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Vasco- Vasco Central School, de Villiers Street, Vasco [★ Mr. W. P. du Toit]

Wynberg- Battswood Practising School, Gospert Avenue, Wynberg [★ Mr. A. I. Jacobs]

Also a National Senior Certificate Course at Wynberg.

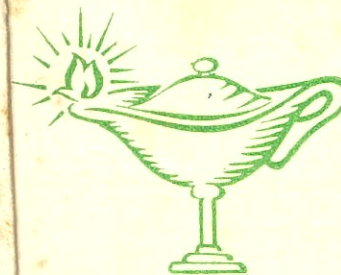
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[★ For further particulars consult the above Supervisors]

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*"Let us Live
for Our
Children"*

*Official Organ of
Teachers' League
of South Africa*

THE EDUCATIONAL JOURNAL

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Cape Town, Jan. - Feb., 1961
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THE TEACHERS' LEAGUE OF SOUTH AFRICA

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THE EDUCATIONAL JOURNAL

Volume XXXII No. 5

Official Organ of the Teachers' League of South Africa

Jan.-Feb., 1961

DEALS OLD AND NEW: THE EDUCATION TEST

Ever since "the events" of Sharpeville and Langa and the resultant "state of emergency" the air has been poisoned with all kinds of Herrenvolk effusions about "new deals" for "our urban Bantu", "ons Kleurlinge" and "the Indians" respectively. (At the time no "new deal" carbon monoxide was thought to be necessary for those living idyllically under B.A.D. chiefs and Bantu authorities in the areas subsequently proclaimed to be under a state of emergency, or in similar rural ghettos under a state of unproclaimed emergency.) Then the Verwoerdian sjambok cracked down upon those, particularly in industry and commerce, who thought "our urban Bantu" in need of economic relief or political concessions or administrative relaxation in the application of the pass laws and Urban Areas Act tyrannies. And now the same blunt instrument of persuasion has cracked down upon those who thought it might be expedient or wise to seek (anti-African) allies among "ons Kleurlinge" and "the Indians" by holding out to them hope of a special variant of or even an escape route from the basic apartheid pattern.

Elsewhere in this issue we carry an official T.L.S.A. statement on the Prime Minister's pronouncement of unaltered and unalterable party policy in relation to "Coloureds" and "Indians". Since that pronouncement there has been what is clearly intended to be the last (public) word on the subject in the form of the Nationalist Party Federal Council statement. Naturally, it endorses the Prime Minister's declaration. With the ascendancy of the Broederbond section of the party since the (first) "emergency", the abortive attempt on Verwoerd's life and the result of the republican referendum, it could hardly have been otherwise. But, in a sense, it goes further inasmuch as it virtually equates party policy on this issue with confidence in the leader, and puts the matter on the level of a First Commandment. All of which is not without deeper political significance and immediate practical application in the struggle against despotism and its deals both old and new.

We confine ourselves, however, to a narrower field of comment and to matters immediately and directly affecting our work as teachers. First of all, let it be said that, while we do not

condone either the dictatorship of the governing party or the dictatorship within that dictatorship, this recent fascist bluntness equating the "new" deal with the old swindle has had the salutary effect of blighting in the bud the growth of any new hope of concessions or alleviation or sectarian emancipation for "Coloureds" and "Indians". That is an excellent, albeit quite unintended, by-product of the Premier's oracles. It has led to still further demoralisation in the steadily shrinking ranks of conservatives and reactionaries, which is an important factor in the present phase of struggle, not the least aspect of which concerns the issue of C.A.D. control and administration of schools for Coloured children; a matter generally referred to as "transfer".

Secondly, the most complete, damning and palpable exposure of this old-new deal is in respect of its plans for the schools. In the year 1961 there can be but few, very few, honest people—parents, teachers or students—who do not know of the ravages perpetrated by and in the name of the obscenity called "Bantu Education", an instrument of the vitiating pro-

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cess of bantuisation to condition its victims for existence in the swamps of bantustan. And there can be but very few honest people who, with this example before them and with the equally common knowledge of the calculated debasement already manifest in "Coloured education", cannot or will not draw the necessary conclusions. It is our task and our intention as the T.L.S.A. and as responsible members of the liberatory movement to combat in every possible way this question of "transfer": to fight it not as an isolated or "educational" issue but in its proper context, viz. as an indispensable and inseparable part of what used to be called the master-plan for *apartheid* and is now being passed off as a "new deal".

