a weak and decadent state. After the Emperor Leo III. forbade the worship of images (726) the West regarded the Byzantine rulers as heretics. When the Empress Irene restored image-worship (787) they still refused to recognise her. She was regent for her son Constantine VI, whom she blinded and imprisoned, seizing sole control for herself.

During this period the Italians had desired to set up a separate Empire in the West. The Popes had opposed this as being dangerous to their own powers as Bishops of Rome. But the Popes' opponents too, were strong. Pope Leo III. was treated so cruelly that he fled to Charles for help. Charles therefore paid his second visit to Rome to investigate the charges against Leo III. who had been deposed by his enemies.

Read Fisher Page 158 "Thus, in 800, ... Holy Places."

Charles in Rome, reinstated Pope Leo. On Christmas Day, 800. As Charles rose from his knees at the end of Mass, the Pope placed the imperial crown upon his head, and the congregation in St. Peter's shouted, hailing him as Augustus, Emperor of the Romans, crowned by God.

(d) Significance of the Restoration:

1. The Manner of the Coronation: Einhard says that Charles declared that he would not have set foot in the Church that day if he had known of the Pope's design. Perhaps Charles was

rather put out by this sudden coronation and at receiving his crown at the hands of the Pope. Nevertheless the traditional things appear to have been aiming at this consumation.

(2) The Immediate Benefits:

I. Charles gained a immense prestige in the West, although he gained neither treasure nor territory but merely the recognition of his outstanding position and leadership.

II. The Papacy gained a powerful protector and proceeded thenceforth to consolidate its power.

III. That deep inner sense of unity which persists at the heart of European turmoils, and has given rise to such institutions as the Concert of Europe and the League of Nations received for many years its secular embodiment. This secular embodiment was of course the Empire which stood for temporal unity, while the Church stood for spiritual unity.

3. The Disadvantages which appeared later.

I. The Pope bestowed the crown on Charles and thus later Popes considered that it was their right to bestow the crown on whomsoever they thought fit.

II. At first the Emperor was the protector of the Church, but later the Popes (as God's representatives on earth) claimed to be overseers of the State.

III. This point of view, which was fostered and strengthened by the manner of Charles' coronation, led in the 11th century to a struggle between Empire and Papacy which had harmful effects on Europe.

4. The Attitude of the Eastern Empire to the Coronation

Charles was anxious that the Eastern Empire should approve of his coronation and even went so far as to offer marriage to the Empress Irene. When she was deposed the next Emperor, Nicephorus recognised Charles' title to the West.

Thus was inaugurated the Holy Roman Empire which, although often rather an ideal than fact, managed to exist for a thousand years.

(c) Charles as an Administrator:

Charles was not a despot, although his personal authority was so great that his word was law. He had no regular paid army, although every freeman had to follow his lord to battle when required to do so. Nor had he a settled revenue, as there was no money-tax. The Empire was financed by income from his royal estates, plunder and tribute from subject peoples and fines for disobedience and disloyalty. There was no great organisation in government and hence Charles could not be a tyrant.

In order to govern so vast a kingdom his sons were given territories to rule over as Vassal Sovereigns. Counties were still controlled by the Counts or Dukes and some control was exercised by Missi dominici, who usually travelled in pairs, a cleric and a layman, as royal legates, to inform Charles of the needs of the people and to supervise the government of the Counts.

Regular meetings or assemblies of the notables were held at which Charles presided and represented the interests of the people. His great energy and activity in visiting the various parts of his dominions served to keep this rather

loosely organised system of government working smoothly during his lifetime, although he was unable to build up a strongly centralised government which would function automatically once his personal influence was removed.

Besides the provincial officials, Charles had a group of officials in the Royal household who assisted him in the government, the Mayor of the Palace, a secretary, a financial scribe, etc.

(f) Charles' Contribution to Learning and Culture.

Although Charles himself could not write his greatest claim to fame rests on his promotion of an intellectual revival. He welcomed learned men and scholars to his court and encouraged learning in various ways.

i. He sent to England for the learned Northumbrian Alcuin. Others were Peter of Pisa, Paul the Deacon, and the secretary Einhard, whose "Vita Karoli" is the best literary work of this period.

ii. Every monastery was to maintain a good school and to teach Latin, reading and writing.

iii. Documents were to be collected, corrected and copied, thus multiplying the available books.

iv. New works of grammar, history, biography and epics were compiled.

v. Discussions with his learned men were common at his court. His sons and the sons of the nobles were instructed under Alcuin's guidance at his "school of the Palace" at Aachen.

vi. His churchmen were taught by Italian choirmasters

to sing the Gregorian Chants which had impressed him in Rome.

VII. Cities were encouraged to become centres of learning e.g. Tours, Fulda, Orleans.

VIII. At Aachen he built a beautiful palace and Cathedral. Other palaces were built at Nimuegen and Engelheim. Bridges and canals were also built and repaired. Charles was therefore a great organiser and civiliger as well as a great conqueror and statesman.

The Break-up of the Frankish Empire

(a) Territories so vast could never, save in exceptional times and under an exceptional man, be governed from one centre. Unfortunately the method of division followed, was the old evil Frankish custom of family partition, with its inevitable fratricidal wars.

(b) Reasons for the Break-up:

I. The size of the Empire and the difficulties of communication made effective control impossible.

II. Although the principle of nationality was almost non-existent in the 9th Century, the Empire included races with different languages, customs and laws. Only in their common Christianity were they united.

III. Great gifts of money and land had been bestowed on the Church which increased the material power and independence of this body. Charles had exercised some control over the counts and bishops who

conducted local government, but his successors were lesser men and could not do this so effectively.

iv. The family partitions which took place during the next reign caused many wars and feuds.

v. The invasions of the Norsemen further disrupted the Empire which was no longer able to offer a united front to these Viking pirates.

(c) The partitions of the Empire to 843.

Charlemagne was succeeded by his worthy but incompetent son Lewis (the Pious), as Charlemagne's two elder sons had died before 814. Lewis had three sons by his first wife and later a fourth son by his second wife. In his endeavours to make provision for all his sons his territory was divided up five times during his life (814–840). His sons quarrelled bitterly about their portions and twice deposed their father, engaged in a number of civil wars and twice restored him. When Lewis the Pious died, civil war broke out afresh, and after a great battle at Fontenoy the most interesting division took place, at Verdun (843). By this treaty Charlemagne's scheme of ruling the Empire by means of an Emperor and Vassal Kings was ended, as the brothers became independent sovereigns.

1. Charles the Bold was given Neustria, Aquitaine, the Spanish March and Western Burgundy (i.e. the most of Modern France).

2. Lothair, who kept the imperial title received the capitals of Rome and Aachen and thus acquired a long narrow kingdom, stretching from the North-

Sea to the Mediterranean.

3. Louis "the German" was given the districts east of the Rhine, Bavaria, Saxony, Swabia and Franconia as well as the overlordship over the Slavs in Bohemia and Moravia.

Unfortunately this partition was not regarded as definite and final. The treaty did however give ten years of peace, which enabled the brothers to turn their attention to the problem of defending the Empire from the attacks of the Danes on the North Sea coasts, the Saracens in Italy and Provence, and the Slavs on the German borders.

d) Partitions of the Empire from 855 to 887.

Lothair died in 855 and civil wars once more broke out between his brothers and his sons - uncles and nephews. Charles the Bold and Louis the German fought for the possession of the "Middle Kingdom" (modern Alsace-Lorraine), thus beginning the struggle between Germany and France for this territory, whose fate is still undecided today, after more than a thousand years.

The various kingdoms were partitioned and repartitioned until owing to a series of deaths in the family, Charles the Fat (son of Louis the German) once more ruled over all Germany, Italy and France. But this last Carolingian Emperor was unable to rule effectively and was deposed in 887, this date marking the final break-up of the Carolingian Empire into the following five divisions:

1. Germany 2. Neustria (West France) 3. Italy
4. Upper Burgundy 5. Lower Burgundy.

Thus we see that, although there was no real feeling of nationality to influence these sovereigns, yet it is true that in the Carolingian partitions of the 9th century we may discern the emergence of the nations of Western Europe.

Norsemen (Northmen)

(a) Meaning: The Swedes, Norwegians and Danes, who collectively were also called Scandinavians. The word Viking meaning "warrior" also applies to them all, although it most often referred to the Danes.

(b) Europe threatened by a Fresh Invasion from the North.

We have already seen how the Roman Empire was assailed during the 5th century by successive waves of Teutonic invaders, who entered the Empire and altered its structure and its character.

During the 9th and 10th centuries the Frankish Empire suffered a similar fate, and again the fresh blood and energy of the Northmen effected a great change in European society.

The Angles, Saxons Jutes, Franks, Goths, etc. also came from the shores of the Baltic and Scandinavia, as did the new invaders, the Norsemen, who were closely akin to them in race and customs. Like the earlier barbarians before they came into touch with the Empire, the Norsemen were pagans, worshipping Odin and Thor.

But there was one great difference. Whereas the Barbarians had moved gradually overland by whole tribes (men, women, children and stock), the Norsemen came by sea. In their ships they descended without warning, plundered and pillaged, and sailed away again. The unexpectedness and unpredictability of their movements

struck terror into the disorganised Frankish Empire after Charlemagne's death.

(c) Description of the Norsemen

The Norsemen resembled the other Teutonic tribes in being tall, fair-haired and blue-eyed. They had no notion of sin or of virtue in the Christian sense of the terms. The Norseman loved war and women, wassail and song, pillage and slaughter.

Their country was cold, poor and barren. Through their splendid seamanship they were able to reach the coasts of the surrounding countries. Once they discovered the wealth of these countries and their lack of defence against piratical raids, there was nothing to stem their repeated attacks, and Viking raids became regular summer excursions. The record of this pagan civilization is preserved for us in the fascinating sagas or songs of their heroes. During the centuries when they plagued Europe (from 750 to 1000) we recognise three phases. First they came to plunder, then they came to settle, and finally, they extended their rule of conquest.

(d) Routes followed by the Norsemen.

1. Eastern Route: The Swedes, who were merchants, penetrated the Slav countries. From the Volga and the Dnieper they traded down the waterways of Russia, reaching the Caspian and the Black Sea, controlling the Slavs and threatening Constantinople. Finally the Swedes entered the Imperial body guard and helped to defend the Byzantine Empire. Through them, too, the Russians were introduced to the culture and religion of Byzantium, and from them the Russians inherited their ambition to conquer

Constantinople. Even the name adopted by the conquered Slavs came from the Swedish name. Rudsi.

II. Outer Western Route:

The men of Norway followed this route round the north of the British Isles and so settled in Iceland and Greenland. They settled too, in the Highlands in South-West Scotland, and in Ireland. Further they discovered North America (Vineland).

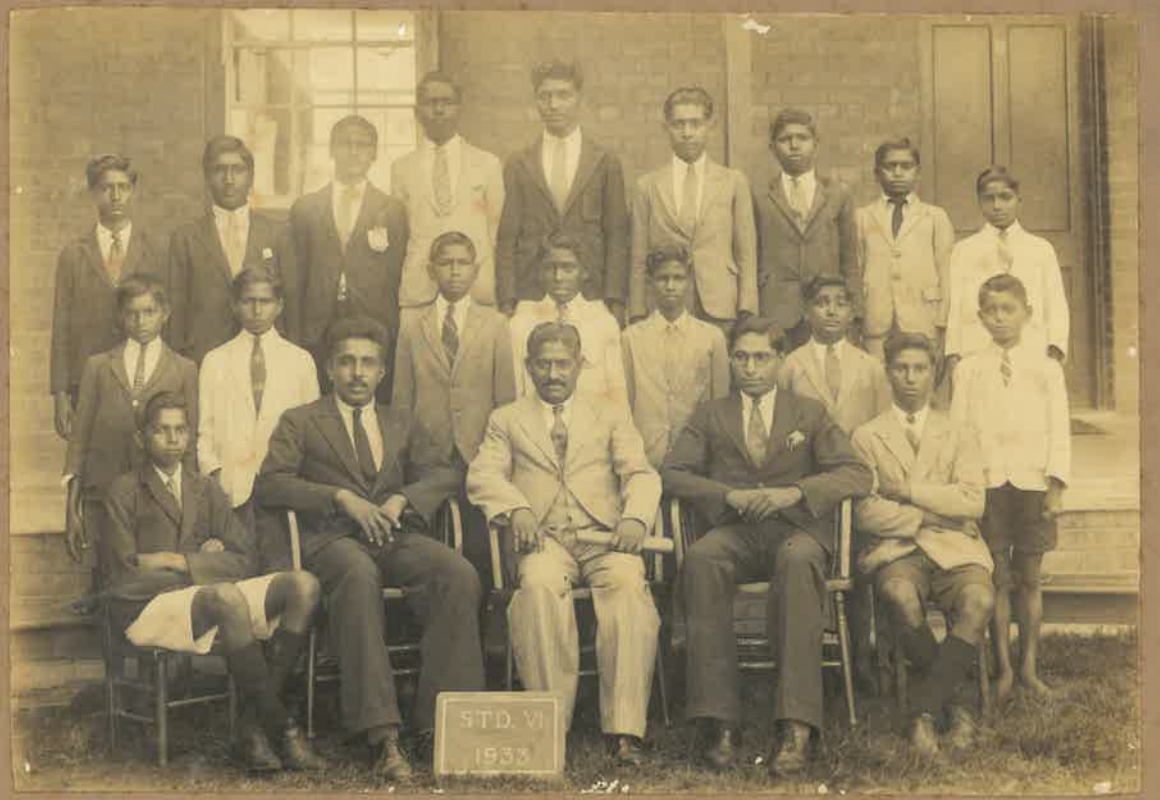
III. The Inner Western Route:

This was followed by the Danes. They visited the north coast of Europe and south and east coasts of England. The Danes finally established two great settlements or "Danelaws" (a) Normandy in France and (b) The Danish Kingdom in Eastern England, from the Thames to the Tyne.

England when she was still a Roman colony, inhabited by Picts, Celts and Scots, had been invaded by the Anglo-Saxons and the Jutes, who had established themselves from the Forth to Cornwall and in Kent and the Isle of Wight respectively. The Danes now attacked these older Teutonic invaders.

DOCUMENTATION CENTRE
UNIVERSITY OF DURBAN-WESTVILLE
Accession No. 85/69
BRN
Class No.

DOCUMENTATION CENTRE
FOR
INDIAN CULTURE
ACCESSION NO. 85/69


STD. VI
1933

DOCUMENTATION CENTRE
FOR
INDIAN CULTURE
ACCESSION NO. 105/19

Staff and Pupils - Std. VI - 1933
Standee Govt. Indian Primary School.
Staff seated from L to R.
Mr. G. Bechoo (Class teacher)
Mr. S. Doolarkhan (Principal).
Mr. Gabriel Peters (Science Teacher).

DOCUMENTATION CENTRE
UNIVERSITY OF DURBAN-WESTVILLE
Accession No. 105/19
BRN
Class No.

