

TUATA

March,

“Ora et Labora”

1970



Instant Understanding -wherever you are!



Mr. J. P. Brummer, Principal of Damelin will help you reach the top.



YOU can have a Damelin education in the comfort of your home, in your own time



Mr. Brummer travels thousands of miles to present Damelin trophies to schools

that's
the secret
of your
DAMELIN EDUCATION



The way to a top position, is through a Damelin education.

Instant Understanding? This is the exclusive DAMELIN system which guarantees you the extra qualifications you are aiming at, and top-class results . . . without undue difficulty or unnecessary toil . . . in the quickest possible time! You see, DAMELIN lecture-notes, prepared by world-class experts, are *tested and retested daily*. Over many, many years tens of thousands of highly successful DAMELIN students have proved these notes to be capable of Instant Understanding.

And the result? Every sentence, every word of any lecture-notes you receive from DAMELIN has been proved perfect for quick-grasp of the subject . . . top-class results. No need for text-books, because understanding is instant. And no matter how brilliant you are, or how ordinary you

may think you are, studying through DAMELIN's system of Instant Understanding suddenly becomes interesting . . . a real pleasure . . . rewarding and a great success! Here's proof:

- 80% of DAMELIN students pass first time—a record that no other college in South Africa has equalled.
- Top educationist, MR. J. P. BRUMMER, Principal of DAMELIN confidently **guarantees you a pass, or you pay no fee.**
- The AFRICAN TEACHERS' ASSOCIATION (A.T.A.S.A.) has appointed DAMELIN as its own official Correspondence College and strongly recommends all go-ahead Africans to study through DAMELIN.

your college for home study

Damelin

INSTITUTE OF PROFESSIONAL STUDIES

46 PLEIN STREET, JOHANNESBURG TEL. 23-2587

DIRECTORS: J. P. BRUMMER (Principal), B.A., LL.B., T.T.D., A.C.C.S., A.S.A.I.M.; I. J. KRIEL, Ph.D., M.Ed., B.A. (Hons.); M. WITT, B.Sc. (Eng.)



**THE DAMELIN
BADGE
OF DISTINCTION**

COURSES ■ STDS. 3, 4, 5 ■ HIGH SCHOOL ■ BUSINESS COURSES

Cloran. Heeger 504*



Formerly "Good Shepherd"

OFFICIAL ORGAN OF THE
TRANSVAAL UNITED AFRICAN
TEACHERS' ASSOCIATION

Cover Picture

Left to Right: Chief Kelly Molete of the Bakolobeng tribe, Lichtenburg; Mrs. O. Kalaote, principal of the Matlosane L.P. School, and Paramount Chief K. D. Matanzima, Chief Minister of the Transkei.

QUARTERLY
PUBLICATION

Printed by:

J. G. INCE & SON (PTY.) LTD.
Box 200, Booyens, Transvaal

Contents

	<i>Page</i>
Editorial	2
The Education of the African in a Changing Society	4
The Conductors' Reading	7
The Eighth National Eisteddfod Opening Address	9
English Academy	11
Report of the General Executive, 1969	13
Wedding Bells	19
General Science Teaching	21
Music Syllabus, 1970	24
Music Syllabus (Adults), 1970	25
What Others Say	28
Life Membership Honours (1968)	28
T.U.A.T.A. Balance Sheet, 1969	34

TUATA

Official Organ of the

Transvaal United African Teachers' Association

MARCH, 1970

EDITORIAL

ONE PURPOSEFUL STEP FORWARD

It was indeed a great honour for many teachers to have attended the **63rd Annual Conference of TUATA held from 30th August, to 1st September, 1969, at Mokopane Training College, Potgietersrus**. It was a Conference par excellence, long awaited and hoped for by teachers in the Transvaal.

"What a change!" many said. Members of TUATA, visitors from far and wide, and even the cynic commented favourably about the "revolutionised" or completely "overhauled" programme of the Conference. It was a departure from the "dry", drab, directionless and back-ridden programme dating as far back as the humble beginnings of the Transvaal Teachers' Association in 1904. **Then, there were two small and weak associations. They were the Northern Transvaal Native Teachers' Association (N.T.N.T.A.) with headquarters in Pietersburg, and the Southern Transvaal Native Teachers' Association (S.T.N.T.A.) with headquarters in Pretoria. They united in 1906.**

The programme was lively. Members participated enthusiastically in the discussions which followed the edifying papers which were delivered, and other talks which were given by men well studied in their fields. And immediately conferences are better and well organised indeed greater will be the national score and benefit. Delegates were not the usual captive audience which welcome gladly the tea-breaks to break away from the soul-destroying reports; and, to break away from ugly recriminations of senior officials of the Association and their high-powered performances directed at catching votes.