Let us go into this battle with our eyes open—recognising that it is part of a total war waged not merely against the so-called 'Coloured' people but against all the dispossessed and disfranchised in this country. Recognising, too, the present and the ultimate or potential strength and relationship of forces; appreciating the political weapons at our disposal and how they have to be used. For example, since Non-Whites are completely and *absolutely* unrepresented in Parliament (what is left of dummy representation being an integral part of the "new deal" tyranny), there is nothing we can do to prevent the *formal* or legislative and administrative acts of transfer from the various Provincial Education Departments to the Coloured Affairs Department. But there is a vast deal that we can and must do *before*, *during*, and *after*. This will hardly come as a surprise to anyone. There is no secret about the what, the why and the how of events since 1943. Still less is there any secret about the invaluable lessons of the Anti-C.A.D. Movement since its inception down to its present-day reduction of the dummy parliamentary and provincial council "representatives" and U.C.C.A. to objects of ridicule, contempt and rejection. We have before us the recent and contemporary lessons, positive and negative, of all who have fought and are fighting "Bantu education" in all its aspects. We have to evaluate these lessons: to learn what *can* be done, what *must* be done and what *should not* be

done. Properly evaluated, these lessons have to become part of our fighting equipment. The soldier who knows who and what and why he is fighting is an infinitely better fighter: the classic modern example of this, of course, is that of the Chinese in the days of the Long March, with lesser classics being played out on this continent and elsewhere at this very moment.

We repeat, we must go into this battle with our eyes open. We must know that they will victimise some of our best-equipped and most militant or uncompromising teachers. We must know that they will bribe some, blackmail and browbeat others, and intimidate a good many. But we must know also that as far as the majority of teachers are concerned *we will win and they, the Herrenvolk, will lose*. They knew it and said it in respect of serving African teachers, and are still striving to manufacture in unfavourable circumstances a set of bantuised replacements. This will be the essential pattern of the new theatre of battle now opening up. The present generation of teachers *as a whole* are regarded as unassimilable, poisoned by un-Coloured education and ideas, unfit to enter the promised land of Kleurlingstan. That is a great compliment and one that we must always strive to deserve. To be anything else would be a prostitution of our calling, a betrayal of our trust and desertion to the other side.

The battle on the educational redoubt is important not because we as teachers are involved, but because it is a key battle in the whole campaign to re-enslave the "Coloured" section of the oppressed and exploited in a Kleurlingstan through the processes of "colouredisation" organised by and under the Coloured Affairs Department. It is a challenge and a test not only for teachers as such, but for all directly and immediately concerned in the battle against this particular "new deal" blitz. And for all involved in the total war. Speaking as teachers of the stern, old school who would rather scold and blame than praise, we say with the maximum of confidence in our own side and the maximum of contempt for the forces of darkness: we have no doubt at all that, together, we shall meet the challenge and pass the test.

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Pilate Notwithstanding

In the recorded history of law and jesuitry there can be but few better examples of the art of elaborately saying nothing yet saying much than are provided by the recently published reports of the Sharpeville and Langa Commissions. Their sub-titles might well have been, adapting Moliere to the occasion: an indictment in spite of itself.

It is common knowledge that the Government never wanted a commission on either Langa or Sharpeville. The reports, in spite of themselves, show why. It would not surprise anyone to learn that, even in South Africa, there were not many judges who would willingly have undertaken such one-man commissionerships. And again the reports, still in spite of themselves, show why.

We are not among those who are "disappointed" in the reports. We are not among those who are surprised, disappointed or aggrieved because the narrow terms of reference were interpreted in the narrowest possible way. We think that the reports are, in spite of themselves, interesting. Cautious, long-winded, meiotic, sophistic, pompous, trite, pedestrian—all of these, certainly (this time, though, *because* of themselves). But interesting, if not fascinating, social documents; significant raw material for studies in a dying cult which forms part of a dying culture.