Konarak Temple

DOCUMENTATION CENTRE
FOR
INDIAN CULTURE
ACCESSION NO. 85/66-68

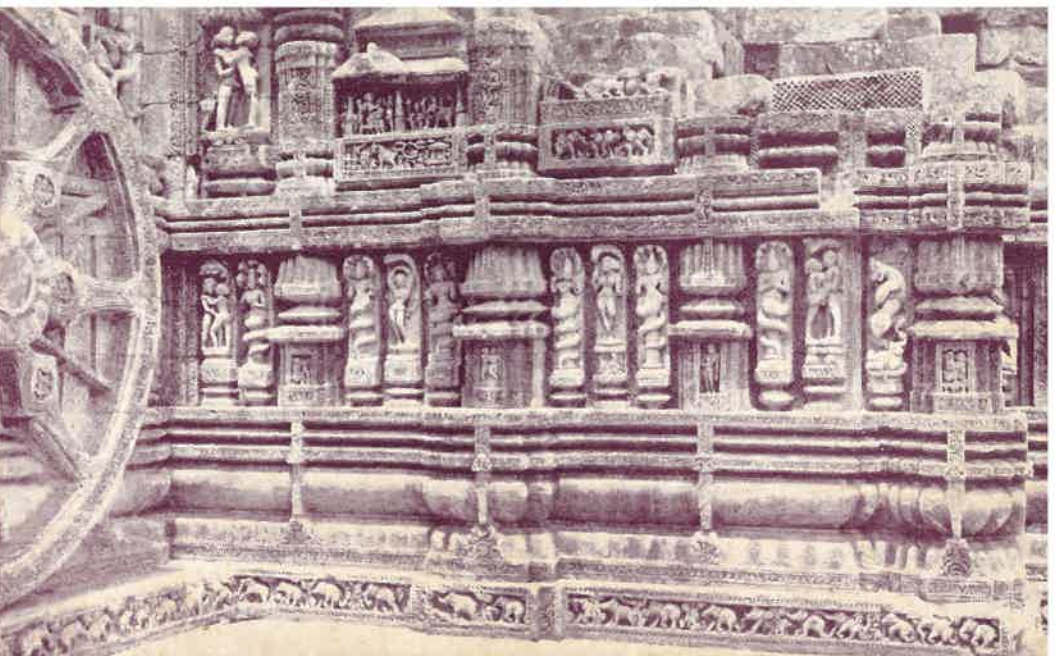
UNIVERSITY OF DURBAN-WESTVILLE
Accession No. 85/66-68
Class No.

Konarak Temple was covered with soil and bush when discovered.

It is built like a huge chariot pulled by two huge lions

On the sides of the chariot are carved nude figures some in intimate poses.









REPRESENTING THE GREYTOWN AND DISTRICT INDIAN ASSOCIATION AGAINST WEENEN X1

Extreme Right: G. Beehoo, Manager Extreme Left: R. Bheekie, President

Centre Back : C. Andi, Secretary

Row:Back : S.C. Mohamed, R. Daniel, M.S. Hattia, E. Rawet, C. Andi, —, C. Pillay, — S.G. Pillay

DOCUMENTATION CENTRE
University of Durban-Westville
ACCESSION NO. 105/23

DOCUMENTATION CENTRE
UNIVERSITY OF DURBAN-WESTVILLE
Accession No. 105/23
BRN
Class No.

Memo. Saloon Schools.

CLAIRWOOD GOVERNMENT INDIAN INFANT AND JUNIOR SCHOOL.

P. O. Box,25,
MONTCIAIR,
DURBAN.

30th June, 1955.

The Director of Education,
P.O. BOX 395,
PIETERMARITZBURG.

MEMORANDUM: Hardships of Parents,Teachers and Pupils.

Dear Sir,

We beg to submit for your kind and sympathetic consider-ation the following memorandum on the difficulties and hardships experienced by parents, teachers and children as a result of permitting two separate "B" grade government schools-- the Junior and Infant School in one building and at two separate periods of the day-- the Junior in the morning and the Infant in the after-noon.

1. PLATOON SCHOOLS.

We are fully aware of the many defects inherent in the Platoon School System. We wish to assure you at the very outset that our arguments are not directed against such schools. We are acquainted with the unsatisfactory state of affairs that exist in such schools. We appreciate the fact that the Natal Indian Teachers' Society, the Education Department and the Indian community are not at all happy about the Platoon School. Never-theless, in good faith, the system was accepted as a temporary measure to alleviate the serious problem of school accommodation.

As members of the Indian community we have always bel-ieved in and practised self-help and have regularly contributed financially and in other ways towards the erection of schools. At present we are contributing directly to the Natal Teachers' School Building Fund. We state these facts as evidence of our sincere concern about the problem of school accommodation.

2. OUR SCHOOL SYSTEM.

Two separate schools are conducted in the same building-the Junior School with a roll of 652 from 7.25 a.m. to 1 p.m.

and the/2.....

and the Infant School with a roll of 580, from 1 p.m. when the Junior School is dismissed.

The overlapping period from 11.45 a.m. to 1 p.m. is spent on the School ground by the Infants. Lessons actually commence at 12.15 p.m., the 30 minutes preceding this time is used for feeding the children. Actually 75 minutes are spent out of class rooms. The disadvantage of spending this time out of class rooms is discussed in detail in another paragraph.

The Infant School,unlike the many private and Government Platoon Schools, is a separate "B" Grade Government School with a roll of 580 children. It has its own Principal, Vice-principal and Staff.

There are sixteen class rooms having a maximum accommodation for 704 children. The roll of the Infant School is restricted to 580 and one classroom remains unoccupied. This means there is an accommodation wastage of 124 pupils in the Infant School. To avoid the danger of creating a bottle-neck, this restriction on the roll of the Infant School became necessary. For the same reason the Junior School does not use the maximum accommodation of the school. It restricts its roll to 660. This is equivalent tothe loss of one class room.

It has become a part of the annual organisation of the four Principals of the Clairwood Government Indian Schools--Senior Boys, Senior Girls, Junior and Infant-- to meet early in December each year and to plan for the accommodation of children for the following year.

The Junior School which is a mixed school sends approximately 300 pupils to the Senior Boys and Senior Girls' School. The Infant School which is also a mixed school sends 300 to the Junior School. Finally the Infant School admits 300 new pupils. It is not always possible for the Infant School to transfer 300 children to Standard One in the Junior School. A number of Class Two pupils are also sent.

The real/3.....

The real burden of new admissions of pupils falls on the Infant School. Approximately 1,800 children apply for admission each year. To select 300 pupils from this large number, to inform the parents, to enter 300 names with the relevant particulars in the Admission Register, to transfer 300 pupils to the Junior School and reflect the promotion of 580 pupils in the Admission Register at the beginning of the year involves a great amount of labour and takes up a great deal of valuable time, which could be devoted profitably in the organisation and supervision of school work. The Infant School is compelled therefore to call for applications early in December. Many weeks of the vacation are spent selecting the 300 pupils from the list of nearly 1,800 applications. These children are informed a week before school commences. The work of selecting pupils is neither easy nor pleasant for many factors have to be taken into account.

The Infant School is a mixed school with a mixed staff and a balance of the sexes has to be maintained for purposes of organis--ation.

An average of 1,500 children fail to secure admission each year. Parents call again at the beginning of the new term which is the practice all over. Fifteen hundred parents with their 1,500 children swarm the school and demand an explanation. There are many illiterate parents and even educated parents fail to appreciate the implications of school accommodation.

Threats and accusations are hurled at the teachers and it requires very great tact and patience to avoid ugly scenes at the school. The parents keep coming for a whole week and it is impossible for the Principal to attend to many urgent problems of organisation at the beginning of the year.

3. THE SCHOOL ORGANISATION.

TIME TABLE. JUNIOR SCHOOL.

7.25 a.m.....9.30.	9.30...9.45.	9.45...11.15.	11.15..1135.	1135..1p.m.
1st.Session.	Interval.	2nd.Sess.	Lunch.	3rd.Sess.

Infant/4.....

INFANT.

11.45 a.m...12.15. Lunch. 12.15.....1 p.m. Classes outside. 1st. Session. 1.....2.15. Classes in rooms.

2.15...2.30. Interval. 2.30....4.30. 2nd. Session.

.....

In order to accommodate the Infant School, the Junior School commences at 7.25 a.m. and closes at 1 p.m. The Junior School has a number of Infant children in Class Two, together with a very large number in Standard One who have just passed the Infant stage. The residential areas from where these children come are a considerable distance from the school. This means that these little children have to leave their homes very early and walk a great distance to be in school in time. In winter nearly 25% of the children are late for school. It has to be remembered that many of these children come from very poor homes with little or just a cup of tea for breakfast.

A normal school has an interval of 15 minutes for recreation in the morning and at least 45 minutes break for lunch, allowing a total recreative period of 60 minutes.

Twenty minutes of the 35 minutes allowed by the Junior School is set aside for lunch. This is indeed a real hardship. In this short time the teachers must feed the children first and use whatever time left to have their own lunch. Nearly 660 children have to be fed and very little time is left for the teachers to have their own lunch. Many of the teachers come from great distances, some have to travel by two separate buses. They have to be in school a little after 7 a.m. It is not possible for them to have anything substantial in the way of breakfast. This is indeed a very great hardship which is aggravated by the fact that they have little time for lunch. A teacher like any other servant of the department is expected to give of his best but this can only can be done if there is reasonable opportunity to satisfy his physical needs.

In a /5.....

In a normal school no such hardship is imposed on teachers. The infant school is faced with equally serious health problems. The children are fed at 11.45am. They arrive very much earlier than this time due to several reasons beyond their control. Whilst it is true that the problem of very early breakfast does not arise,as in the case of the Junior School,it is important to note that the word breakfast is meaningless to a large number of poor children. A cup of tea and the cold left overs of the previous night constitute the breakfast of many children.

The school meal which is intended to be purely supplementary represent for many children the most important meal of the day.

Because the school is with out a hall,meals have to be served on the school grounds.This is only possible if the weather does not interfere with the feeding.Throughout the year ,there are many dusty and rainy days and it is impossible to feed the children on the grounds. The Infant School is compelled to wait for another hour and a quarter i.e. when the Junior School is dismissed and the classrooms are free. Many valuable teaching hours are thus lost throughout the year.For apart from not being able to feed the children, class work which begins at 12.15 pm. on the school grounds, has to be suspended. On such days work starts at 1.30pm. i.e. 75 minutes behind time.

To escape the rain,the children of the Infant School,580 in number,take shelter in the verandah.The verandah is small.To keep the Infants quiet in a small space for more than an hour when it is raining, is a serious problem.The effect it has on the work going on in the class rooms can be imagined.Often the Junior School has to close earlier than the usual time to meet the situation.

On normal days,the presence of 580 children crowded up in the small grounds of the school,playing or being fed is not too conducive to good work by the Junior School in the class-rooms. It is not possible to expect nearly 600 children (Infants) to remain inactive for more than an hour.

The Infant/6.....

Our experience has taught us there is no evidence to support the view that since the Infants spend the same number of hours at school as do the Infants in any normal school there is no question of hardship.

The Infant School cannot organise or participate in any organised games.They cannot take part in inter-school sports.Children love sports (games). School sports form an important part of their education. The Infant School cannot use the play grounds in the mornings when they are free because the Junior School is in session.They cannot use the afternoons because their school is in session.We do not speak in terms of after school hours. It is already too late.

The Junior School is faced with the same problem.They may not use the school grounds after 1 pm.as they would interfere with the work of the Infant School.The fact that nearly 660 children of the Junior School have to leave school at 1pm. with no facilities for healthy recreation during the long afternoon hours have given rise to serious problems. Juvenile Deliquency in the Clairwood area has reached a very high incidence .Having worked in many other areas our experience has confirmed the view that the present arrangement under which the Infant and Junior Schools operate,helps to accentuate the problem of deliquency.

Nearly six hundred children of the Infant School spend the best part of the day far from the superintending care of parents and teachers. They come to school when most Infants are returning home from the discipline of the teachers to the discipline of the parents. We have a mass of startling evidence how and where the Infants spend their mornings and the Junior their afternoons. To us as teachers this is a seroius challenge but we are helpless to do anything effective to stem the tide of delinquency.We have formed a Care Council to protect these unfortunate children.We are not very optimistic about success as long as the present system is allowed to continue.

Parents are also concerned about the situation. They want their children to be early at home,especially the Infants who have to fall the perils of two of the busiest roads of Durban. There are far many accidents involving school children, in the Clairwood area.

At 4.30 pm./8.....

At 4.30pm.when the Infant School is dismissed the whole staff of the school has to be alert. The teachers act as patrols and guide the children across the streets.The children are crossing the streets at the peak of the traffic period. Daily we are haunted by the danger to the lives of the children. We are never happy at this period.

4. EXTRA - CURRICULUR ACTIVITIES.

In a normal school ample opportunity exists for children to participate in the many after school activities under the care and guidance of teachers. These are for the physical,mental,spiritual,social, and cultural benefit of the children. Organised sports,inter-school activities,school clubs,scouting,guiding and the many extra-curricular aspects of education are not for our children and at an age when these facets of general education should receive as much attention as work in the class-rooms.

Indian parents are alive to the to the value of the Vernacular and religious education.Religious education goes hand in hand with vernacular education,for it is through the medium of the vernacular that religious knowledge is imparted. As matters are at the present time,the inclusion of these as subjects in our school curriculum is neither feasible nor desirable. Facilities for instruction in the vernacular languages and religion exist in the vernacular schools conducted after school hours. Our children are denied the benefits of not only these cultural pursuits but the other important facets of culture. We could continue to argue how our present badly balanced system of education instead of leading to the development of an intergrated personality is stultifying it,but we realise that the facts are appreciated by all educationalists.

5 THE SCHOOL YARD.

The school yard ,in its own way,rejects an aspect of the personality of those who are in control of the school.

Some work that becomes everybody's responsibility never succeeds because it becomes nobody's responsibility.

And this/ 9.....

And this is exactly the responsibility attached to our school yard. 1250 children use the grounds from 7 am. to 5 pm. They are not all under the control of one set of teachers and one Principal. The area is small and used by far too many children continuously through the day. Plants and trees are damaged, the fence is broken, the grounds littered with refuse. Who is to improve the grounds and in what way? Should it be the effort of one school? How to inculcate a sence of pride? It is difficult to resolve the problems. It is easy to blame the other party for damages and litter. It has happened and continues to happen. Exclusive occupation generates a sence of pride a desire to improve and beauty.

Lack od co-operation on the part of the Principals could lead to a lot of friction and unpleasantness. That there has been a lot of friction and unpleasantness has not been due to any lack of co-operation on our part. In a big school as ours, made doubly very big because of two separate schools. Hardly a day passes with out some incident that gives rise to unpleasantness. We have passed through many trying periods. A stage has now been reached when we consider the situation intolerable.

6. CLASS - ROOMS .

When two sets of teachers have to use the same class rooms, disputes leading to animosity between teachers using the same rooms are bound to arise at regular intervals.

Work on the black board cannot be left for the following day, nor can a teacher come into the class room and set out work in advance. If the black board is roughly used it is easy for one teacher to blame another.

Desk arrangement in the class room has caused serious inconvenience and loss of time. The Infant School has all Infants and the desks in many class rooms are too big . The number of children in th Junior School classes*donot correspond to the number of children in the

Infant School/10...

Infant School using the same class rooms. Often desks are removed from one class room to another by one school. The situation can be imagined when the other school meets. There is no knowledge where the desks have been removed. It takes a long time tracing them and re-arranging them ,only to start another problem the next day.

There are several such serious class room problems concerning the walls and charts, cupboards, dusters, rulers,apparatus and other equipment. No teacher can take areal pride in keeping the class room clean and making it attractive.

The Infant School occupies the class rooms at one o'clock. The rooms are not in a very healthy state and because there are sixteen class rooms it is not possible to have them cleaned before assembling the classes. It is not every class room that is left clean and every day. There should be sufficient time allowed for the sweeping and airing of the class rooms before it is occupied by the Infant School. Thus it is impossible under existing conditions. The effect of an untidy room on the minds of children and teachers starting the days work in the class room cannot be exaggerated.

When the bell is rung at one o'clock,it is a prompt order for the immediate dismissal of the Junior School.There is no time to round off a lesson that is being taught. Work comes to an end with an abrupt suddenness. Teachers cannot prolong their stay in the class room,no matter how important and urgent the work they have in hand. They cannot detain children for any special attention,prepare the following day's work and forecast,mark and correct books etc. The cupboards are handy in the class rooms but the teachers cannot with any freedom gain access to them.

7. STAFF ROOM.

There are two staff rooms ,one for the male teachers and the other for the female. The staff room is the only place the Infant School teachers could use before school commences. During the lunch break the Junior School staff make use of the room. Thus two groups of teachers for two different purposes meet in the staff room.

This has caused friction because the staff room cannot accommodate the staff of the two schools at the same time. Attempts to allocate one staff room to each school have not succeeded. Both the Schools have a large mixed staff.