There was an altogether fresh approach. Delegates were relaxed, and learnt as much as they possibly could within the given time from the treatment of the various aspects of the theme of conference—"The Education of the African in a Changing Society". In the past "themes" were chosen—and that was about all—but were never discussed. Official addresses went wide off the mark. They degenerated into fruitless bandying of words. Delegates, wearily returned home from "Conference" with loads of "reports". It was a painful task to listen to addresses by guest-speakers who spoke on everything except the themes. The speeches were directionless, and therefore not purposeful.

The change is gratefully welcomed. We pray, and hope that it will not be short-lived. It indicates a change for the better. Teachers are evidently beginning to think, and to think well and calmly and not diffusely. Now teachers show that they are indeed the leaders of their respective communities. To show that theirs is a noble and basic profession. To show that there is meaning and purpose in what they do.

With this change the expectations of members are raised, and this spells hope and salvation for all. Members have a hope for greater responsibility, diligence, honesty and impartiality from the leadership of the Association.

There is every hope, therefore, that even fewer resolutions will be passed at their forthcoming conferences to allow for greater depth of thought, better perspective, and greater, nobler and purposeful action, and less idle-talk. So many resolutions were passed at conferences previous to Mokopane that many right-thinking people felt that it was shameful for an Association of teachers to create a "sausage-machine" by setting up a resolutions committee to "turn out" such a volume of ill-defined and badly worded resolutions to win itself the disgust of visitors and press reporters and make a mockery of the desires of the teachers. The Mokopane Conference had very few resolutions—they could still have been fewer. TUATA will, therefore, be less divided in its efforts in 1970, and will concentrate on issues of greater importance.

This is one commendable "small step" in the right direction.

— o o —



Mr. P. R. NGWANA (left), Vice-President, shaking hands with founder members of the Teachers' Association at Bethanie (1966)—Diamond Jubilee Conference TUATA.

PAUL RAMUDZULI NGWANA

1. He started teaching in 1935 during July.
2. He became the Secretary of the Sibasa Branch of T.A.T.A. in 1938 until 1941.
3. In December 1941, he became Secretary of the Northern Districts of T.A.T.A. (Transvaal African Teachers' Association). This district stretched from Naboomspruit to Messina. He served in this office until 1950.
4. When the Northern District was divided into Soutpansberg and Pietersburg Districts, he remained secretary of the Soutpansberg District.
5. He was the first Vice-President of the T.A.T.U. (Transvaal African Teachers' Union).
6. In 1958 he was the treasurer of the Pietersburg District.
7. In 1960 he was Vice-Chairman of the Pietersburg District.
8. In 1961 he was Chairman of Pietersburg District.
9. In 1962-63 he was Vice-President of T.U.A.T.A.
10. In 1963-1964 he was President of T.U.A.T.A.
11. In 1965-1968 he was Vice-President of T.U.A.T.A.
12. In January 1969 he was appointed assist. Inspector of schools, Louis Trichardt West Circuit.
13. From November 1969, he was appointed Circuit Inspector of Schools, Vhulafuri Circuit.

THE EDUCATION OF THE AFRICAN IN A CHANGING SOCIETY

By Mr. POTH MOKGOKONG

I feel particularly honoured and privileged to have been asked to open the 63rd conference of TUATA, the theme of which is *The Education of the African in a Changing Society*. One of the most encouraging features of present-day thought is its increasing recognition of the interrelation and interdependence of all aspects of social life, but I have an uneasy suspicion that this recognition is perhaps hardly so full and clear among educationists as it should be. Our minds seem to still tend to cling to ideas belonging to the days when education was regarded as a thing apart, as an activity divorced from, and independent of, the other activities of society. It is imperative that we purge our minds of all such ideas.