We did not need then, and we do not need now, any commissions to tell us *what* happened at Sharpeville and Langa. Nor *why* it happened. Our conception of "the events" does not begin or end with these particular massacres. For us the morality of these blood festivals does not hinge upon whether there

was an order to fire or whether the Saracens were in danger or even whether innocent people were shot in the back or helped by the police who had shot them. Langa and Sharpeville are part of a pattern which stretches back long before Cato Manor or Windhoek or Sekhukhuni-Land or Zeerust or Wit-zieshoek, and stretches forward to Pondoland and the Transkei *at the present time*. That this pattern was omnipresent to both Commissioners is only too obvious to anyone reading their reports, especially those sections where they are most exercised to come to no conclusion and to be judicially fair to shooter and shot. But that fact is in effect irrelevant to our view of the cause, the course and the cure. It is relevant only as a sign of the stage reached in the process of decay and disintegration.

In short, both Langa-Sharpeville and the commissions' reports on Langa-Sharpeville are politically significant symptoms. In both of them the conscious politics are at a discount, the P.A.C. opportunists (as presented in the reports and in fact) being at once as naïve and astute as the Commissioners. But the implicit political lesson of each of them, from different ends and on different levels, is in essence the same: the point of no return has been passed.

TEACHERS' LEAGUE OF SOUTH AFRICA ANNUAL FETE

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H. N. Pienaar and P. A. M. van der Spuy. Std. VI. 10/6 — R1.05.

The emphasis in science teaching to-day is on the self-activity of the pupil. Limitations are often imposed, however, on the full achievement of this aim by the facilities in the science classroom and by the lack of fully qualified or experienced science teachers. This text-book has been written with these conditions in mind. The following are a few noteworthy features of the book.

- For convenience, the relevant portion of the graded syllabus is given at the beginning of each chapter and each chapter has been planned to follow the order of grading.
- Guidance is given as to which experiments are suitable for individual or for group practical work and which are best demonstrated. In this connection, careful thought has been given to the type and quantity of apparatus available in the average school and to the time factor.
- Important facts for study and memorising are printed in bold type, thus eliminating the need for note-taking and underlining by the pupil.
- Short, graded questions for oral or written class testing are given at the end of each chapter, as well as a set of home-work questions. Marks, based on a mark-per-fact system, are suggested for each home-work question.
- The language of the book has been kept within the scope of the average Std. VI pupil and numerous illustrations, many with labelling, have been included.
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The Educational Journal, Jan.-Feb., 1961

Report on a Bush College

LEONARD WINGROVE

The four tribal colleges conjured into being in 1960 have been joined by another—the “Indian” Bush College on Salisbury Island, Durban. For one year, then, many Non-White students who in the normal course of events might have gone to an “open” university or to Fort Hare, have been subjected to the heat of indoctrination and tribalisation at these institutions. In this survey of the Bellville Bush College there is reflected what must in equal, or worse, measure be the position in each of the other tribal colleges. The report and analysis are intended not merely to inform; their purpose is to lay bare the shocking mess from which the youth must be defended by a relentless struggle against the satanic influences brought to bear on them in these prison-house colleges.

In 1960, 107 “Coloured” students were forced to go to Bellville Bush College because there was no alternative if they wished to pursue any sort of post-matriculation study at all. But there were the known collaborators at “Coloured” High Schools and Training Schools who encouraged some students to go there. Substantial grants—of up to £180 p.a.—and lower fees were used as additional bait; yet it must be said to the great credit of many that, despite all these inducements, they refused resolutely to go to Bellville. To the 107 were added 49 students—nearly one-third of the roll—who were forced by exclusion from Training Colleges to seek to qualify at Bellville. To which end the Department of Education eagerly relaxed its rules as part of its effort to build the Bush College.

Students were compelled in terms of the regulations to board at approved places where C.A.D. agents were among the house-masters. It is on record that several student-boarders were sent down during the year.