8. HOW TEACHERS ARE AFFECTED.

The majority of teachers in the Infant School are young and ambitious to improve their qualifications and their status. Because they leave school late, the cannot take advantage of the classes organised by the M.L.Sultan's Technical College and the Natal University. Teachers in normal schools enjoy the facilities for improving their qualifications and it is only natural that teachers in the Infant School should be dissatisfied with their position. The lack of opportunity to improve their qualifications is bound to affect their salary and their future status. It is only reasonable that they should become envious of the position of teachers in normal schools.

The teachers in the Infant School are confined to Infant teaching with no opportunity to teach children beyond class 11. Their teaching experience is thus narrowed and should they be transfered to another school, they will find it difficult to adapt themselves. A primary school teacher is expected to be able to teach up to the sixth standard.

Teachers in the Infant School cannot take an active part in the many extra-curricular activities after the normal school hours. It is natural for them to lose interest in matters in which there is no opportunity to keep their interest alive . This attitude places them unfavourably in the eyes of others teachers and the public generally. There is no opportunity to take part in the meetings of the Teachers' Society and in the many social, educational and cultural programmes of the Society and the Community. They cannot attend lectures periodically arranged by the Education Department on topics of special interests to teachers.

Infant School/ 12.....

Infant School teachers have very little opportunity to display and use for the benefit of the children any special gifts they may posess. They see teachers in normal schools running School Magazines, Organised Scout and Guide work, out-door sports, excursions etc. They cannot even participate in many teacher activities. It is a heavy premium they have to pay for being a teacher in an afternoon Infant School.

9. PLATOON SCHOOL COMPARISON.

It is true that many of the problems listed here are inherent in the Platoon School System and that the friction caused between the two groups of teachers is inevitable. Our contention is that the Infant School cannot be classified in the same category of Platoon Schools. It is unique in many respects. It is a separate 'B' GRADE GOVERNMENT PRIMARY SCHOOL, with its own Principal and staff directly under the control of the Education Department and responsible in every respect to the Education Department and its Inspectors and bound by its regulations. This is very unlike the Private Platoon Schools under the control of the Grantees. The fact that the Private Platoon School is private and very much inferior than a normal aided school being staffed and paid differently, is evidence to support the view that the Education Department views the private school a private and not a Provincial responsibility. We appreciate the situation as we are aware that the Department allowed it as a temporary measure to assist the Indian Community to solve the problems of school accomodation rather than to provide a sound system of education. We appreciate further that knowingly the Education Department will not permit the conditions of a Private Platoon School to exist in one of its largest schools. The request of the Natal Teachers Society to permit the running of paallel schools was turned down on the grounds that the Education

Department had/13.....

Department had no desire to reduce the standard and quality of Indian Education .

It is because we appreciate the Education Department's point of view which we share and because of the unhappy position in which we find our selves,we venture to offer the following plan:

10. RECOMMENDATION.

At present there are three separate Government School buildings for Indians in Clairwood.

(1) Clairwood Senior Boys' (Standards 111 -- V1.)
(2) Clairwood Senior Girls' (" 1 -- V1.)
(3) 1 Clairwood Junior (" 1 --111.) in one building.
1 Clairwood Infant (Class 1 - 11)

A new Primary Government School (Jacobs) is in the course of erection and should be ready very soon. This is apart from the new Secondary School which will be ready soon.This would give Clairwood four separate primary Government buildings almost in a row. We consider this the most opportune occasion to regularise the four separate Government buildings into four separate Government schoolsand to absorb the present Infant School into them.

Like most Indian Schools each of the four Government Schools should be allowed to function as a mixed school with classes ranging from class 1 to standard V1.

It is presumed that the New Secondary School will be a mixed school and the proposed four Government mixed schools, together with all the mixed schools in the area will serve as feeders,
There will be no question of suddenly bringing boys and girls together at the secondary level. This system of co-education from the Infant stage to the secondary,we believe will help to maintain the natural and happy development of both boys and girls.

Advantages and/ 14.....

11. ADVATAGES AND DISADVANTAGES.

The only serious objection that could be raised against such a plan is that it would not ~~xxixx~~ solve the problem of school accommodation and that the Indian Community of Clairwood would derive little benefit in the way ~~xfxxfxxxxxxi~~ of increased school accommodation for the new Jacobs Primary School.

Our argument against allowing the judgment of the Education Department to be influenced by mere numerical considerations is that our plan would help to solve the many serious problems enumerated by us and at the same time raise the standard of education by the growth of a helthier spirit of rivalry among the schools.

Our plan aims at removing the many disabilities of parents, teachers and children and at the same time raising the general standard of education. This we submit should outweigh any consideration in favour of increasing the school population by a few hundreds.

12. CONCLUSION.

In conclusion we wish to assure you,Sir, that we are in way motivated by any personal desires of selfish gain to enhance our own positions, As stated at the very beginning of our MEMORANDUM WE ARE FULLY alive to the problem of school accommodation and that we are making a sincere and practical effort to solve it. We are indeed very unhappy with our present position and we trust that you will give this MEMORANDUM of ours your kind and sympathetic consideration so that we may be able to enjoy the life of teachers' in a normal school and aspire to their status.

We remain,

PRINCIPAL.
CLAIRWOOD GOVERNMENT IND. INFANT SCHOOL.

B.D.Kalla

PRINCIPAL.
CLAIRWOOD GOVT. INDIAN JUNIOR SCHOOL.

M.D.Pechoo

Memo which was drawn up by Messrs G. Sheikh & B. D. Lalla (Principal & Infant School) pointing out hardships of the Classroom School.

DOCUMENTATION CENTRE
FOR
INDIAN CULTURE
ACCESSION NO. 105/31

DOCUMENTATION CENTRE
UNIVERSITY OF DURBAN-WESTVILLE
Accession No. 105/31
BRN
Class No.

EXERCISE BOOK
OEFENINGBOEK

Name
Naam

Standard
Standerd

Subject Minute Book.
Vak

School P. O. Box 25, Montclair
Skool

MADE IN SOUTH AFRICA D.1. VERVAARDIG IN SUID AFRIKA

DOCUMENTATION CENTRE
FOR
INDIAN CULTURE
ACCESSION NO. 85/1

DOCUMENTATION CENTRE
UNIVERSITY OF DURBAN-WESTVILLE
Accession No. 85/1
Class No.

P.O.Box 25,

MONTCLAIR.

10th.June 1957.

Mr.....

.....

Sir/Madam,

A Meeting of Principals who are also in charge of Government Platoon Schools, will be held at the Dartnell Crescent Government Indian Girls' School on Saturday 15th. June,1957 at 10 a.m. in order to consider the advisability of submitting a memorandum to the Provincial Administration in connection with the extra Responsibility of those Principals who are in charge of two Schools.

Any information which will help in the preparation of the memorandum will be welcome.

Please attend.

Convenors:

K.M.Gounder,

B.Somers.

C.T.Singh.

Mrs.E.S.Thomas.

S.Imam.

G.Bechoo.

Minutes

A Meeting of Principals who are in charge of two Schools was held at the Bastwell Crescent Govt. Indian Girls' School on Saturday, 15th June, 1957, commencing at 10.15 a.m.

Those present were Messrs:

1. K. M. Gounden (Depot Road)
2. B. Soneea (Umgeni)
3. C. T. Singh (Greyville)
4. S. Imam (Clairwood Boys')
5. G. Bechoo (Durban South)
6. C. A. Naidoo (Wentworth)
7. R. Loganathan (Umgeni) -and
8. A. Rowley (Mth. Edgecombe).

Mr. K. M. Gounden was unanimously appointed Acting Chairman and Mr. G. Bechoo Acting Secretary.

The Chairman informed the meeting that Mrs. P. Morel was unable to attend as she had to be at another meeting.

Mr. H.M. Saunders spoke at length on the establishment of the Infant School at Depot Road in 1952 and of his attempts for the grant of a non-pensionable allowance. Mr. Saunders informed the meeting that when he and certain other Principals met the Officials of the Natal Indian Teachers' Society they were informed by the President, Mr. K.D. Nagarus, that the Society did not think that the Principals were justified in asking for an allowance as no extra work was involved. At any rate the Society stood for the appointment of two Principals wherever there was a Morning and an Afternoon School in one building.

Mr. Saunder suggested that the rate of allowance should be:

£40 per annum for an E grade School,
£80 " " " a D " "
£120 " " " a C " " and
£160 " " " " B " "

Mr. B. Somers spoke next and said that he too had applied for an allowance without success.

Mr. C. T. Singh pointed out that Indian School Principals only were asked to shoulder the tremendous burden of managing two Schools. ~~He said that although there was a cry for accommodation by Indian girls, only one Class was enrolled at the Bedford Crescent Indian Girls Defence School.~~

First Mr. Imam and then Mr. Rechoo explained how the Government Patoon Schools came to be established at Clairwood. Mr. Imam felt that the amounts suggested by Mr. Saunders were too low in view of the large sum saved by the Administration by making one Principal do the work of two.

Mr. Rowley pointed out that although he had two Vice Principals, both were expected to teach for a certain number of hours per week, and were therefore not of much assistance to him.

Mr. Loganathan also pointed out his difficulties. In his case, one assistant was transferred when his second Vice Principal was appointed. Hence he had gained nothing. Because his Vice Principal had to teach both in the Morning and Afternoon Schools, he could do very little in the way of supervision in the Infant section.

Mr. C. H. Naidoo said that he had been discriminated against. Although all the Government Schools had two Vice Principals each, his being a Grade. Aided School, he had only one Vice Principal. Those present felt

that Mr. Naidoo should write to the Director and point out the anomaly.

Most of those present were of the opinion that they were not against the stand of the Society with regard to the appointment of two Principals. However, as the Education Department had thought it fit to appoint one Principal, consideration should be given to such Principals for the extra Responsibility they were called upon to shoulder. Mr. Bechoo stated that he was against the appointment of two Principals in one School building. His experience lasting over six years had proved that two Principals did not ensure the smooth running of Schools. The teachers of each School were hostile towards each other.

The meeting decided that a memorandum be drawn and

forwarded with the least delay. It was, therefore, decided that a Committee be appointed to deal with the matter.

Members of the Committee

Mr. S. Imam proposed and Mr. B. Somers seconded the proposal that Mr. K.M. Crounder be appointed Chairman and Mr. G. Beehoo, Hon. Secretary & Treasurer.

Other members of the Committee appointed were Messrs:

1. C.T. Singh 2. B. Somers 3. R. Loganathan.

The Committee was given the power to co-opt members.

The first meeting of the Committee was to take place on Thursday, 20th June, 1957 at 3 p.m.

The meeting terminated with a vote of thanks to the Chair at 11.45 a.m.

K.M. Crounder
Chairman 11/9/57

G. Beehoo
Hon. Sec.

Committee Meeting

A Committee Meeting was held at the Dartnell Crescent Junior School on Thursday 20th June, 1957 commencing at 3.20 p.m. Those present were Messrs. K. M. Bounder (Chairman), G. Pechoo (Secretary), C. T. Singh, R. Loganathan, B. Somers and S. Imam.

The Secretary read out draft memoranda prepared by the Chairman and the Secretary. After a lengthy discussion the points accepted in the draft memoranda were to be incorporated into a single memorandum.

The Secretary was asked to have the memorandum prepared as early as possible. Signatures of the Principals were to be obtained before forwarding the memorandum to the Chief Inspector.

It was decided that Mr. R. Rowys of Port Shepstone should be asked to come over to Durban and sign the memorandum.

It was further decided that the contents of the memorandum were not to be made public.

[signature]
Secretary.

Special General Meeting

A Special General Meeting of Principals was held at the Dartnell Crescent Girls' School on 11th Sept. 1957 at 3.40 p.m.

Those present were Messrs. K.M. Saunders (Chairman), G. Bechoo (Secretary), B. Jones, S. Imam, R. Loganathan & C. T. Singh.

Minutes of the meeting held on 15th June, 1957 were read and adopted on the motion of Mr. C. T. Singh seconded by Mr. B. Jones.

The Chairman informed the meeting that Mr. Wilkes had agreed to meet a deputation of three members on October 3rd. at Pietermaritzburg.

The following were chosen as members of the deputation: Messrs K.M. Saunders, G. Bechoo & B. Jones. Messrs. S. Imam, R. Loganathan & C. T. Singh agreed to accompany the deputation to Pietermaritzburg.

Mr. K Loganathan moved and Mr. S. Iman seconded the motion that each Principal be levied a sum of ten Shillings to cover general expenditure.

Mr. C.T. Singh offered to take the deputation to P.M. Burg in his car.

The meeting terminated at 4.50 pm with vote of thanks to the Chair

Secretary.

Chairman
10/11/37

Special General Meeting

A Special General Meeting of Principals was held at the Dartnell Crescent Indian Girls' School on Tuesday 12th Nov. 1957 commencing at 3.40 p.m.

Those present were Messrs K.M. Goundar (Chairman) L. Bacchoo (Secretary), S. Imam, R. Loganathan, B. Somers, C.T. Singh & Mrs. E. Thomas.

The minutes of the meeting held on 11th Sept. 1957 was confirmed on the motion of Mr. S. Imam seconded by Mr. B. Somers.

The Chairman pointed out to those present that strong criticism was levelled at the Principals at the last Executive Meeting of the N.I.T.U. for leading a deputation to the Chief Inspector of Indian Education. It was pointed out that this step was taken because the Officials

of the Society had refused to take up the matter on behalf of the Principals concerned.

In 1954 Messrs K.M. Saunders, C.T. Singh, B. Somers, N.S. Chetty and R. Loganathan interviewed the Chairman, Secretary & Treasurer of the N.I.T.S. and pointed out to them that they were managing two schools and were therefore entitled to extra remuneration. Mr. Lazarus said that the Society was not prepared to put forward their case for extra remuneration because the Society wanted two Principals in such schools. When the list showing the extra duties was presented to Mr Lazarus he said that he still could not see his way clear to support the petition of the Principals.

In the circumstances, Mr. Saunders pointed out that each Principal took the matter up in his own hand and wrote to the Education Department. It was in reply to a letter received by Mr. Saunders from the Education Department that the Principals took the matter up collectively.

The members present expressed surprise that members & officials of the N. I. T. S. now criticised the action of the Principals.

Mr. C. T. Singh suggested that the Principals should explain their action to the Executive of the N. I. T. S. and not to the officials.

It was decided that a further meeting be called when the N. I. T. S. writes to us.

The members of the delegation

that met Mr. Wicks gave a brief report to the meeting of their interview.

The meeting terminated at 4.55 p.m. with a vote of thanks to the Chair.

E.E. Echoo
Hon. Sec.

Thmlcommander
Chairman

27/11/57.

A meeting of Principals was held at the Dartnell Crescent Indian Girls' School on Wednesday, 27th November, 1957 at 3.30 p.m.

Those present were Messrs K. M. Gounden (Chairman) G. Reddy (Secretary), R. Innes S. Imam, K. Loganathan, C. T. Singh and C. A. Naidoo.

The minutes of the meeting held on 12th November, 1957 was read and confirmed on the motion of Mr. K. Loganathan, seconded by Mr. C. T. Singh.

It was decided that all the Principals invited by the N. E. T. A. should attend the meeting on Saturday the 30th in St. and at 10 a.m.

Those present decided that Mr. K. M. Gounden should be the Spokesman.

The meeting terminated at 5 p.m. with a vote of thanks to the Chair.

G. Rechoo
Hon. Sec.

K. M. Lounder
Chairman
21/5/58

* Those present were Messrs. K. M. Lounder (Chairman), G. Rechoo (Secretary), B. Somers, G. Peters, C. T. Singh and S. Imam.
Mr. R. Loganathan, Mr. C. A. Naidoo & Mrs. E. Thomas sent in their apologies for not attending

A Meeting of Principals was held at the Dadnall Crescent Indian Girls' School on Wednesday, 21st May, 1958 commencing at 2.45 p.m. *

Minutes of the previous meeting held on 27th November, 1957 was read and confirmed on the motion of Mr. B. Jones seconded by Mr. C.T. Singh.

The Chairman explained to the Meeting that at the meeting with the Officials of the N.I.T.S., the Officials agreed to take up the matter of allowances to Principals with the Education Dept. But before this could be done the Society was informed that allowances would be paid at the following rates.