Mr. POTH MOKGOKONG

Education is the basic activity of society. It conditions, and is conditioned by, all other activities—political, economic, industrial, social, religious, individual. The educational system is not only an integral part of the social system; it is a main source of its strength or of its weakness. The development of a society cannot but be fundamentally affected—for good or for ill—by the education its members receive; on the other hand, the nature, and consequently the value, of that education is determined by the state of society and by the attitude which society as a whole takes towards the whole problem of education. This point is of vital importance to us at the present moment; and it is fitting and laudable that you have gathered here this weekend to focus attention on education in a changing society.

In talking to you about education today, my reference is to education in its restricted sense, that is, formal education given in special schools and institutions set up for that purpose. But even though I shall be concerned with this one aspect only, this does not mean a failure to realise that school education forms part, and only part, of the whole process of socialisation whereby the child is gradually moulded to become an adult member of his particular society following the patterns of behaviour it prescribes, accepting its values and conforming to its norms. That schooling is only part of education, and that education neither starts nor ends with formal learning, requires no emphasis. Most of us are conscious enough that living is learning in its broadest sense.

In his opening address to a Conference on Bantu Education sponsored by the South African Institute of Race Relations early this year, the veteran educationist, anthropologist, philosopher and administrator, the Hon. Dr. W. W. M. Eiselen¹ had this to say concerning the objectives of education:

“The goal of education is still meaningful preparation for life, transmission of civilization from the mature to the rising generation, the equipping of youth for its task of carrying forward the touch of civilization first within its own community and thereafter in the world as a whole. The universally accepted principles of education also stand unchallenged, namely that one has to lead the pupils from the simple things with which they are familiar (and familiar really means that which you have learned within your own family) by gradual steps to an everwidening understanding of the complexities of our civilization; and running parallel therewith, the discovery and the drawing out of innate natural talents of individuals to their optimum development.”

The essence of this quotation is in harmony with our outlook. The phrase, *parallel with*, however is, in my opinion, in conflict with the universally accepted principles of education.

Culture is nurtured and enriched by cross-fertilisation. Not only does this cultural enrichment create greater awareness of oneself and of others, greater knowledge and insight, but it can lead to greater tolerance and freedom from excessive ethnocentricity. The whole concept of cultural cross-fertilisation has been aptly described by Professor Hourani, one of the leading educationists of the Middle East:

“To be a modern Arab man he must pass through the medium of other cultures. In order to be himself he must temporarily lose himself. One finds oneself through others, not by being enclosed in oneself . . . such a re-fertilised mind becomes more and more creative in its own language and culture.”²

The point I am trying to bring home is the important place specialization plays in machine cultures, as against its relative absence in non-literate societies. There is little need for vocational training in non-literate or semi-literate societies; no need for special buildings stocked with intricate machines that young men and women learn to operate so that they may function more effectively in the economy of their country. Where the technology of a people is simple, every person becomes proficient over its whole range. Within the limits of sex lines of division of labour, the child has from his early years been continuously engaged in learning the processes he must later employ in earning his living. He may be more efficient in one activity than in another, but his opportunities to learn embrace all the techniques which in later life, as a grown man or woman, he will be called upon to handle. Much of the formal schooling given to non-literate boys and girls in the various initiation rites they undergo at puberty is concerned with preparation for marriage.

Various are the aims of education, which cannot be fully discussed within the time allowed. But let it suffice to refer to the following statement by U Thant regarding world education:

“Firstly, it must be for a vocation—for everyone. Secondly, for the social aspect of life for citizenship in the whole human community; and thirdly, for a scale of values to enable each one to live up to the best that is in him—the moral and spiritual development of man so that he will cherish the virtues and qualities which are the key to all religions: humanness, love, compassion, trust, co-operation and the like.”³

To what extent can our curricula be measured against this statement? We have no objections at present to the curricula for the primary school as long as there are no subjects on the timetable that interfere with the mental development of the child.

The intellectual content of the subjects for J.C. and Matric is satisfactory, but one hesitates to say it is sound because one does not know if it serves as a proper bridge or channel to university studies. We note with dismay the exclusion of Latin from the curriculum by most schools in the Transvaal; we deplore the fact that very few schools offer official languages on the Higher Grade. Such a practice will unavoidably produce half scholars, and inevitably inefficient citizens . . . Are we not agents of our own destruction? We dare not mention the fate of Mathematics and Physical Science!