THE GENERAL ATMOSPHERE

The public reaction against the Bush Colleges, together with the realisation on the part of the majority of students that they had been tricked and forced into the College, created an artificial atmosphere, charged with real suspicion and fear, heightened by the patronising and guilty concern of the staff for the “welfare of our Coloured friends”. Addresses to students churned the same formulae over and over: the students should be “proud of their own university”; they were “the future leaders who have to build up the culture of the Coloured people”. The Europeans on the staff were there at great sacrifice—made by large-hearted men who had given up everything else to serve their Non-White friends. And lecturers often prefaced lectures with homilies along the same lines. In the grounds, between lectures, staff members moved among students, effusing the same insidious politeness and affected concern that must have marked the classic invitation by the spider to the fly. In one class, reference was made to the “historical” and “traditional” affinities between Afrikaner and “Coloured”, particularly in respect of their mutual contributions to the evolution of Afrikaans.

THE LANGUAGE MEDIUM

Afrikaans was the medium of instruction, and the fact that the hand-picked staff originated in the main from C.N.O. schools at Stellenbosch, Pretoria and Potchefstroom, invested the place with the viscous feeling that dogmatism breeds when concentrated in a confined space.

At the beginning, lecturers were supposed to give a summary in English at the end of each lecture. But this was largely dispensed with as few of the staff found it easy to carry on. Questions put in English by students were answered with reluctance or not at all, so that students consciously chose to stick to Afrikaans, working on the probability that that would be a surer road to success in the examinations. For many, however, the language mess proved intolerable and demoralising, and they left. They could not see how they could make any progress in the language jungle of the lecture room.

LECTURES AND LABORATORY FACILITIES

Senior lectureships and professorships arose at the Tribal Colleges with the same suddenness as generalships in the Congolese Army. It was not surprising, therefore, that one lecturer confessed to students that they should bear with him as he had gone hazy on certain aspects of his subject. A student, interested in research, was told by his lecturer that there was really no time for tuition in such work and was directed to the few books on which the examinations would be based. Latin lectures were taken in the afternoon by a teacher from the local “White” High School. Reports indicate that no student passed the Latin I examination.

The physics laboratory was operated largely with apparatus loaned from the University of Cape Town. Students had to share apparatus and facilities in the chemistry laboratory, while Stellenbosch University mothered the laboratories in zoology and botany.

EXAMINATION AND APPROVAL OF CANDIDATES

Initially, students were to write the examination of the University of South Africa. In the middle of the year it was announced that the examinations would be set by the Bush College for approval by the University of South Africa. Several of the original Bush

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College question papers submitted for approval were rejected. Thus, when students wrote the University of S.A.'s approved history papers two of the twenty-two candidates passed.

A thorough examination of the question papers in the arts and sciences and comparison of them with first-year papers set at other universities only deepens the tragedy and fraud of Bellville.

The tendency at the established universities, as indeed in recognised universities all over the world, is to increase the content and raise the standard of all first-year work in both the arts and sciences to keep pace with modern advances and demands. This is manifestly not so at Bellville.

The examination papers in nearly all subjects show a strained effort to produce a "minder-moeilik" test. A very wide choice of questions is given in most papers and questions are split up into a number of subdivisions which, in the chemistry paper, for example, give the test paper the appearance of a quiz or questionnaire.

Then there are, in the English versions of some of the tests, spelling errors, which are repeated, and errors in grammar.

Before the final examinations, it was arranged to have "trial" examinations for students to determine their fitness to write the finals. The opportunity was taken to interview each student and to suggest to

some that they had better leave. Some had already been sent down. It was noteworthy that some students who had expressed dissatisfaction with or opposition to any aspect of the College found themselves outside.

Elimination was heavy. Fifty who started the course in mathematics were reduced to 20, of whom 10 passed the examinations.

TEACHER-TRAINING DIVISION

Last year the non-graduate teacher-training division formed about one third of the student numbers. This year, more than 50 more students have been forced to attempt to qualify at a Bush College because they were excluded from Hewat and Bridgton. Some, rejected by the Education Department for training at Bellville, have been accepted for training at Bellville. Quite clearly, this teacher-training division is being used to give bulk to the numbers at Bellville, and to have an early start to that part of the College which must rapidly turn out "Coloured" teachers to help in the transfer of "Coloured" education to the C.A.D. and in the elimination of "undesirables" in the present teaching force.