	Men	Women
Grade B.T.C	£40 pa	£32 pa
" D.T.E	£20 "	£16 "

It was agreed that a

thanks be sent to the
Secretary Mr H.B.K. Wilder.
present agreed that the
should not be disbanded
should remain dormant.
All future matters should be
taken up through the N.I.T.S.

Mr. S. Imam moved and
Mr. B. Jones seconded a motion
thanking the Chairman & Hon.
Secretary for all that they
had done in the interest of
the Principals.

Mr. S. Imam was thanked
for providing tea.

The meeting terminated at
4.50 p.m. with a vote of thanks
to the Chair.

Hon. Sec.

Hon. Secretary
Chairman
23/8/61

S.P. Meeting held at Technical School

1/-

730

Natal Indian Teachers' CENTENARY EDUCATIONAL TOUR

ITINERARY

India, Pakistan and Ceylon



6th Embark s.s. KAMPALA
15th Oct., 1959—1st Apr., 1960)

DOCUMENTATION CENTRE
FOR
INDIAN CULTURE
ACCESSION NO. 85/ / -76.

DOCUMENTATION CENTRE
UNIVERSITY OF DURBAN-WESTVILLE
Accession No. 85/176
BRN 761
Class No. 5/B.

CENTENARY EDUCATIONAL TOUR

THE projected tour on the part of a group of Indian teachers from Natal to India, scheduled to commence in a few days' time, is the first organised event of its kind in our history. The tour has been planned to coincide with the centenary of the coming of our forebears to Natal in November, 1960.

It is therefore to us Indian teachers, who are going to share in this experience, not just a pleasure trip; but it has special significance in that Indian teachers will be observing in this special way the end of a period in South African history to which the Indian people have made a significant contribution over a century in every walk of life. In particular will it serve to highlight our own contribution to our education in this country, which is without parallel in any other sector of the multi-racial community of South Africa.

The party on tour comprises 30 persons in all; 27 teachers (9 of whom are women) and three women accompanying their teacher husbands.

It should be made clear that there was no selection made by the Natal Indian Teachers' Society as to who should go and who not. Only those who had long leave to their credit and were granted this leave by the Department of Education, were able to avail themselves of the opportunity to go on this tour. But it just happens that in the group are Principals of schools, vice-Principals and assistant teachers and between them they represent a fair cross section of the teaching profession, young and old, and what is more, they are paying for the venture themselves. So while they do not enjoy official sponsorship in any way either in this country or in India, they nevertheless have the

blessing of the Natal Indian Teachers' Society which regards them as representing the Indian teaching profession of Natal.

The itinerary as planned gives the party a grand opportunity to visit all sorts of places of interest and scenic beauty and includes an opportunity for a close-up view of educational institutions in India, which is going to be of inestimable value to their teaching careers. More valuable and enjoyable also is going to be the opportunity for social and cultural contact in the motherland. The educational value of such contacts cannot be underestimated in a tour of this nature. I recall that a Greek philosopher once said: "One eye-witness is better than ten hearsay witnesses; those who hear speak mere talk; but those who see know beyond doubt."

To prove the truth of this it is planned that on their return these teachers will give talks illustrated by still and movie colour pictures at schools and cultural institutions if invited so to do. The party is well armed with the technical equipment to make this record possible. A publication on the tour is also envisaged before November, 1960.



Welcome to the Natal Indian Teachers

The Government of India and the Chief Ministers of the States of India and the Presidents of Ceylon and Pakistan have welcomed the teachers' visit. The text of the telegram forwarded to the Teachers' Society by the Government of India's Ministry of External Affairs, which is the portfolio of the Prime Minister, Pundit Jawaharlal Nehru, is as follows :— "Govt. of India welcome proposed teachers' visit. Please be assured that all facilities will be rendered to make the visit successful."

Message from Mr. L. J. T. Biebuyck

Director of Education, Natal Education Department

I trust that the Centenary Educational Tour will prove both interesting and useful to the teachers in the party and that we shall enjoy the benefit of their experience on their return. They will no doubt find many points of difference in the conditions, the system of education, the curriculum and the teaching methods of the countries. They will return with a wider horizon and will be able to impart to their pupils their first-hand impressions of the land of their forebears.

We are confident that they will prove worthy representatives of the Natal Indian teachers and wish them Godspeed on their journey.



Message from Mr. A. D. Lazarus

President, Natal Indian Teachers' Society

The story of this tour is already well known to teachers throughout Natal, and many colourful speculations and discussions have been held since the idea was first mooted by a group of enthusiasts headed by Mr. A. G. Narayadu. I am assured by all those most intimately concerned with the project, that because of "dynamic leadership and flexible plans" on the one hand, and the cordial welcome offered by the Government of India on the other, the tour is going to be a great success; the members of the party, therefore, have my very best wishes for a most enjoyable adventure. May I express the hope that this is going to be more than just a bus-man's holiday; that it is all going to be as exciting as it is going to be educational, and that the members of the Society will shortly have the opportunity of hearing the adventures of Ali Baba and his thirty story tellers. Good luck and *tot siens.*

LIST OF TEACHERS ON TOUR

In alphabetical order, the following are the teachers undertaking the Centenary Educational Tour :—

1. Mr. G. Baijnath, Principal, Newlands, Durban.
2. Mr. R. Batohi, Assistant, Sastri College, Durban.
3. Mr. G. Bechoo, Principal, Durban South, Clairwood.
4. Miss Y. K. Bhagwandeen, Assistant, Glencoe.
5. Mr. M. S. Ismail, Principal, Ahmedia, Mayville.
6. Mr. S. R. Maharaj, Principal, Bayview, Umhlatuzana.
7. Mr. D. V. Moodley, Assistant, Orient High, Durban.
8. Miss A. Naicker, Assistant, Durban South, Clairwood.
9. Mr. C. C. Naidoo, Principal, Felixton, Zululand.
10. *Mr. G. V. Naidoo, Assistant, Pinetown.
11. Mrs. K. G. Naidoo, Assistant, Durban South, Clairwood.
12. Mr. K. V. Naidoo, Principal, Doringkop, Stanger.
13. *Mr. M. N. Naidoo, Principal, Happy Valley, Jacobs.
14. Mrs. P. Naidoo, Assistant, Arthur Blaxall, Durban.
15. Mr. S. Naidu, Vice-Principal, M.E.S., Mayville.
16. Mr. A. G Narayadu, Principal, Westville
17. Miss J. Pillay, Assistant, Durban South, Clairwood.
18. Miss K. Pillay, Assistant, Dartnell Crescent Junior Girls', Durban.
19. Mr. B. J. Pundit, Principal, Ashram, Stanger.
20. Mr. S. Ramkhelawan, Principal, Fannin, Wyebank.
21. Mr. M. Rangiah, Vice-Principal, Tongaat High, Tongaat.
22. Mr. M. N. Reddy, Assistant, Vedic Sanmarka, Sea Cow Lake, Durban.
23. Mr. M. Sardar, Assistant, Stanger High, Stanger.
24. Miss J. Satyapal, Assistant, Mohammedan Oriental, Pietermaritzburg.
25. *Mr. R. Somaroo, Vice-Principal, Greyville, Durban.
26. Miss T. C. Singh, Assistant, Overport S.R.S., Overport.
27. Mrs. V. Singh, Assistant, St Aidan's Girls', Sydenham.

* Accompanied by wife.

POSTAL INFORMATION

Air Mail letters which cost 6d. are obtainable at any Post Office. Otherwise, postal rates for ordinary letters to India, Ceylon and Pakistan are 1/9 per half ounce and 3/6 for an ounce. (Use Air Mail stickers).

Air Mail letters posted at the Main Post Office in Durban are cleared on Sunday at 9 a.m. and on Wednesday and Friday at 5 p.m. Letters take from 6 to 9 days either way depending to which place letters are addressed.

To enable relatives and friends of members of the touring party to forward letters, permission has been sought to use the following addresses :—

MOMBASA : October 15–16.
c/o Mr. A. G. Narayadu, c/o Mr. P. A. Sequeira, President, Mombasa Teachers' Association, P.O. Box 1220, Mombasa.
Postal rate – 6d. (Air Mail) for ½ oz.

BOMBAY : October 26–29 and February 29–March 8.
c/o Mr. A. G. Narayadu, c/o The Secretary, Education Department, Sachivalaya, Bombay.

DELHI : November 14–15 and December 7–10.
c/o Mr. A. G. Narayadu, c/o Mr. S. P. Jain, Under Secretary, Ministry of Education, New Delhi.

CHANDIGARH : November 29.
c/o Mr. A. G. Narayadu, c/o Mr. R. L. Verma, Public Relations Department, Punjab, Chandigarh, India.

LUCKNOW : December 21.
c/o Mr. A. G. Narayadu, c/o Mr. P. S. Mithar, Director of Publicity, West Bengal, Calcutta.

MADRAS : January 16–20.
c/o Mr. A. G. Narayadu, c/o Mr. P. K. Hanumantha Rao, B.A., Deputy Secretary to Government, Fort St. George, Madras.

COLOMBO : January 27–28.
c/o Mr. A. G. Narayadu, c/o Mr. C. T. Thamotheram, Ceylon Teachers' Travel Club, Colombo 4, Ceylon.

HYDERABAD : February 22–23.
c/o Mr. A. G. Narayadu, c/o Mr. B. R. K. Sastry, M.A., I.A.S., Deputy Secretary to Government, Hyderabad.

NATAL INDIAN TEACHERS'

(Centenary Educational Tour)

PROPOSED ITINERARY

of

INDIA, PAKISTAN, CEYLON, ETC.

1959

Oct. 5th.	DURBAN (Embark S.S. "Kampala")
6th.	LOURENCO MARQUES—Visit places of interest including L.M. Radio Station. (For surprise item tune in to L.M. Lucky Dip Session, 5 p.m. to 6 p.m. on Wed. 7th Oct., or immediately following.
9th.	BEIRA. Visit places of interest.
12th.	DAR-ES-SALAAM. Visit places of interest.
13th.	ZANZIBAR. Visit places of interest.
14th.	Arrival MOMBASA. Programme arranged by Mombasa Teachers' Association.
17th.	Dep. Mombasa.
20th.	SEYCHELLES. Visit places of interest.

BOMBAY

26th.	Arrival.
27th.	For sightseeing, party travels by bus. Morning. Visits to St. Xaviers' High School and Bal Mohan Vidya Mandir. Visit Film Studio.
28th.	Visits to Aarey Milk Colony; Vehar Lake; Airport and National Park and Caves. Meet Chief Minister and Educational Officers.
29th.	Visits to Prince of Wales Museum; Gateway to India; Bombay University; Taraprewala Aquarium; Chowpati Sea Face and Kamla Nehru Park.

SURAT

30th. Leave for Surat at 7.25 a.m. by No. 15 Sarausthra Express.

31st. Arrival at 1.34 p.m. Visit Jari Industries, Silk Mill and historical places. Leave for Baroda at 9.22 a.m. by Passenger Train No. 49.

BARODA

Nov. 1st. Arrival at 1.30 p.m. Visit to places of interest to be arranged. No visits to Institutions since they will be closed on account of Diwali Holidays.
Leave for Ahmedabad at 6.45 a.m. by Pass No. 49.

AHMEDABAD

2nd. Arrival at 10.50 a.m. Visit to Atira.

3rd. Visits to Sabarmati Ashram and historical places.
5.35 p.m. Leave for Rajkot by Pass. No. 41.

RAJKOT

4th. 6 a.m. Arrival from Ahmedabad by Express No. 404.
8.30. Visit by bus to Training Institute for Cotton Industries at Tramba or any other village under Community Development Project.
11–1. Visit Baisaheba Girls' High School, Primary Females Training College and Industrial Town.
2.30–4.30. Visit G.T. Girls' High School, Museum and Balbhavan.

5th. 9–11 a.m. Visit Virani Multi-purpose High School and Rashtriyashala.
2.15 p.m. Leave for Jamnagar by Pass No. 38 Mail

JAMNAGAR

5.10 p.m. Arrival.
5.30 p.m. Visit Ranjit Sagar Lake (8 miles away).
8.30 p.m. Entertainment Programme.

6th. 8.10 a.m. Visit Gangajala Vidyapeeth (13 miles away) and return.

10 a.m.–3 p.m. Visit Medical College, Ayurvedic College, Girls' High School, Lakhoto, Jain Temples and Solarium.
6.33 p.m. Leave for Abu Road by No. 30 Fast Pass.

ABU ROAD

7th. Arrival at 1.39 p.m. Leave at 2.15 p.m. by bus for Mt. Abu arriving at 3.45 p.m. and stop overnight.

8th. Leave by bus at 7.30 a.m. from Mt. Abu via Sirohi, Ranakpur and Rajnagar to Udaipur.

UDAIPUR

6 p.m. Arrival. Stay overnight and next morning visit the Royal Palace, the Lake Palaces in Pichola, Lake-Jag Mandir and Jagniwas; Sahelionki-Badi, Jaisamand, Rajsamand, Fatehsagar, Swaroopsagar, Sajjangarh Palace, Eklingji Temple, Nathadwara, Nagda. Scholastic Institutions: Vidhya Bhawan Public Schools, (Teachers' Training College, Rural Institution, Handicraft, Montessorie School, Basic School). Then visit the Museum, Victoria Hall, (Gulab Bagh). Stay overnight.

10th. 7.30 a.m. Leave for Chittorgarh.

CHITTORGARH

10 a.m. Arrival. Visit to Fort, Palace of Padmini, Rana Kumbha Palace, Victory Tower, Kirti Stambh and Jata Shanker Temple.
Leave at 1.25 p.m. by No. 70 Fast Passenger for Ajmer.

AJMER

8.2 p.m. Arrival.
8–10 a.m. Visit Educational Institutions.
10–12. Visit Ana Sagar Lake; Puskhar Lake (7 miles away).
2 p.m. Leave for Jaipur by bus.

JAIPUR

11th. 4 p.m. Arrival and leave for Amber Palace (7 miles away). Meet Governor and Chief Minister, if available.
8 p.m. Entertainment Programme.

12th. 8.30–11.30 a.m. Visit old Observatory; Museum; City Palace.
2–5.30 p.m. Visit Gaitor, Hawa Mahal, Educational Institutions and other places of interest.
Evening free.

13th. 11.16 a.m. Leave for Delhi by No. 4 Delhi Express.

DELHI

13th. Arrival from Jaipur at 7.40 p.m.

14th. Leave by bus at 9–9.30 to visit Rajghat (Lay wreath on Shrine of Mahatma Gandhi); 10–11 Red Fort; 11–12 Jama Masjid; 12–1 Chandi Chowk; 3–3.30 Humayun Tomb; 3.45–4.30 Lodi Gardens.

15th. 9–11. Birla Temple & Gurdwara Sisganj; Cricket 1st Test Match–India vs. Australia; Evening–Opera: Prithviraj Chauhan.

16th. 10–1. University Campus, Central Institute of Education.
3–5. College of Nursing; Hauz Khas and Kutab Minar.

NOTE–The itinerary for Delhi is subject to change depending on the times fixed for meetings with Prime Minister, President, Vice-President, etc. This also applies to a visit to the Studio of All India Radio.

9.30 p.m. Leave for Pathankot by No. 33 Kashmir Mail.

PATHANKOT

17th. 12.35 p.m. Arrival at Pathankot.
Leave by Plane to Srinagar (capital of Kashmir).

KASHMIR (Srinagar)

2 p.m. Visit Kashmir Govt. Art Emporium, the Bund and Educational Institutions.

18th. 8 a.m. Climb Shankarcharya Hill.
1 p.m. Visit Sonamarg and Wular Lake. Meet Chief Minister and other Officers.

19th. Visit Dal Lake and stay in Boat House.

20th. Visit Pahlgam, Khilanmarg.

21st. Visit Gulmarg.

22nd. 7 a.m. Leave for Jammu by Kashmir Govt. Transport (bus).

JAMMU

Visit Educational Institutions and other places of interest.