I know you will ascribe the non-inclusion of these subjects to the shortage of teachers. Good. But what steps have you taken to circumvent the situation? Admittedly the greatest problem in our education today is the lack of sufficiently trained men and women to man our High Schools; and by littering the province with High Schools, are we not aggravating the already inadequate staff position and thus reducing the quality of our products? Is the time not ripe that a place like Leboa should have one central High School to cater for Forms IV and V or even VI? I can well picture the proposed structure—four or five storeys, fully equipped with libraries, modern laboratories for the biological and physical sciences and, above all, manageable classes—the staff to be drawn from all existing Secondary Schools in the neighbourhood. At present qualified men and women for these subjects are scattered all over the Republic and most of them are handling subjects for which they were not prepared or destined. Such a school would be ideal for division of labour and specialization of function and would achieve optimum benefit.

In most of the emerging African States post primary education is divided into two sections: secondary school from Forms I to IV; high schools from Forms V to VI, and then the university. In German and English schools pupils qualify for university entrance at the grammar school at the age of 13. Surely we can adapt our educational system to our needs and conditions.

The intellectual content of subjects taught at the training schools for primary teachers is almost at par with what is taught in the primary school; and the quality of subject matter at colleges for secondary school teachers is almost on the same level as what is offered in matriculation; and the intellectual content of subject matter offered at the universities is slightly above what is offered at matriculation level—for instance, at Fort Hare U.E.D. is regarded as a “mlevo” (light) course. Ackermann has this to say in connection with the general standard of teaching at training centres:

“The professional courses are usually combined as method and content courses. There are indications that this training is inadequate . . . Very little has been done to experiment and find better methods of teaching specially suited or adapted to the needs of primary school children. The method of teaching at some training schools is often a haphazard mixture of teaching techniques, general principles of education, laws of learning and special method, with little efficacy. Too much time is devoted to talk about the subject, instead of teaching the content of a course and the methods to be used.”⁴

A teacher so trained cannot be expected to teach effectively and lead adequately.

It would not be going too far if we said that more tragedy lay in the fact that the tutors themselves at the training centres were not sufficiently qualified to teach there; and indeed the academic qualification of some of them is a little above that of the very pupils they taught—in some cases it is equal, and in some few serious cases, teachers are less qualified academically than the pupils they teach (a P.H. teacher without matric is equal academically with the pupil he teaches).

A further disquieting feature is the steady outflow of teaching power into different avenues, for example, some teachers are absorbed by industry and commerce, others join the law and nursing fraternities, and a few others become ministers of religion. Evidently the teaching profession has become a springboard to better pastures. The nation is being deprived of the makers of man, and therefore immediate steps should be taken to rectify the situation. Perhaps the situation will be to make the profession more attractive by improving salary scales and conditions of service.

An ideal teacher will stimulate thinking in the classroom; he will promote self-expression and self-realisation—he will in no way stifle the child’s potential development. He will achieve all this by acquainting himself with modern educational trends and techniques. His entire attitude will be pragmatic, that is to say, he will make use only of that which is worthy in the learning process. This implies that the teacher must become a research worker or an experimentalist.

The observations and suggestions we have made in this paper are, we believe, stepping stones to a sound educational system. Developments are forced upon us by the changing society. We must pick, choose, shape and test them. We shall accept and apply only that which will contribute to the uplift of the nation.

We may perhaps wind up this view by echoing the words of H. C. Dent, a prominent English sociologist during the Second World War:

“The difficulties ahead are great and numerous. But they are not insuperable. Given courage, clarity of mind, a common purpose and a common inspiration, we can master circumstance, we can eliminate vested interests, we can conquer apathy, we can cure ignorance, we can bring the true light of life to all. And having achieved the revolution, we may confidently expect that

..... a loftier race
Than ere the world has known shall rise,
With flame of freedom in their souls
And light of knowledge in their eyes.”⁵

REFERENCES

1. HON. DR. W. W. M. EISELEN: *Opening Address*, 1969 Conference on Bantu Education, Page 4.
2. Quoted in *The Need for Dialogue*: Malherbe, SAIRR 1967, p. 15.
3. U THANT: Address to the Annual Conference for non-Government Organisations in May, 1968. Quoted in June, 1968 *International Bulletin of the World Education Fellowship*.
4. ACKERMANN, G. J.: *Trends and Challenges in the Education of the South African Bantu*. Ed. by Duminy. Van Schaiks, p. 79.
5. DENT, H. C.: *Education in Transition*, p. 238.