PROMISES OF CAREERS

Students have already been told that there will be posts and careers waiting for them (in "their own areas", in the service of "their own people") as soon as they qualify. This is not a small part of the fabric of Bush College political logistics.

LIBRARIANSHIP AND PHARMACY

Amid constant fanfare, courses in these studies were announced. Bursaries totalling £720 over four years for the first and liberal sums for the second have attracted very few takers.

THE LIBRARY

This started with the transfer of a whole section of the Provincial Lending Library to Bellville. In its size and selection of books it is not a university library and is not intended to become one.

THE COUNCIL

As reported before, the Council is composed of C.N.O. experts, disciples of *apartheid* and loyal party members. The Non-White Advisory Council of seven has four members who have had university experience—so remote in time that they adequately suit an institution which has built-in safeguards against becoming a true university. The other three have had no experience of a university at all. The selection of students is, of course, now carried out by School Inspectors of the Education Department.

SOCIAL AND INTELLECTUAL LIFE

The much vaunted promise of providing a full social life for students at a Bush College (a privilege denied them at the "open" universities) has proved impossible, as indeed it must. The atmosphere has proved demoralising, foetid and barren. The one

meeting organised by students to express solidarity with Fort Hare was carefully steered in another direction. The students, nonetheless, expressed themselves in favour of a free education. Reprisals followed and several active supporters of the idea are no longer at the College.

Carefully selected visiting lecturers have come to speak to students to buttress the College philosophy,

and students have been taken on excursions to Stellenbosch to establish contact with the mainstreams of C.N.O. indoctrination there.

The over-all picture presented by the Bush College is one of tragic deception, a fierce annihilation of the optimism, enterprise and courage of youth—in fact, a studied negation of all that a university should and can be in the second half of the twentieth century.

Education Fund Committee

T.L.S.A. Bursary Awards, 1961

The following is the list of Bursars for 1961:—
UNIVERSITY BURSARIES

1. Derek Heeger: 5th year Medical: U.C.T.
2. Brian Roman: 2nd year Medical: U.C.T.
3. Jawarharlal Ramjee: 4th year Medical: U.C.T.
4. Fatima Wentzel: 1st year Medical: U.C.T.

HIGH SCHOOL BURSARIES

1. Sylvia Kleynhans: South Peninsula High: Education Fund Bursary.
2. Churchill Mxenge: St. John's College: Education Fund Bursary.
3. Charles Williams: Worcester High: Education Fund Bursary.
4. Victor Pango: Lovedale: Education Fund Bursary.
5. Cecil Jochems: Harold Cressy High: Wynberg Branch Bursary.
6. John Thomas: Harold Cressy High: Wynberg Branch Bursary.
7. Johan Arries: South Peninsula High: Wildschutt Bursary.
8. Neville Graham: Trafalgar High: T. & H. Lawrence Bursary.
9. Saliem Isaacs: Harold Cressy High: H. Cloete Bursary.
10. Tillie Tshangela: Healdtown: Education Fund Bursary.
11. Alfreda de Villiers: Worcester High: Education Fund Bursary.

NOTES IN SCHOOL

BY THE INVIGILATOR

I
THE SUDDEN, AND SAD, discovery by the Provincial Accountant that many teachers had been "overpaid", some for periods longer than a year, came as no real surprise to those of our readers who made a careful study of the procedure that was followed in the incorporation of Cost of Living Allowances about a year ago. The whole arrangement was fully analysed in this *Journal* at the time and it must have been apparent to all that what was being paraded as "increase in salary" was nothing more than a fraudulent attempt to draw the wool over the eyes of the underpaid teachers. Now that the whole swindle has been fully exposed it has merely confirmed in the minds of many that we do sometimes know what we are talking about. A further aspect of the matter, of course, is the callous way in which the salary authorities have flippantly reduced salaries because certain payments were "wrongly authorised"; and the teachers are being forced to pay, literally, for the mistakes of others. Even the courteous "by your leave" escaped the harsh, official mind, and fully-committed married men with expensive dependants found themselves short by Twenty Pounds (Forty Rand) and more in their January budgets. I pass it on to all concerned that there should be

strong individual objections directed to the Education Department personally or by letter. I am sure they will find that, while the official explanation gives small comfort, there will, at least, be a greater leniency in the deductions, spread over a longer period.