23rd. Leave by K.G.T. (bus) for Pathankot.

PATHANKOT

10 a.m. Arrival by bus from Srinagar and Jammu (Kashmir) and visit Hydro-electric Research Institute, Historic Temple at Damtal, etc.
5.5 p.m. Leave by Pass. No. 5 ABP for Amritsar.

AMRITSAR

8.25 p.m. Arrival from Pathankot.

24th. 7.30—10 a.m. Visit Golden and Durgiana Temples, Khalsa College.
10.40 a.m. Leave for Lahore by Express No. 77.

LAHORE (West Pakistan)

11.40 a.m. Arrival and visit Educational Institutions and places of historical interest.

25th. Programme to be arranged.

26th. 2.55 p.m. Leave for Amritsar by Express No. 78.
4.55 p.m. Arrival at Amritsar
8.40 p.m. Leave for Ludhiana by Frontier Mail.

LUDHIANA

11.10 p.m. Arrival and stop overnight.

27th. 8—11.30 a.m. Visit Industrial area.
Leave by bus for Nangal after lunch to visit Nangal and Bhakra Dams, Ganguwal Power House. Stop overnight.

29th. 8 a.m. Leave Nangal for Chandigarh.

CHANDIGARH

Arrival at Chandigarh and visit Secretariat, High Court, Lake, Pinjore Gardens, etc. Meet Chief Minister and Heads of Education Department. Stop overnight.

SIMLA

30th. 8 a.m. Leave Chandigarh for Simla, and visit places of interest. If available, meet the Governor and Officers of Education Department. Stop overnight.

AMBALA

Dec. 1st. Leave Simla at noon for Ambala arriving there in the evening.

2nd. 7 a.m. Leave Ambala for Dehra-Dun.

DEHRA-DUN

11.30 a.m. Arrival. Visit Forest Research Institute and Military College. Lunch.
4 p.m. Leave for Mussoorie.

MUSSOORIE

6 p.m. Arrival. Stop overnight.

3rd. 8 a.m. Visit places of interest.
10 a.m. Leave for Hardwar.

HARDWAR

12 noon. Arrival at Hardwar. After lunch, visit Gurukul University and places of Tourist interest.
4.30 p.m. Leave for Rishikesh (16 miles away).

RISHIKESH

5 p.m. Arrival. Visit Sivananda Ashram and stop overnight.

NAINI TAL

4th. 1 p.m. Leave Rishikesh for Naini Tal. Visit educational institutions and other places of interest. Stop overnight.

5th. 10 a.m. Leave for Ranikhet and Almora and return to Naini Tal. Stop overnight.

6th. 7.30 a.m. Leave for Delhi via Bareilly and Moradabad.

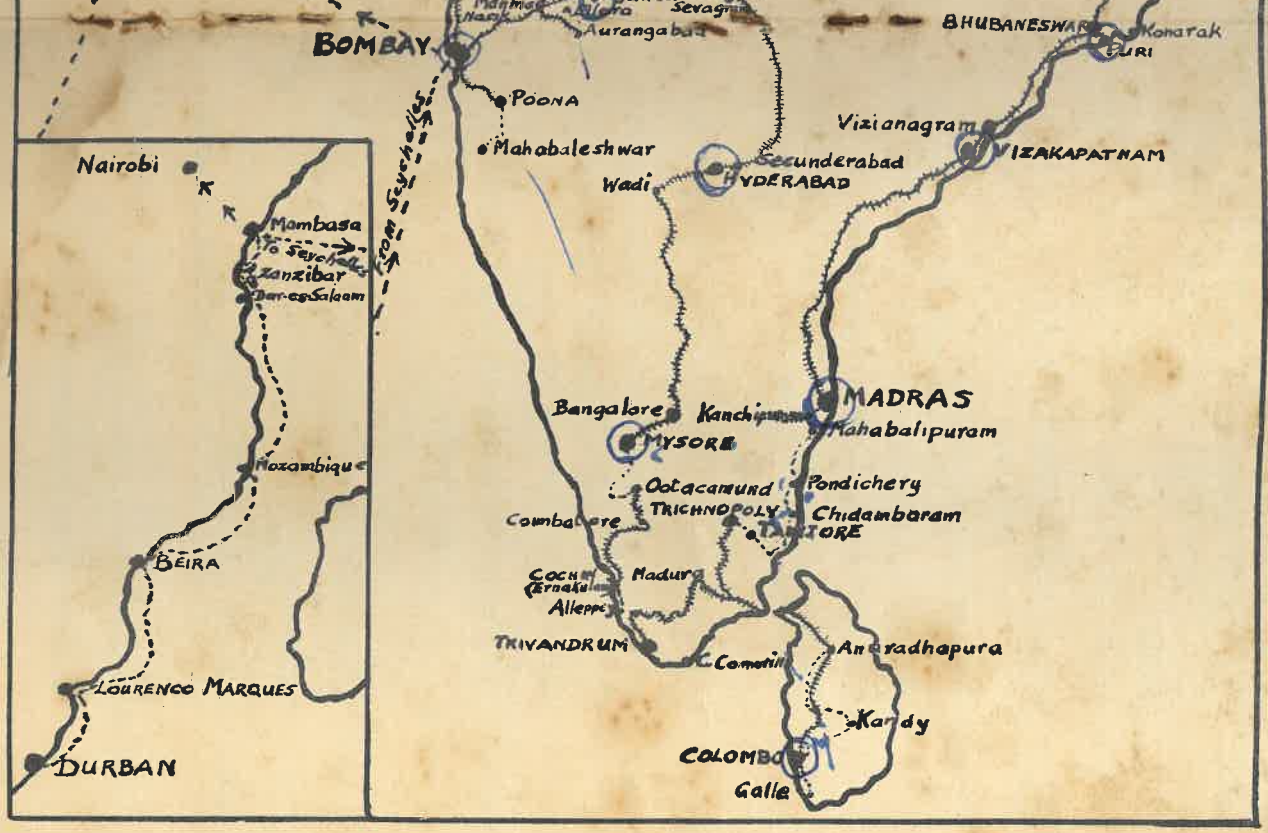
DELHI

7th. 10–12. National Physical Laboratory; Pusa Research Institute. Afternoon at leisure.

8th. 10–5. Jamia Millia; Faridabad Community Development Centre.

PLACES VISITED.




BOMBAY
Aurangabad
BHUBANESWAR
Konarak
PURI
POONA
Mahabaleshwar
Vizianagram
VIZAKAPATNAM
Secunderabad
HYDERABAD
Wadi
Nairobi
Mombasa
To Seychelles
Zanzibar
Dar-es-Salaam
From Seychelles
Mozambique
BEIRA
LOURENCO MARQUES
DURBAN
Bangalore
Kanchi
MADRAS
MYSORE
Mahabalipuram
Ootacamund
Pondichery
TRICHNOPOLY
Chidambaram
Coimbatore
TANJORE
COCHIN
Ernakulam
Madura
Alleppey
TRIVANDRUM
Comatin
Anuradhapura
Kandy
COLOMBO
Galle

9th. Visit Central Secretariat; Parliament House, National Museum, Rashtrapati Bhawan, Jantar Mantar (Observatory), Rajabai Tower, Lakshmi Narayan Temple.

10th. Purana Qita, Moghul's Gardens. Afternoon at leisure.

11th. 9 a.m. Leave for Aligarh by 2 ATD.

ALIGARH

1.13 p.m. Arrive from Delhi.
2–5.30 p.m. Visit University and other educational institutions, then psoceed to visit other places of interest.
7.30 p.m. Entertainment. Stop overnight.

12th. 8.38 a.m. Leave by Parcel Express No. 72 and Toofan Express No. 7 for Agra.

AGRA

3.35 p.m. Arrival. Visit Taj Mahal and Agra Fort.
7.30 p.m. Visit Taj Mahal again.

13th. 8 a.m.–10 a.m. Visit Akbar's Mausoleum at Sikandra's Tomb (5 miles away).
2 p.m.–5 p.m. Visit Fatehpur Sikri (22 miles away) old capital of Akbar the Great.
7.30 p.m. Visit Taj Mahal once again.

14th. 11.28. Leave for Gwalior by Punjab Mail No. 38.

GWALIOR

Arrival at 1.12 p.m. After lunch visit a few educational institutions.
4 p.m. Witness an InterCollegiate Hockey match.
5 p.m. Tea with Officers of the Education Department and other educationalists at Gwalior.
8. p.m. Dinner.

15th. 9.30 a.m. Visit Scindia School.
11 a.m. Tea with Principal and Staff of Scindia School.
11.30 a.m. Visit Gwalior Fort and Mansingh Temple and other historical places.
1 p.m. Arrive Railway Station for lunch.
1.57 p.m. Leave for Bhopal by Punjab Mail No. 38

BHOPAL

Arrival at 8.30 p.m. Dinner.

16th. 9.30 a.m. Meet Chief Minister, Minister of Education and other Ministers at Chief Minister's residence.
10.30 a.m. Tea with Ministers.
11.20 a.m. Departure for Sanchi by bus.
12.30–4 p.m. Sight-seeing at Sanchi (Lunch at Sanchi).
4.28 p.m. Departure for Jhansi by Pathankot Express from Sanchi.

JHANSI

9.25 p.m. Arrival. Stop overnight.

17th. Visit places of interest.

18th. 1.30 p.m. Leave for Kanpur by bus.

KANPUR

4.30 p.m. Arrival. Stop overnight.

19th. 9 a.m. Visit Educational Institutions and historical places.

20th. 3 p.m. Leave for Lucknow.

LUCKNOW

6 p.m. Arrive from Kanpur by bus.

21st. Visit University, historical monuments, Muslim Shrines, Botanical Gardens and, if possible, meet Chief Minister and Departmental Heads.

22nd. 9 a.m. Leave for Allahabad via Rai Bareli.

ALLAHABAD

5 p.m. Arrival. Entertainment after dinner.

23rd. 8.30–10 a.m. Visit University.
10 a.m.–12 noon. Visit Asoka Pillar and Old Fort.

24th. 9 a.m. Leave for Varanasi and en route visit Rehand Dam at Mirzapur and Govt. Cement Factory at Churk.

VARANASI (Benares)

4 p.m. Arrival. Visit Sarnath (Buddhist Stupa), six miles away, and return.

25th. Visit Shrines, Temples, Palaces.

26th. Visit Brass Foundries, Silk and Brocade Industries. Visit University and other places of interest.

BIHAR

27th. Travel by bus. After lunch at Gaya, leave to visit Bodh Gaya; Vishnupad Temple and other shrines, also other places of interest and return to Gaya.

28th. 8 a.m. Leave Gaya for Rajgir to visit Historic excavations and Hot Water Springs.
12.30 p.m. Leave Rajgir proceeding to Nalanda. After lunch visit Nav Nalanda Mahavihar (Institute of Buddhist and Pali Studies and Research).
3.15 p.m. Leave for Bihar Sherif arriving at about
3.45 p.m. Visit Industrial Project.
Leave Bihar Sherif for Patna arriving at about 7 p.m.

PATNA

Stay overnight and visit places of interest the following day. Interview with Governor and Chief Minister of Bihar.

30th. Leave 8 a.m. for Bikram to visit Teachers' Training College. Leave Bikram at 11.15 a.m. returning to Patna at about 1 p.m. for lunch. Afternoon at leisure.
8 p.m. Leave Patna by train for Howrah by Pathankot Express No. 58.

WEST BENGAL (Calcutta, etc.)

31st. 7.20 a.m. Arrival at Howrah by train from Patna.
10 a.m. Visit Alipore Zoo.
11 a.m. Visit Khadi Gramodyog Bhavan.
3 p.m. Visit Botanical Gardens.
New Year's Eve: Evening free to see a Bengali film or drama.

1960

Jan. 1st. 9 a.m. Visit Jain Temple.
11 a.m. Visit Dakshineswar Temple.
12 noon. Visit Belur Math.
Evening free—New Year's Day.

2nd. 9 a.m. Visit National Library.
10.30 a.m. Visit Jadavpur University.

12 noon. Visit Asiatic Society.
3 p.m. Visit Calcutta University.
4 p.m. Visit Bose Research Institute.
Visit Film Studio.

3rd. 11 a.m. Visit Indian Museum. If available, meet Chief Minister and Chief Educational Officer.
Evening free for marketing and personal engagements.

4th. 7.15 a.m. Leave for Bolpur by train.
10.58 a.m. Arrive Bolpur and proceed to Santiniketan by bus.
Stay overnight at the Visva Bharati University.

5th. 7.28 a.m. Leave Bolpur by train (Rampurhat Pass.)
9.30 a.m. Arrive Burdwan and change train.
10.32 a.m. Leave Burdwan by train (Mokamah Fast Passenger).
2.8 p.m. Arrive Chittaranjan. Visit Chittaranjan Locomotive Works and stay overnight.

6th. Leave Chittaranjan by bus for Maithon (D.V.C.) in the morning and proceed to Asansol and stay overnight.

7th. 6.3 a.m. Leave Asansol by train for Durgapur.
7.55 a.m. Arrive Durgapur. Visit Durgapur Coke Oven Plant, Durgapur Barrage (D.V.C.) and Durgapur Steel Project.
3.44 p.m. Leave Durgapur.
8.32 p.m. Arrive Howrah.

8th. 8.45 a.m. Leave Howrah for Tatanagar by Nagpur Passenger.

TATANAGAR

4.8 p.m. Arrival. Stop overnight.

9th. 9 a.m. Visit steel works and industries.
3 p.m. Leave by Parcel-cum-Passenger No. 410 for Puri.

PURI

10th. 8 a.m. Arrival. Visit Jaganath Temple. Picnic at the beach. Visit Konarak Sun Temple (20 miles away) by bus.

11th. 7.20 p.m. Leave for Bhubaneswar by No. 302 Puri Express.

BHUBANESWAR (Capital of Orissa)

9.13 p.m. Arrival.

12th. Visit Institutions and places of interest. If available, meet Governor, Chief Minister and Chief Officers.

13th. 12.10 a.m. Leave for Vizianagram by No. 3 Madras Mail.

VIZIANAGRAM

8.42 a.m. Arrival. Visit places of interest.

14th. 7.40 a.m. Leave for Visakhapatnam by No. 417 Passenger.

VISAKHAPATNAM

10.10 a.m. Arrival. Visit Ship Building Docks, and other places of interest.

15th. 10.30 a.m. Leave for Madras by Howrah-Madras Mail No. 3.

MADRAS

16th. 7.10 a.m. Arrival. After breakfast visit Senate House, University Buildings, Chipauk Palace, Marina Swimming Pool.
3–5 p.m. Cathedral of San Thome (tomb of St. Thomas), Adyar and Fort St. George (St. Mary's Church).

17th. 8.30 a.m.–12 noon. Visit Kalakshetra (School of Indian Art), Marina Beach. Afternoon at leisure.
7.30 p.m. Entertainment (Classical Dances).

18th. 8.30 a.m.–12 noon. Visit Govt. Museum, National Art Gallery, Zoo.
2–5 p.m. Visit University, Laboratories, Marina Aquarium and thence to Kapaluswarar Temple at Mylapore.

19th. 8 a.m. By bus to Kanchipuram (48 miles away) and visit Industries and Temples.
2–5 p.m. Programme to be arranged, including meeting of Chief Minister and Heads of various Departments.

20th. Visit Film Studio. Afternoon at leisure.

21st. 8 a.m. Leave by bus to visit Mahabalipuram, Villipuram and Pondicherry. Stop overnight.

22nd. 9 a.m. Leave Pondicherry proceeding to Fort St. David, Cuddalore, Porto Novo and Chidambaram University. Stop overnight.

23rd. Leave Chidambaram proceeding to Mayavaram, Karaikkal, Nagapatam, Velanganni and back to Kumbakonam and thence to Tanjore.

TANJORE

24th. 4 p.m. Arrival. Visit places of tourist interest. Stop overnight.

25th. 8 a.m.—12 noon. Visit Brihadeswana Temple and Institutions.
2 p.m. Leave for Trichnopoly.