II

THE REASON FOR THE deduction is, of course, very simple. After the incorporation of a portion of the Cost of Living Allowance in basic salary, the balance of the C.O.L.A. became a non-pensionable allowance. This non-pensionable allowance was also to be incorporated in the salary in course of time and was to be reduced by annual amounts as normal increments became due. In other words, to put it that way, a teacher would be given no increments (or only a portion of each increment) until the total amount of his increments cancelled out his non-pensionable allowance. So that, if he received £128 in non-pensionable allowance, his salary would remain virtually static for several years, until he would have received that amount by way of increments. Unfortunately, the machine which makes out the teachers' salaries forgot this, and continued to give both increments and non-pensionable allowance. It has now

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discovered its mistake : to our sorrow.

Single teachers and principals of certain grades of schools, who had the whole of their Cost of Living Allowance incorporated in their basic salaries, are, therefore, unaffected by the happy click-clack of the machine.

III

THERE IS NO INFORMATION at the time of writing of the number of Indian students who will be forced on to the island retreat at Salisbury when their new "academic" year begins shortly. But, unless they decide upon the circuitous bus route and the causeway, they will at least have the advantage of a bracing sea voyage on the ferry across the bay, both before and after their scholastic incarceration. And the daily voyage should certainly have a tonic effect and assist materially in clearing their minds of much that will be stuffed into them on the island. At Bellville, unfortunately, the students have no such natural advantage; in fact, the dice seem to be loaded against them in several ways. For the authorities there, taking further advantage of their unfortunate position, are now dangling before their eyes the bait of a course in Pharmacy. And with it goes the offer that they will be able to open chemists' shops in group areas such as Athlone and Elsies River. And so will be born the first race of Coloured chemists—in senses more than one! Those who may be attracted would do well to examine the chemical composition of the bait and the colour of the certificate which is to be issued upon completion of the course.

IV

THE BEGINNING OF THIS school year has been no different from the beginning of other school years. The same reports have appeared in the newspapers and the same photos, the same statements have been made by the principals of schools and the same eye-wash has come from the authorities. The schools have been overcrowded and large numbers, in the Cape Peninsula at least, have been unable to find places in the schools. The reason is simple enough: there are not enough schools. And there is nothing to hide that simple fact. The "solutions", of course, are also no different from the old ones of other school years. Classes are being heavily overcrowded, halls are being hired, schools are choosey and selective, and, of course, the old makeshift: the double-shift! Apart from the fact that a few more children are finding seats (if they have them) inside four walls, all the "solutions" are against the educational interests of the pupils and the cause of much of the headache that seems to be the almost inevitable lot of the teacher these days. One wonders when it is all going to end: and, of course, whether its end would not come sooner if fewer people had a vested interest in the

misfortunes of parents. For there seems pretty clear evidence that some are able to grow richer the greater the number who can't get into school.

V

IT SEEMS TO BE quite clear now that the transfer of "Coloured schools" to the Coloured Affairs Department will take place very shortly. The necessary legislation is now being drafted and will probably come before the present session of Parliament. In addition, the "investigation" into the matter, referred to in Dr. Verwoerd's *diktat* in reply to the Coloured new-dealers and commented upon in the League's official statement published elsewhere, is now being conducted. Its purpose, of course, is not to discover whether the transfer is desirable or required; the "investigation" is being carried out to make privately the bribes and sops, the offers and overtures. P. W. Botha, Minister-elect of Coloured Affairs, is personally conducting the discussions *in camera* with selected individuals and organisations and is being ably assisted by the Coloured Affairs Department and I. D. du Plessis, who is "sitting in" on the meetings. There is, I understand, a great deal of smooth, suave talk at these discussions, and Coloured School Inspectors, increases in teachers' salaries, compulsory education and the like all form a significant part of the negotiations. Don't be surprised when P. W. Botha announces in his introductory speech that, apart from Coloured "communists" and "agitators" and those who "try to be white", the Coloured people as a whole have accepted the transfer and are convinced that it is in their interest.

THE THINGS THEY SAY

Die berig dat mnr. P. W. Botha benoem word tot Minister van Kleurlingsake verwelkom ons heelhartig. Hy is die regte man op die regte plek.

Die nuwe Minister het opgegroeï in Kaapland en hy ken ons mense van naby. Hy weet van ons behoeftes, hy verstaan ons sorge, hy het 'n begrypende hart vir die nood waaronder nog altyd groot dele van ons gemeenskap gebuk gaan. En wat meer beteken: hy het as adjunk-minister van Binnelandse Sake keer na keer blyk gegee van simpatieke hulpvaardigheid as dit gegaan het om die oplossing van vraagstukke in die belang van die Bruinmense van Suid-Afrika. Ons kan van hierdie Minister goeie dinge verwag.

"Die Banier", January, 1961.

The Educational Journal, Jan.-Feb., 1961

The Teaching of History (III)

The Secondary School Syllabus

D. UPTON

Traditionally history has been associated with geography, and there has always been a great deal of talk among teachers and others about the necessity for correlation between the two subjects. On the question of what form this correlation has to take and what aspects of history have to be correlated with what elements of geography, there has never been any definiteness, and the very term "correlation" has tended to have mystical associations.

During the past two decades, attempts have been made, with varying degrees of success, to establish the definite relationship of the two subjects and to show their mutual interdependence. Both history and geography deal with the arrangement of events, together with the courses and effects of this arrangement. In this sense history and geography are sister sciences. "When we describe things, therefore, in their historical order, we are stating their distribution in time, just as we give their geographical order when we describe their distribution in space." (L. Myers, "The Dawn of History".)

INTERDEPENDENCE

The two sciences are more closely related by the fact that certain geographical factors influence the initial development of a society and, conversely, the historical development of a country determines certain aspects of its geography, if we are to include production and methods of production as part of geography.

It is because of the recognition of the mutual interdependence of certain elements of geography and certain aspects of history that both subjects are taught in the secondary school as social studies. The architects of this course have, however, in the opinion of the writer, failed to give content to the aims of the course as laid down in the handbook. According to the introduction to the social studies course, "it has become all too evident that if the teaching of history and the teaching of geography are to lead the adolescent to social consciousness and a sense of responsibility, the approach to the subject will need to be more social and humanistic, so that they will become broader studies of man in his environment or more widely still, of human life in communities". This, then, clearly presupposes that, in addition to history and geography, provision should have been made for the inclusion of such subjects as anthropology, economics, the elements of classical culture, as well as an elementary history of art, music, literature and science.

A MISNOMER?

If the social studies course has to justify its name and to realise its aims, it must have this content. Such a course would be the ideal. But it would make great demands upon the teacher, and would be very difficult to frame. The social studies course further

loses the right to its name, as history and geography are still taught as separate and distinct subjects. In some schools there is one teacher for history and another for geography.

It is true that the syllabus makes provision for an alternative integrated social studies course in which this bifurcation is absent, and the course is treated as a single unified whole with the emphasis on history as a development of geographical determinants. Since the majority of the secondary and high schools make provision only for the composite course, we shall treat history as a subject on its own, as is virtually the case in most schools today.

OFFICIAL AIMS

The aims of the teaching of history as laid down in the syllabus are as follows:—

- (1) To transmit to the pupil the heritage of the past: what western civilisation generally, and what the past ages of his own country more especially, have bequeathed to him.
- (2) To give him:
 - (a) a knowledge of the story of his own country;
 - (b) an understanding of how public affairs are conducted in his community, in his province and in his country;
 - (c) some idea of civilisation from ancient to modern times, with special reference to such major events and movements as affect South Africa today.
- (3) To give the pupil an insight into the conditions under which he lives, to make him aware of his privileges and duties as a citizen and to enable him to understand the problems which he will have to face.
- (4) To broaden and enrich his knowledge, so that references to people, places and events which he will come across in books, newspapers, the radio, films and conversation will have meaning and significance to him, and so that he will be able to think, write and converse sensibly about them.
- (5) To train him in order that he may be able to put his knowledge to effective use:
 - (a) to gather and organise material;
 - (b) to select what is relevant for his specific needs;
 - (c) to think objectively and critically;
 - (d) to develop a sense of time and to appreciate the interaction of cause and effect;
 - (e) to present data clearly and effectively.