TRICHNOPOLY

4 p.m. Arrival. Visit temples and other places of interest. Also visit Srirangam (Vishnu Temple) 3 miles away and return.

26th. 6.30 a.m. Leave by Madras Boat Mail No. 101 for Ceylon.
3.25 p.m. Arrival at Dhanuskodi Pier.
4 p.m. Leave by Steamer for Talaimannar Pier.
6 p.m. Arrival at Talaimannar Pier.
8 p.m. Leave for Colombo by Pass No. 389.

COLOMBO

27th. 7.45 a.m. After breakfast visit Secretariat, Museum, Colombo Town Hall, Art Gallery, Pettah Bazaar, Galle Face Promenade.
2—5 p.m. Visit Lavinia Beach (8 miles away), Riverside Drive, Cinnamon Gardens.

28th. 9 a.m.—12 noon. Educational Institutions.
2—5.30 p.m. Programme to be arranged, including meeting of Prime Minister and Ministerial Heads.

GALLE

29th. 8 a.m. Leave by bus to Galle. Stop overnight.

30th. 10 a.m. Leave Galle returning to Colombo and stop overnight.

KANDY

31st. 8.30 a.m. Leave Colombo for Kandy. On arrival

visit Temple of Sacred Tooth, Museum, Royal Botanical Gardens (Peradeniya), University of Ceylon, Kandyan Art Association Centre.
4.30 p.m. Visit Girls' Farm School (7 miles away).

Feb. 1st. Day at leisure.

2nd. Programme to be arranged.

ANURADHAPURA

3rd. 9 a.m. Leave for Anuradhapura and visit Ruanveli Dagoba, Jetavanarama Dagoba, Thuparama Dagoba, Isurumuniya Vihare, Bo Tree, Kuttam Pokuna (royal bath).

4th. 1.30 a.m. Leave for Talaimannar Pier by Pass No. 77.
5.15 a.m. Arrival at Talaimannar.
6.30 a.m. Leave by steamer for Dhanuskodi Pier.
9.45 a.m. Arrival at Dhanuskodi Pier and visit Rameswaram by bus.
3.22 p.m. Leave Rameswaram for Madura by Pass No. 166.

MADURA

9.30 p.m. Arrival.

5th. 8 a.m. Visit Meenakshi Temple and Tirumal Nayak's Palace and other places in interest.

6th. 8.23 a.m. Leave for Trivannrum by Trivandrum Express No. 105.

KERALA STATE

6.55 p.m. Arrive Trivandrum by train from Madurai. Stay at Legislators' Hostel.

7th. At Trivandrum—Visit places of interest by bus.
Morning—Visit Zoo; Museum; Sri Chitralayam Picture Gallery; Observatory; Water Works; Drive round the city; visit Colleges.
Afternoon—Drive to Kovalam and back. Visit to Sri Padmanabhaswami Temple (for Hindus only); Picture at Kanakakunnu Palace—Kerala Documentaries. A courtesy visit to the Governor to be arranged.

8th. 8 a.m. Leave Trivandrum after breakfast for Cape. Visit en-route Neyyattinkara Community Project;

Padmanabhapuram Palace; Udaigiri Fort; D'Lenoy's Tomb; Suchindran Temple.
1 p.m. Arrive Cape—Rest.
4 p.m. Leave Cape after visiting Kanyakumari Temple (for Hindus) if convenient; visit Gandhi Smarak Mandir; Vattakottai Fort; Salt Pans; Suchindram Temple (for Hindus). Return to Trivandrum for dinner and stay overnight

9th. 7 a.m. Leave Trivandrum for Quilon.
Arrive Quilon—Visit Chavara Minerals; Indo-Norwegian Project; Kundara Ceramics; and the following factories :— Tile, Coir, Cashewnut and Match.
1 p.m. Lunch.
2 p.m. Leave Quilon for Alleppey.
4 p.m. Arrive Alleppey — Proceed by launch to Ernakulam (60 miles away).
Arrive Ernakulam for dinner and stay overnight at Rest House.

10th. 8—10 a.m. Visit Jewish Synagogue and Mattancherry Palace and drive round town.
11.10 a.m. Leave Ernakulam for Coimbatore by Shoranur Passenger.

COIMBATORE

10th. 9.45 p.m. Arrival. Visit Industries, Sugar Experimental Farm, Kotagiri, visit Todas (Pastoral people) and Makurti Dam.

12th. 8.40 a.m. Leave by No. 26 and 5 Express, and change to Nilagiri Express No. 36.

OOTACAMUND

2.15 p.m. Arrival. Visit Govt. Gardens and other places of interest.

14th. 7.30 a.m. Leave by bus for Mysore.

MYSORE

12.30 p.m. Arrival by bus from Ootacamund. After lunch visit Lalit Mahal Palace, Srirangapatna (10 miles away) return and visit Brindavan Gardens (12 miles away).

15th. 8 a.m.—1 p.m. Visit Daria Daulat Bagh, Jagan

Mohan Chitrasala (Art Centre) and other places of interest.

16th. 8 a.m.—12 noon. Morning at leisure.
1.30—5 p.m. Programme to be arranged, including meeting of Chief Minister & Departmental Heads.
7.30 p.m. Entertainment.

17th. 3.15 p.m. Leave for Bangalore City by Hubli Mail No. 223.

BANGALORE CITY

7.45 p.m. Arrival.

18th. 9 a.m.—12 noon. Visit Hindustan Aircraft Factory and other factories.
1.30—4.30 p.m. Visit Indian Institutes of Science, Lal Bagh and Nandi Hill (37 miles away). Evening programme to be arranged. If available, meet Governor, Chief Minister and Head of Education Department.

19tht. 7 a.m. Visit Kolar Gold Fields (60 miles away) and return. After lunch visit places of interest.
9.30 p.m. Leave for Hyderabad by Hubli Mail No. 223.

HYDERABAD

21st. 7.55 a.m. Arrival.
10 a.m.—5 p.m. Visit Char Minar, Falaknuma Palace, Mecca Masjid, University and other educational institutions. Meet Chief Minister and Heads of Departments.

22nd. 8 a.m.—12 noon. Visit Industries and other places of tourist interest.
2—5 p.m. Visit Secunderabad.

23rd. 8.30 p.m. Leave by Bombay Mail for Wardha.

WARDHA

24th. 8.59 a.m. Arrival.
11.30 a.m.—12.30 p.m. Visit Maganwadi and Research Institute.

SEVAGRAM

12.30—5 p.m. Visit Paunar, Nalwadi and Gopuri, Mahilashram, Gandhi Gyan Mandir and return to Wardha.

5–5.45 p.m. Visit Rashtra Bhasha Prachar Samiti.
7.10 p.m. Leave by No. 383 Nagpur Passenger.

NAGPUR

25th. 9.30 p.m. Arrival.
8 a.m.–4 p.m. Visit places of interest.
7.20 p.m. Leave by Bombay Mail via Nagpur No. 2 for Manmad.

MANMAD

6.24 a.m. Arrival. Change train. (If possible visit Trimbak from Nasik by bus.
12.15 p.m. Leave by No. 564 Passenger Train for Aurangabad.

AURANGABAD

3.19 p.m. Arrival. Leave by bus to visit Ellora Caves (18 miles away) and en route visit Daulatabad Fort. Visit Bibi-ka-Maqbara and Aurangzeb's Fort.

26th. 7 a.m. Leave for Ajanta Caves (66 miles away) and return.

27th. 9.30 p.m. Leave by No. 561 Pass. for Bombay.

BOMBAY

28th. 7.30 a.m. Arrival.
Morning at leisure. After lunch visit Hanging Gardens, Tower of Silence, Jehanger Art Gallery.

29th. 8 a.m. Visit Elephanta Caves. After lunch visit Brabourne Stadium and Mahaluxmi Race Course and Film Studio.

Mar. 1st. 8.30 a.m. Visit Educational Institutions, proceed along Marine Drive to Juhu Beach. Afternoon at leisure.

2nd. Meet Chief Minister and Heads of Departments. After lunch travel by bus to Matheran (picturesque lakes and waterfalls).

3rd. 7.10 a.m. Leave Bombay for Poona by Passenger No. 305.

POONA

11.5 a.m. Arrival. After lunch visit Educational

Institutions, Poona Race Course, Aga Khan's Palace and Film Studio.

4th. 5.30 a.m. Leave by bus for Mahabalashwar, and return by 1.35 p.m. bus.

5th. 3.10 p.m. Leave for Bombay by Poona Express No. 308.

BOMBAY

7.15 p.m. Arrival.

6–8th. Programme to be arranged, to include Cinema Shows, Plays, Classical Dances, etc.

9th. Embark from Bombay by S.S. "Kampala" for Karachi.

KARACHI

11th. Arrival at Karachi. Visit Educational Institutions and places of interest. Meet President General Ayub Khan, and Head of Education Department. Leave for Seychelles.

SEYCHELLES

17th. Arrival. Visit Teachers' Training College, Seychelles Preparatory and Secondary College and Regina Mundi Convent Schools. Leace for Mombasa.

MOMBASA

20th. Arrival at Mombasa, and depart by Air for Nairobi.

NAIROBI

Visit Educational Institutions and places of interest. Programme to be arranged.

22nd. Fly back to Mombasa, and depart for Zanzibar.

23rd. ZANZIBAR—Programme to be arranged.

24th. DAR-ES-SALAAM—Programme to be arranged.

26th. MOZAMBIQUE—Programme to be arranged.

28th. BEIRA—Programme to be arranged.

31st. LOURENCO MARQUES – Programme to be arranged.

April 1st. Arrival DURBAN.

Compiled by Mr. A. G. NARAYADU (Chairman & Organiser, Natal Indian Teachers' Overseas Tour Committee), 48 Madras Rd., Durban, Natal, S.A.

Obtainable at National Office Supplies (Pty.) Ltd., 76 Victoria Street, Durban South Africa

80,000 rupees.

6

480,000

~~43,760~~

~~493,760~~

480000
13760
61760
~~3860~~
13 1/4

38610
11580
965
51155

430
16
6880 4
2
13760 1

500
6
3000
860
3860

124 ×

~~500~~
16
~~8000~~
1

~~200~~
~~3000~~
~~840~~

61760
51155
31106 5

800

500
×8
~~4000~~
3840
×2 3/4

70
2×430
6×5
900
3840×11
4

10760

Govn. 170 - 171.

R Somara 172 - 173.

Govn. 205 - 207.
Am + Jt.

R Bakshi 165 - 167
~~C C~~ N + Comm. Heads.
~~K.V. Naidoo~~
~~M.N. Reddy~~. 202
M. Sardar 203
Dr. Moodley. 204.

~~S Mahay~~ 142
~~A Ramjadu~~ 141
~~B Mudali~~ 143

K Pillay 154
P. Naidoo 155.
V. Singh. 186.

Leb. U. 217
~~M.N. Reddy~~
~~K.V. Naidoo~~

Ramchelawan
Baijnath

UNIVERSAL PRINTING WORKS, 53 BEATRICE STREET, DURBAN

Kashmir Art Silk 16 - 25 rupees.
" Real " 35 " 52 - 71/2/-
" Kanjeevaram Silk. 35 - 150.
75
Benares - 135 rupees.

~~G.B. + Sons~~. 126 - 128

NATAL INDIAN TEACHERS' SOCIETY

EXECUTIVE COUNCIL

(JULY 1951 - JUNE 1952.)



DURBAN *G. R. NAIDOO.*

Standing (on bench)—*Left to Right*

R. N. Nadar (*Hon. Assistant Secretary*); J. S. Gabriel (*Umgeni*); B. J. Pundit (*Newcastle*); K. S. Moodley (*Pinetown*); R. R. Gopaulsingh (*Durban Central*); K. V. Naidoo (*Stanger*); D. Jumna (*Verulam*); R. L. Naidu (*Mayville*); J. L. Somasundrum (*Durban Central*).

Standing (Middle)—*Left to Right*

K. Thumbadoo (*Newcastle*); D. G. Moodley (*Umzinto*); M. R. Naidoo (*Pietermaritzburg*); K. S. Naicker (*Pietermaritzburg*); S. M. Pillay (*Dundee*); P. I. Devan (*Pinetown*); R. N. Singh (*Mayville*); S. Chotai (*Sydenham*); K. R. Nair (*Sydenham*); G. Bechoo (*Clairwood*); P. V. Moodley (*Umgeni*)

Sitting—*Left to Right*

P. Raidoo (*Hon. Treasurer*); V. K. Naidoo (*Hon. Secretary*); A. D. Lazarus (*President*); V. K. Naidu (*Vice-President*); G. V. Naidoo (*Hon. Life Vice-President*).

Absentees

Delegates from Ladysmith, Tongaat and Port Shepstone.

DOCUMENTATION CENTRE
INDIAN CENTRE
ACCESSION NO. 105/22

DOCUMENTATION CENTRE
UNIVERSITY OF WINDSOR-WESTVILLE
Accession No. 105/22
BRN
Class No.

CASH BOOK.

TREASURER : MR. B BEEHOO.

CROXLEY

TREBLE CASH

Natal Indian Teachers' Society

India Tour Committee.

1959/60

Wire Binding C.T. 372

PAT. NOS. 447231 AND 461620

A John Dickinson PRODUCT

DOCUMENTATION CENTRE
FOR
INDIAN CULTURE
ACCESSION NO. 85/[illegible]-74

DOCUMENTATION CENTRE
UNIVERSITY OF DURBAN-WESTVILLE
Accession No. 85/74
BRN
Class No.

1959					Cash	Bank
March	25	Mr. M. N. Naidoo (2)	L2		40 . .	
April	3	Mrs. P. Naidoo	L6		20 . .	
		Mr. G. Baijnath	L7		20 . .	
	10	Mr. R. Batohi	L8		20 . .	
		Miss A. Naicker	L9		20 . .	
		Mr. N. C. Naidoo	L10		20 . .	
		Mrs J. Pillay	L11		20 . .	
		" K. Pillay	L12		20 . .	
		Mr. D. V. Moodley	L13		20 . .	
		" R. Somaru (2)	L4		40 . .	
		" S. K. Maharaj	L14		20 . .	
		" S. Kankhelawan	L15		20 . .	
		" M. N. Reddy	L16		20 . .	
		" M. Sardar	L17		20 . .	
		" M. R. Bangalee (2)	L5		40 . .	
		" G. V. Naidoo (2)	L3		40 . .	
		" A. G. Narayadu	L18		20 . .	
		Mrs. V. G. Singh	L19		20 . .	
		Mr. G. Beechoo	L20		20 . .	
	11	To Transfer	C			460 . .
	13	Miss Y. K. S. Bhagwandeen	L21		20 . .	
		" J. Satyapal	L22		20 . .	
		Mrs. G. K. Naidoo	L23		20 . .	
		Mr. B. J. Pundit	L24		20 . .	
		Mr. S. Naidu	L25		20 . .	
		" M. S. Ismail	L26		20 . .	
May	2	To Transfer	C			120 . .
		Mr. C. C. Naidoo	L27		20 . .	
		" K. V. Naidoo	L28		20 . .	
June	4	To Transfer	C			40 . .
	30	Mr. D. C. Naiker	L31		20 . .	
July	8	" M. S. Ismail	L26		100 . .	
		Balance C/F.			740 . .	620 . .

1959				Cash	Bank
April	11	By Transfer	C	460 · ·	
May	2	" ~~Ab. H~~ Transfer	C	120 · ·	
June	4	" Transfer	C	40 · ·	
		" Cheque Book	L29		✓ 10 9
		" Comm. on Cheques J.S. B.J.P. ~~P.N.B. & Co.~~	L29		✓ 4 0
	19	" Ledger Fee	L29		✓ 10 6
July					
		Balance C/F	✓	620 · ·	1 5 2

1959				Cash			Bank.		
July		Balance B/F		740	.	.	620	.	-
	8	Mr. L. Naidu	L25	100	.	.			
	14	" G. Rechoo	L20	130	.	.			
		To Transfer	C				350	.	.
	17	Mr. C. C. Naidoo	L27	100	.	.			
	20	Mrs. P. Naidoo	L6	100	.	.			
		Mr. A.G. Narayadu	L18	100	.	.			
	30	" M.N. Naidoo	L2	100	.	.			
		" D.C. Naiker	L31	100	.	.			
		Miss A.Naicker	L9	237	5	11			
		Mrs. C.K. Naidoo	L23	100	.	.			
		Miss J.Pillay	L11	100	.	.			
		To Transfer	C				937	5	11
Aug.	1	Mrs. V. Singh	L19	330	.	.			
		Mr. R.Batohi	L8	100	.	.			
		Miss K.Pillay	L12	100	.	.			
		Mr. M.N. Reddy	L16	100	.	.			
		Mr. D. Ramkhelawan	L15	100	.	.			
		To Transfer	C				730	.	.
	4	Mr. R. Somarn	L4	200	.	.			
	5	Miss J.Satyapal	L22	100	0	6			
	10	Mr. K.V. Naidoo	L28	130	.	.			
	17	" G.Baijnath	L7	100	.	.			
		" G.V. Naidoo (2)	L3	200	.	.			
		" M.R. Bangalee	L5	200	.	.			
		To Transfer	C				930	0	6
	26	Mr. S.R. Maharaj	L14	100	.	.			
Sept	5	Miss T. Singh	L32	350	.	.			
		Mr. D.V. Moodley	L13	205	.	.			
		" M. Sardar	L17	230	.	.			
		" R.Batohi	L8	130	.	.			
		" G. Baijnath	L7	130					
				4712	6	5	3567	6	

1959				General Expenditure	Cash	Bank.
		Balance B/F			620 . .	1 5 3
July	14	By Transfer	C		350 - .	
	20	" A.G. Narayadu (Sundry Exp.)	32			11 10 6
		" G. Bechoo (Sundry Exp.)	33 L30			13 0
	30	" Transfer	C		937 5 11	
Aug.	1	" "	C		930 . .	
	18	" N.C. Naidoo (refund)	L10	8 0		19 12 0
		" Transfer	C		930 0 6	
				8 0	2567 6 5	33 0 9

1959				Cash			Bank		
		Balance B/F		4712	6	5	2567	6	5
Sept.	5	Mr. D. Ramkhelawan	L5	130	.	.			
		" K.V. Naidoo	L28	121	.	.			
		" B.J. Pundit	L24	150	.	.			
		" G.V. Naidoo	L3	100	.	.			
		Miss D. Satyapal	L27	130	0	6			
		To Transfer	C				1856	0	6
		Miss K. Pillay	L12	200	.	.			
		M/s. P. Naidoo	L6	230	.	.			
		Miss. Y. K. S. Bhagwandeen	L21	100	.	.			
	(Aug)	To Transfer. Y.K.S.B.	C				100	.	.
	8	Mr. C.C. Naidoo	L27	140	.	.			
		" G. Bechoo	L20	100	.	.			
	9	M/s G.K. Naidoo	L23	100	.	.			
		Miss J. Pillay	L11	130	.	.			
		Mr. R. Somaru	L4	260	.	.			
	10.	To Transfer	C				1080	-	-
	14	Miss Y. K. S. Bhagwandeen	L21	250	.	.			
		Mr. M.M. Reddy	L16	151	.	.			
	15	" M.M. Naidoo	L2	100					
		To Transfer	C				501	.	.
	18	Mr. M.M. Naidoo	L2	100	.	.			
	21	" G. Baijnath	L7	21	.	.			
		" S.R. Maharaj	L14	130	.	.			
		" D.V. Moodley	L13	25	.	.			
		" B.J. Pundit	L24	80	.	.			
		To Transfer	C				226	.	.
	23	Mr. Ah. Narayadu	L18	151	.	.			
	24	" G. Bechoo	L20	10	10	.			
		To Transfer	C				291	10	.
	25	" M.M. Naidoo	L2	90	0	.			
	29	To Transfer	C				33	4	1
				7711	16	11	7655	1	0

1959				General Expenditure			Cash			Bank		
Sept.	5.	Balance b/f.		8	0		3567	6	5	33	0	
	By	Transfer	C				1856	0	6			
	By	Transfer	C				100	0	0			
	"	~~Miss I. Singh (refund)~~ 556	~~L32~~							~~100~~	~~0~~	
	"	~~Mrs. V. Singh (")~~	~~L19~~							~~100~~	~~0~~	
	10 "	Transfer	C				1080	.	.			
	16 "	"	C				501	.	.			
	21 "	"	C				226	.	.			
	~~14~~ "	Mr. D.C. Naik	L31							100	.	.
	21 "	Mr. M.M. Naidoo (Cheque)	L2							100	.	
	23 "	Mr. M.R. Bangalee 557	L5							200	.	
	24 "	Transfer	C				291	10	.			
	29 "	Transfer	C				33	4	1			
				8	0		7655	1	0	433	0	9

1959				Cash			Bank		
Sept	29	Balance		7711	16	11	7655	1	0
		Mrs. G. K. Naidoo	£23	40	10	.			
		Miss A. Naicker	£9	3	4	1			
		Mr. M.S. Ismail	£26	130	.	.			
		Mr. D. Naicker	£25	130	.	.			
		Mr. G. V. Naidoo	£3	94	10	.			
Oct	2.	Miss T. Smith	£32	100	.	.			
				8210	1	.	7655	1	.

1959			General Expenditure			Cash			Bank		
Sept	29	B/F		8	0	76 5/6	1	0	433	0	9
		Shaik Ahmed & Sons Pty Ltd.							33 14	18	6
		Miss Y.K.L. Bhagwandeen	L21			109	10	.			
		Mrs. P. Naidoo	L6			100	0	0			
		Miss K. Pillay	L2			70	0	0	~~38 14~~	~~9~~	~~6~~
		Barclays Bank (per Drafts) cm. bw Drafts							38 ~~14~~ 60 14	9 9	6 6
		Shaik Ahmed & Sons (Pty) Ltd 3 third class.	L33 L13/6/17			94	10	.			
Oct	5 to 10	By Cheques (Refund	31						10	.	.
		" R. Bengali "	5						20	.	.
July	21	" Commission (Mr. Naidoo)	2						✓	5	.
Aug.		" (S.S. 5/6 G.V.N. 9/8	22/3						✓	14	6
		" (S. Satyapal)	22						✓	6	.
Sept.	21 to	" " (B.C. Moodley)	13						✓	2	6
		" (G.V. Naidoo)	3						✓	4	.
Oct	2	" Mrs V. Singh	49			100	.	.			
		" Balance T.C. £50 Cash £1	c/d			81			1	.	3
						8210	1	.	7655	1	.

October 1959.

			Cash	Bank
20	Balance (T.C.)	c/d.	81	1 . 3.
..	.. (Draft)			
19	S. Maharaj	L14	10 10 .	
..	Sm. S. Ismail	L26	10 10 .	
	Shaidu	L25	10 10 .	
			112 10 .	1 . 3
20	Balance	c/d.	83 14 11 *	1 . 3
	G. Bechoo T.C.	L20	200 . .	
			283 14 11	
20	Balance	c/d.	277 11 6 (T-C)	
			277 11 6	

1959.	Balance at Bank.	*	1 0 3
1960 April.	Cheque leaves returned to Bank.		6 2
	Owing to Treasurer		4 7
			1 11 0
1959	Balance at Bank		1 0 3
	Cheque Leaves returned		6 2
	Debited M. N. Kaidoo		10 -
			1 16 5
	Cash on Hand		5 5

October 1959.

	By Commission (Travellers Ch.)	L33			18	
19	General Expenses (to A.G. Narayadu)					
	(as per attached leaflet)	L33			26 3	5.
	General Expenses (to G. Bechoe)					
	(as per attached leaflet)	L33			1 13	8
	Balance	c/d.		83	14 11	1 3
				112	10	1 3
Oct. 7	Next expenditure at L.M.	L		4	17 2	✓
" 17	A.G. Narayadu (Mombasa)	L			7 3	
" "	B.J. Pandit "	L			14 0	✓
" 25	Cheiki Bikes	L			5 0	✓ 4/3 each 2
	Balance	c/d.		277	11 6	
				283	14 11	
Jan. 25	By Cash - Ceylon			40	- -	
				237	11 6	
	= 3148 rupees.			277	11 6	

~~Service Charges (M.N. Naidoo).~~ 10 -
Ledger Fee 1 1 0

1 11 0

Ledger Fees 1 1 0
Service Charges (M.N. Naidoo 10 -
Cash on Hand 5 5

1 16 5.
2 6

6 Cheque Leaves 1/6, postage 6d. telephone 6d.

6

October 1959.

					Premium		
Oct. 28	Draft	G. Bechoo	8000	-	-	1375	6625
		S. Naidu	8000	-	-	1375	6625 ✓
		Sm. Saith	8000	-	-	1375	6625 ✓
	(Balance)	G. V. Naidoo (£76.)*	1140	.	.	133	1007
	Draft.	C. C. Naidoo	8000	-	.	1375	6625
	..	S. R. Maharaj	8000	-	.	1375	6625
						7008 ✓	
							34132.

October 1957

			Rs.	A.	
Oct. 26	Lorry	bgf.	30	-	-
	" Labour	bgf.	4	-	-
27	Taxi	bgf.	4	88	
28	"	"	1	19	
	Phone	"	1	6	
	Bus Driver & Conductor	bgf.	2	.	.
	Air Mail Letters	"	4	50	
	Commission on Travellers Cheques.		50	.	.
	Taxi		3	37	
	Miss T. Wright (£200) refund.		** 3200	-	-
	G. Bechoo (£200) "		** 3200	-	-
29	bgf Pundit		4	-	-
30	bgf Pundit	* Ltr	† 105	-	-
	G Bechoo		2	.	.
*	" Gen. Exp. by B. J Pundit to 4 mcluding Jaipur		5211	69	
Dec. 13	" R. Baboli Gen Exp.		22	63	
	" A Narayadu		311	95	
	" G. Bechoo (Exp)		2	65	
9/12	" A.L. Narayadu		15	12	
14	" bgf. Pundit.		2609	39	
			14785	43	
	Balance		19346	57	
			34132	0	

† posted Separately.

** not General Expenses.

* Refund to come.

7

November 1959

20	Balance	b/f.	19346	57
			19346	57

~~December 1959~~ November 1959.

By Expenses A/c Kanyadan	45	64
" " Q Bucha	176	38
" " S K Mahanty	65	65
" " "	575	87
" " B.J. Pundit	949	02
" " "	1232	48
Total.	3048	04
" Balance c/f	16298	53
	19346	57

December 1959

30	Balance	b/d	16298	58
			16298	58

December 1959

By Cash (for Rice mtg held on leaving the Group 2		2200	
" Exp. (12) Funeral		497	90
" " "		4038	97
" " "		105	8
" " "		115	
		6956	95
	9341.58 →	9341	58
		16298	53

9

January 1929.

2 Balance	BP.					9341	58
" Draft. [illegible] 1 Jan.		6557	50	860		5697	50
" Draft. M.M. Kedy		6611	25	913	75	5697	50
" ~~Bom Premium Cheque~~ (Cover enclosed)						~~6625~~	-
" Premium						7513	78
" Travellers Cheque Commission						530	-
" " " Traffic						202	50
" Draft.				1		6625	0
Premium.					24	1031	25
Refund Bom-Fare Bombay.					29	136	.
To adjust Error - overleaf - appr *					29	100	.
				36955		36955	11

January 1957

Jan.	3	Air Trip etc. Maharaj	24		3398	35
		Oct - Dec. Exp. Bombay Fare etc.	5	*	424	47
Jan.	3	Spray Insm. Flit etc.	33/15		8	50
	4	Miss K. Pillay refund	"		1065	91
		Mr. M.M. Reddy. "	"		1592	61
		Mr. Narayadu	33/46		5	75
CB	12	Bus - Cuttack - Bubneshwar (2 trips)	12/84		212	0 ÷27
	9/23	G. Beehoo	L		13	0
	6/11	Mr. Narayadu	40		1	50 ÷25
	5/13	Mr. Maharaj	-40		348	53
	15	Refund to members			4200	"
Feb.	5	" " "			3700	"
Jan.	20	S. Naidoo (refund in full)			950	0
	16/21	Gen. Expenses (SR.M.)	33		116	74
	20	Deposit at Madras for Bezie			70	"
		Detention Madras			81	" ÷23 = 3.52
		Fares Egmore - Bombay			5848	60 251.15
	22					
Feb.	2	Gen Expenses	35		133	71
Feb	2	" "	37		1006	58
Jan.	26	Train Fare	"		29	22
	21	Fares Boat + Train	"		484	70
Feb.	9	Mr. G.V. Naidoo			200	0
	10	" M.N. Naidoo			700	0
	4/8	MADURAI Gen. Expenses (S.R.M.)			320	13 ÷24 = 13.34
	10/17	" " Combatore - Mysore			1432	65 ÷24 = 59.70
	18/19	" " BANGALORE			82	0
	21/22	" " Hyderabad + stamps			98	65
	24/27	" " Wardha + Fares			225	65
	29	" Mr. Woodley (Fare)			530	"
		" Mr. Sardar "			530	"
					28220	25
					28130	

		Brought Forward	36955	11
		Travellers Cheques £237-11-6	3148	
Mar.	15	L. Naidu	4	.
"	17	B.J. Pandit	25	.
"	21	B.J. Pandit	31	.
			40163	11

			28220	25
Mar.	1.	Mrs. V. Singh Instalt (Email) Trunks	14	50
		A Essaraydu "	17	0
		K.R. Naidoo "	11	50
		P. Naidoo "	11	.
		R K Naidoo "	14	50
		R.V. Naidoo "	14	.
		J. Satyapal "	13	50
			11	35 107.35
	2	19 @ R. 140 Food on Ship.	2660	.
	2	Gen Expenses.	64	18 ÷24/2.68
		Bus - Beira Dayaram.	216	. ÷29 = 7.45
		1 R - Maharaj refund.	400	0
	3.	Gen. Expenditure - Boma.	89	65 ÷24 = 3.74
		Presentation: Bus	100	. ÷29 = 3.50
	4	Refund to 21 members	5344	-
		Refund Mr. G Baijnath	200	.
	7	Presentation: R Naicker & R Naidoo	840	. ÷24 = 35.
		Gen. Expenditure. SR Maharaj	163	40
	27	" " R.M. Ali & Bhf.	44	60 ÷29 = 1.54
		Balance C/F.	1713	68
			40163	11

	Brought forward.	1713	68
		1713	68
	Balance brought forward	314	37
April '60	Postmaster £20.	265	-
		-	-
		-	-
		-	-
	Overdrawn	94	46
		673	85

Mar. 19	By Cash:	G Baijnath	refund	265	0
	"	K Pillay	"	29	81
	"	A. Naicker		34	0
	"	P. Naidoo		34	0
25	"	G. Baijnath		296	0
28	"	A Rankchewan		622	0
29	"	K Pillay		118	50
		Balance.		314	37
				1713	68

1960				10/- overpaid		
April 30	By Cash:	M R Bangalee	£16.19.11		225	25
"	"	D C Naicker	£8.5.0		109	27
"	"	Mrs K Pillay	£4.17.0		64	21
"	"	M M Reddy	£15.10.6		205	53
May 25	"	G V Naidoo	£2.12.6		34	80
"	"	R Somaru	£2.12.6		34	80
					673	86

Auditor's Report

I have checked the entries in the books of the N.I.D.S. Indian Door Committee and found them to be correct. Any information or explanations called for have been satisfactorily rendered.

At the close of the a/c an amount of 23.78 Rs was due to the Committee while the Committee was indebted to members to an amount of Rs 20.15. The small difference of Rs 3.63 was due to the use of approximations on various occasions. An amount of which was taken to the expenses is due to members if & when refunded by the Indian Railways.

I now declare that to the best of my knowledge the Books of the Committee are adequately kept & the accounts reflected therein are true & correct.

Yakoob
Hon auditor.