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HUMANISTIC IDEAL

The above constitutes what has come to be known as the liberal humanistic ideal of a civilised and cultured person—an individual who is socially conscious, whose critical faculties have been developed, who is able to think clearly, objectively and scientifically, and who has a love of his country while at the same time being fully aware of the national and international historical forces which have operated to bring about the system of social relations obtaining in the land of his birth. These are laudable aims indeed.

It is our task to see whether the scope and content of the syllabus admit of their realisation, bearing in mind that what is laid down constitutes the minimum. The course is a three-year one and must be treated as such. In view of the intellectual eccentricities and individual variations of teachers with regard to effectiveness of teaching, background and culture generally, it is essential that the same teacher who begins the course in Std. VI should complete it in Std. VIII. It is hardly necessary to state that he should be the best-equipped and best teacher for the subject.

THE "SOCIALLY DESIRABLE"

The course is divided into general history and South African history. The emphasis is throughout upon broad historical trends and the cultivation of socially desirable attitudes rather than upon detail and mechanical memorisation. Implicit in such an approach is the danger that the teacher may substitute opinions and prejudices for the hard and irreducible facts of history, and his conception of socially desirable attitudes may be at variance with the objective requirements of a dynamic and developing social organism. In short, in the hands of an unscrupulous teacher, history may become the vehicle for the transmission of tendentious political propaganda.

THE FIRST YEAR

In the first year of the course, the pupil is required to know what contributions the civilisations of Egypt, Mesopotamia, Phoenicia and the pre-Christian civilisations of the Mediterranean Basin have made to what is known as western civilisation. This is followed by a history of Europe, in very broad outline, up to and including the Renaissance. The history of South Africa starts with Van Riebeeck and ends with the 1820 settlers. A link between the history of South Africa and of Europe is provided by the study of the Voyages of Discovery and the formation of the Dutch East India Co. The theme running through the study of South African history is the expansion of the frontiers of the Cape.

THE SECOND YEAR

General history in the second year begins with the Voyages of Discovery, the colonisation of the two Americas, the American War of Independence, and ends with the Reformation in England. South African history starts with the expansion across the

Fish River and ends with the Anglo-Boer War. It will be seen that the theme started in the first year is continued in the second.

THE THIRD YEAR

In the third year there is no pretence at historical continuity. Instead the course consists of a number of themes. Although there is a connection between the various topics, it is easy to treat them as isolated entities. The connection between the Industrial Revolution and the Partition of Africa, for example, should be obvious. Yet it is not uncommon to find the one being treated in the first quarter and the other at the end of the year.

In addition to the two themes already mentioned, a knowledge of the French Revolution and the rise and fall of Napoleon is required. The history of South Africa is treated from the point of view of its constitutional development from Union to the Statute of Westminster. In addition the student is required to know the composition and functions of local governmental bodies and of the central government. Provision is made for the study of contemporary history by the inclusion of a section entitled "Movements towards World Peace". Under this section are studied the League of Nations and the United Nations Organisation—their composition, functions as well as the forces which brought them into existence. Finally, a section of the syllabus deals with the African in the Transkei, Ciskei and the urban areas—how he is governed, what his problems are, the migratory labour system, the Land Tenure Acts and the operation of the pass laws.

[Secondary School Syllabus: to be continued]

REVIEWS

This outline map of the British Isles (size 30in. by 40in.) is a useful teaching aid for both primary and secondary schools. The outlines are bold and the principal towns and rivers are clearly shown, but it is left to the individual teacher to add whatever details are required, e.g. distribution of population, coalfields, etc., with wax-type pencils and erase them with a cloth when no longer needed. For classroom use it will probably be necessary to mount the map on firm cardboard or hardboard.

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