Y

Draft

		Remarks
C. C. Naidoo	£ 500	✓ 8000 --
M. C. Reddy	" 430	6611-25
L. Bechoo	" 500	✓ 8000
M. Sahib	" 500	✓ 8000
S. R. Maharaj	" 500	✓ 8000
A. G. Narayadu	" 500	
K. Somaru — 88 SRM.	" 430	6557½
S. Naidu	" 500	✓ 8000
	3860 -	

Profits

			Remarks
C. C. Naidoo	£	500	✓ 8000 --
M. Reddy	"	430	6611-25
G. Bechoo	"	500	✓ 8000
M. Sahib	"	500	✓ 8000
S.R. Maharaj	"	500	✓ 8000
A.G. Narayan	"	500	
K. Soman - 88 SRM.	"	430	6557½
S. Naidu	"	500	✓ 8000
		3860 -	

Lourenco Marques.

Oct. 7.	Bns.		7	10	0
	Zoo		1	5	0
	Minerals for Driver & others			2	3
	Tips Driver 4/- Asst. 6d.			4	6
			9	1	9
	Receipts Visitors £3-8-0	—	4	4	7
	23 @ 8d 15.4		4	17	2 NETT.
	M.N. Naidoo 1.3				
	4.4.7				

Postage 17.10.59.

Oct. per A.L. Narayadu (Mombasa) 7 3. Rs 4 4/5

BJP. Air Mail. per B.J. Pundit (Mombasa) 9 0)
B.J. Pundit per Cashon Book. 5 0) 14/- Rs. 9/4 rupees. ✓

25/10/59.

BJP. Chilli Bikes. 5 lb. (half price) 5 0 ✓

Oct. 26 Lorry BJP. 30 rupees
Labour. 4
34 rupees ✓

27 Taxi to E.D. BJP. 12 annas,
" Rail. " 7 "
" E.D. " 7 "
Mackenzie " 18 "
Afternoon 14+8 22 "
66.
BJP. Rs. 4

Rs. 4/2
12
Rs. 4/14. ✓

Oct. 28 B.J.P. Taxi: 10 annas
9 "
19
R. 1/3 ✓

Phone B.J. Total 8 calls R 1/1 ✓
Bns Driver & Conductor meals. R. 2/-/- ✓

Air Mail Letters. R 4½. ✓ Paid

B.J. Commission on Travellers Cheques. 50 - - Paid.

Oct. 28 E. Bechoo Taxi. 7 annas.
" 14 "
" R. 1 2 "
" 14 "
R. 3 6

Paid

Oct. 30 B.J. Pundit Dares Salaam.
Bns Trip. 8 0 0
Taxi 6 0
Tips 4 0
8 10.
Less Collection * 1 2.
7 8 0
Excess 5 0
7 13 0 R. 105.

Don't Debit
Si Naidu
Dm Saib
E Bechoo
Ex. Naidoo
A. Naidoo 29
J Pillay. 6
23.

R 4/9 annas
23/105 16
92 130
131 78
208
207

✓ Debit R 4. 9

Oct 29 B.J. Pundit
Dares Kuch Glory
Tips + Refreshments
Bns Drivers R 4.

Oct 30 E. Bechoo
Taxi. M. Mackenzie 12 annas
1 Central. 10 "
1 C. Road 10 " R 2. 32 Pundit

Not Paid

4

B. J. Pundit

		R.	A.	N.P.
Oct 30.	Taxi to N.E.D. Tata, Ceylon etc. 2.60 + 2.10.			
	to Bombay Central Railway	4	. 70	
Oct 31.	Bombay Central	4	. 60	
"	Railway Ticket Bom. Delhi. 1st *	3958	. 96	
	" Ahmed. - Delhi. 3rd.	964	. .	
	Detention Nth. Abbu Rd.	24	. .	
	" Jaipur	10	. .	
	Baroda State Transport. Dep. *	40	. .	
	Ahmeda. Porters Transfer Luggage	6	. .	
	Nth. Abu Bus fares + Taxi	56	. 65	
	Porter for Luggage	.	25	
	Return to Abu Rd.	27	. 55	
	Delwara Temp Bus. Forward.	13	. 20	
	" " Down	13	. 20	
	Tea at Hath. Nth. Abu. ' monkey Hath	2	. 50	
	Delwara Temple Guides		. 75	
	Trunk Call Railway St. Abbu Rd. Ajmer.	1	. 33	
	Fares Adarsh Nagar to Town. Bus.	10	. .	
	Jain Temple Guide + Old. Dom.		60	
Jaipur.				
	Entrance City Palace	27	- . .	
	Jaipur Indian Bus Amber ? 1st Day	30	- . .	
	City Palace Guides	2	- 50	
	Centaph Guides (Gaitor)		- 50	
	Lunch for 3 Teaches Jaipur	6	- . .	
	Fares Sect. etc.	1	- 25	
	Trunk Calls (2) Ajmer 2.25 Ismail. 1.25.	4	- . .	
	Amber Palace Guides	1	- 50	
	Postage on 4 Letter Post Cards.		20	
	Railway Time Table (Abu)		25	
Delhi		5211	- 69	

Paid Immediately.

5

Not. Paid

Pt. Pundit.

		Delhi.			
Nov.	9	Taxi. Sect. 16. Hotel Acc. 21/- Res. 50 N.P.	.	.	.
		Press & Studio .75 Home 2.75	12	. 75	
		Phone Calls.		30	
		Lunch Bajaj Ld. Off (Volga)	4	. 39.	
		Bus Transport (R100)	82	. 50	
		" "	62	. 0	
		Airways Transport	28	. .	
		Air Fare to Srinagar (29)	2349	. .	
		Wreath	40	. .	
		Zoo Admission	2	. 80	
		Kutub Minar Adm.	5	. 20	
		Drivers & Conductors Tips & Lunch	4	. 50	
		Phone Calls.		. 75	
		Taxi Airways	4	. 0.	
		Railways	4	. 10	
		Bus Fares Schools (Party)	2	. 70	
		Mr. Bajaj Fares, meals, refr.	5	. 40	
			2609	39	✓
	10	Tanga Fares Birla Mandir (Party)	7	. 0	29
		Bus Fares from Birla Mandir to Fort	8	40	29
		Admission Red Fort	4	60	29
		Taxi Airlines re Tickets (air)	3	12.	29
		Tips shoe storage Birla Mandir		25	29
		& Phone calls (local)		60	29
		Mr. Bajaj (refreshments)		50	29.
			24	. 47	
Del.		Bus Hire at Bombay (2 days) Hire	300	-	* 29
			324	47	✓ 14.63

N.B. R100 deducted members. Receipts for 300 only. R100 will be credited to members when payment and refund checked and received in bank.

* Refunds due

6
4

A. G. Narayadu.

*	Bombay Mun. Transport	1st	*	100 - -	
*		2nd.	*	200 - -	
	Phone Calls.			3 - 65	
	Postage : 4 air letters			2 40	
	—			40	
	2 exs : Broadcast Hmse.			5 50.	
				311 95	✓ A Narayadu
Nov. 9					
11	Hotel Airlines (Meals Mr. Bajaj)			13 - 62	
12	" " Phone " "			1 - 50	
				15 - 12	✓ A Narayadu
Dec 20	Bus both ways back to Rail Station			1/3 - 20	
	Luchnow phone calls			1 - -	
	" Cycle Rickshaw			2 - 50	
	Banana " "			1 - -	
	Meal : Tourist Office			- - 66	
	Rick shaw			- - 15	✓
				46 - 64	1.80

7

R. Balochi (for AGM. & BJP.)

Nai.

.	Telephone to Agnes			4	37
11	Langa.			1	.
	Jaxi			2	. .
	..			1	75
12.	Do Foreign Office : Jaxi			1	75
	.. University Campus. ..			4	75
13	.. Secretariat -			2	88
	.. Pakistan H/C. ..				75
	and back			1	25
	.. Air Office	Jaxi	83	1	25
	← back	Autoayeta	83.		88.
				22	63

Bechoo

Bus Fare ~~for~~ 3.
Fare

90
1 75
2 . 65

÷25	Sheep 55 Rupees.		55			2·20
	Mazdoor Jamuk 5½		5	50	✓ 27	
	Tangas Amritsar K 5.		5	0	✓ 27	
	Mazdoor Lahore K 4		4	0	23	·18
Nov 26	Telegram Chandigarh K 3 63		3	63	✓ 27	
	Handwear (for woolpress) K 1			50	✓ 27	
	Delhi: Tangas Mckenzie K thanks		73	63	* to be collected	
Dec 15	Retention Charges Gwalior K 20.		20	0	✓ 29 29	·69
16	Mr & Mrs. M. N. Naidoo	*	2200	0		
24	Retention charges Allahabad		24	0	27	3·57.
	Postages per K.V.N. (Chirbase-Allahabad)		10	-	27	
26	Meals Bodh Gaya		47	75	27	
			2376	38	✓	
			2261			
			114	38		

9

M. J. K. Maharaj.

1959 Dec.	10	Meals: Landlord & Driver (Royal Hotel)	6	50	✓
		Telephone Airlines Hotel	1	35	✓
		" Meals: M. Bajaj	7	55	✓
	11/12	Taxi -	8	10	✓
		Garland: Pandit Nehru	1	0	✓
		Telegram to Airlines Hotel	3	60	✓
	14	Telegram Guwahati	3	25	✓
		Ganga - re Bus arrangement	2	0	
		Donation Charge Agra	20	0	✓
	15	Telephone 30 NP. Telegram 1 Rupee 2.05	2	35	✓
	16	Telegram Lucknow	2	32	✓
		6 Christmas Cards & Postage	4	50	✓
✓		Broom	2	50	65 65
			÷ 29		2 Rs Bad boy
			2.24 ca		
		BENARAS.			
Ace	27	Breakfast + lunch Tourist Guide	6	10	
		Boat Fare: Ghats	26	0	
		Bus " to Ghats.	2	30	
	28	Admission Charges: University Exhibition	7	50	
		Hire of Bus + 2 rupees for Driver	56	0	
		PATNA			
	29	Restaurant: Supper	17	42	
		Kumar Excavation: Admission	5	40	
		Excess Fare (Train via Ganga)	23	37	
		Bus Hire 2 days	368	73	
	25	Dinner at Birla Training Sch.	57	37	
	30	Telegram Calcutta	3	65	✓
			575	87	
Jan	2	Encashment by SK IM Debit Premium	88	8	663
	2	~~Ber Rup.~~	~~720~~	0	

B/f Punch

Nov. 14	Taxi to Houseboats (Inspection)	6	50		27	
	" " Hotels	4	50		27	
	* Telegram to Nadoo (Delhi)	4	52	*	27	
	Taxi fares to P.O. Return	2	25		27	
	Porters off loading from Hiwaya	3	0		27	
	" loading taxi to Houseboat	4	50		27	
	Taxi Fares for party to "	15	75		27	
	Porters from Taxi to "	3	0		27	
16	Bus to Mughal Gardens.	35	0	*	25	
	Fares & Conductor	3	0	*	25	
17	Bus to Pahalgam	140		*	25	
	Tea & Cakes	17	30	*	25	
	Taxi Tourist Office	2	50		27	
	" Est. Officer & party to Khyber	15	25		25	
	" Est. Office & Tourist Office	3	25		25	
18	Tea at Gulmarg	7	50	*	25	
	Tip Caretaker & Boy	3	50	*	25	
20	Wular Lake Tips Caretaker	3	20	*	25	
	Boat Fare Wular Lake	90	0	*	25	
	" " Gulmarg	54	0	*	25	
	Horse Hire Charges	2	50	*	25	
	Bus fare Srinagar to Jammu	378	0		27	
	" " Boathouse to Tourist Off	5	0		27	
	Porters Houseboat to Bus & loading	6	0		27	
23	1 Padlock	2	58		29	
	Taxi Fare in Jammu	2	50		27	
	Tonga re. bus arrangement	2	0		27	
	Bus Jammu to Pathankot	55	56		27	
	Driver & Conductor (tips)	2	0		27	
	Bus Pathankot to Amritsar	67	06		27	
	Porters Amritsar	2	0		27	
		749	02			

B. J. Punchi

Mr. Reddy
Kamala
Thara
Mrs Naidoo

		LAHORE				
Nov	25	Fares to Lahore	44	-	-	23
		Porters "	4	-	95	23
		Taxi Lahore re accommodation	10	-	50	23
		Tanga Secretariat	1	-	75	23
		Phone calls (4)		-	60	23
		Lahore Patrol (School Bus)	13	-	75	23
		Tips at Juma Masque (Shoes)	1	-	0	23
	27	Train Fares Lahore/Amritsar	44	-	-	23
		1 Railway Time Table		-	25	24
		LUDHIANA				
	28	Train Fares Amritsar / Ludhiana (each 5.33)	138	-	25	25
		Telegrams Nangal & Chandigarh	4	-	54	25
	29	Bus + Motor car Tong. Ludhiana	55	-	0	25
	30	Bus Ludhiana to Chandigarh via Nangal + Bhakra	350	-	0	25
Dec.	1	Supper + Breakfast Driver + Cond. Nangal	6	-	12	25
		Cycle Rickshaws Nangal Tourist Cen.		-	62	25
		Suppers + Tips Driver Cond. Chandigarh	6	-	87	25
		Porters Hotel offloading + loading on bus	10	-	0	25
	2	Bus for party in Chandigarh	40	-	0	25
		" Chandigarh to Hardwar	3	9	60	25
		Tips + Suppers Driver + Conductor	5	-	50	25
		Toll at Hardwar	6	-	25	25
		Donation Indian Army	10	-	0	
		" Seva Samiti	10	-	0	29
		" Scouts + Guides Centre	1	-	0	
		Tanga Fares Hardwar outing	26	-	50	25
		Telegram + Phone calls	3	-	40	25
		Cycle Rickshaws	1	-	26	25
		Lunch Tourist Guide	1	-	50	25
		Bus Hardwar to Rishikesh	35	-	0	25
			1232	-	45	

To J. Pandit

Dec. 4	Rishikesh / Hardwar.				
	Garland & fruit Swami Sivananda	10	-	-	27
	Vegetables for dinner Muraganda	20	-	-	27
	Boatmen (Ganga R. (Trips)	2	-	-	27
5	Bus Rishikesh to Dehra Dun	58	-	-	27
	Lunch Royal Hotel Swami M.	1	-	20	27
	Bus Hire in Dehra Dun	35	-	0	27
	Mussoorie				
6	Bus Fares Dehra Dun - Mussoorie	91	-	50	27
	Toll at Mussoorie 26 @ 1/-	39	-	0	27
	Bus Fare Dehra Dun to Rishikesh	58	-	0	27
	Porters Rishikesh (Taxes)	4	-	0	27
	Bus Rishikesh to Hardwar	47	-	0	27
	Driver & Cond. at Hardwar	3	-	0	27
20	Train Hardwar - Delhi	129	-	20	20 ✓ Dr. 6.46
	(Exclude Mr. & Mrs. K. V. Naidoo ✓	497		90	
	Miss K. Pillay ✓				
	Mr. M. N. Reddy ✓				
	" S. K. Maharaj ✓				
	" Col. Narayana ✓				
	" C. C. Naidoo ✓				
	Mrs. Mrs. Mrs. Naidoo ✓				
	DELHI.				
Dec. 7	Taxi Fares to 3 Railway Offices & return	10	-	50	29
8	Bus: Pusa, HOTEL Bhirkha Sheri Jami Millia, FARIDABAD for Bajaj	250	-	0	29
	Lunch Driver & Conductor	4	-	0	29
	Taxi Railways & back	5	-	50	29
9	" " Reservation & return	5	-	25	29
	Bus Delhi Public Sch. - Birla House	3	-	0	29
10	Donation Tegaon High School	20	-	0	29
11	Taxi Delhi Univ. to Railway Office to Chandrak	6	-	50	29
	Phone calls Delhi	1	-	50	29
12	Taxi Old Delhi purchase Tickets	4	-	75	29
	Train Fares Delhi - Calcutta	3720	-	92	27 & Rs. 2 Rs. Insurance Dr. 82 Rs
	Tea & Supper Mr. Bajaj	3	-	50	29
14	Cycle Old Delhi re lost Canvas	2	-	50	29 ✓