THE CONDUCTOR'S READING

By E. FANELE

(Hofmeyr High School, Atteridgeville, Pretoria.)

The sight of a conductor on the rostrum leading a public performance is as deceptive in the apparent ease of its execution as the surface appearance of an iceberg in the open ocean. For just as the most dangerous 90 per cent of the iceberg is hidden under the water, so by far the greater part of the conductor's preparation is never seen. How exacting it can be in its demands and how inspirational in its rewards, has been very well put by Arthur Schnabel, one of the great interpreters of the piano music of Beethoven:

“Art is not an occasional refuge or holiday, but a perpetual mandate to the spirit. The efforts to fulfil it belong to the most exacting and most satisfying and therefore to the supreme functions of man . . .”

In a sense a conductor is a master instrument playing on other (inferior) instruments; so he must tune himself up and keep himself at “perfect pitch” by intensive, unceasing self-preparation. To achieve this he will have to spend a great deal of his spare time reading music (scores of all kinds), reading *about* music (its polemical literature), and listening to music.

In another sense a conductor may be regarded as a type of craftsman. A craftsman needs to use tools—a variety of them, in his case music books, music magazines, records of great performances, tape recorders and if possible a musical instrument or two. It would be uttering a counsel of perfection to say that he must start off with the complete equipment, but it is imperative that he makes thorough use of at least a few tried and trusted ones—a point to which this article will confine itself.

Let him begin with a tool which, though expensive, will initially serve him long enough till he is able to add to his collection, *The Oxford Companion to Music* compiled and edited by Percy A. Scholes: over a thousand pages closely packed with almost every conceivable music fact and fiction. After this “cornerstone” book there is a wide field to choose from, of which only a few that have made a personal impact can be mentioned.

A Handbook of Choral Technique, by Dr. Percy Young is another foundation book, and is mainly concerned with the *formation* of the choir so that it carries no dead wood; while an added point of excellence about it is the advice on how to achieve *balance*—a quality that is lacking in even our best choirs.

In *About Conducting*, Sir Henry Wood gives and discusses a list of requirements the would-be conductor must meet if he wants to be worth his salt; some of our livelier maestros will read with delight his advice that “a conductor must be unafraid of the art of gesture”. These two, with one or two others of the same genre, would make our short list read:

Boult, Sir A.: *A Handbook on the Technique of Conducting*.

Inghelbrecht, D.: *The Conductor's World*.

Jacques, R.: *Voice-training and Conducting in Schools*.

Lewis, J.: *Conducting without Tears*.

Wood, Sir. H.: *About Conducting*.

Young, Dr. P.: *A Handbook of Choral Technique*.

As the conductor gains confidence and skill in the use of these basic tools, he must beware not to get so wedded to rules that he becomes all technique and nothing more. First-rate musicianship is always flavoured with a dash of abandon and adventurousness, a quality inborn in some conductors, but which many others must assiduously strive to develop. To cultivate this artistic discrimination and taste, he must make more than a nodding acquaintance with the tools that have been left by men whose outstanding gift as musicians lay in this direction:

Anderson, R. W.: *How to Listen to Good Music*.
Doust, L. A.: *How to Enjoy Music*.
Fiske, R.: *Listening to Music*.
Salter, L.: *Going to a Concert*.
Stringham, E. J.: *How to Listen to Music Creatively*.
Whitaker-Wilson, J.: *Music and its Appreciation*.

The chief benefit about this list is that it gives the conductor a good baptism to the art of self-criticism, an important thing when one remembers listening to conductors repeating their mistakes year after year and working themselves into a rebellious frenzy over their continued failure: "The great artist is his own severest critic". Special effort should be made to use the book by Stringham, covering the entire field of music from the simplest of folk-songs to the symphonies of Beethoven, introducing the conductor to form and structure and content by the practical method of prescribing *essential listening* and also *additional listening* (on records), for everything discussed in the book; it strives and, in the writer's opinion, succeeds (in the author's words) in revealing

"some of music's inner workings, its historical traditions, its vocabulary, its luminous creative spirits, and establishing a workable philosophy and practice of study for general listening . . ."

And so, having got rid of his rule-of-thumb beginnings by application of sound first principles, having acquired discrimination and taste; and having absorbed all the benefits of technique while shaking off its limitations, the conductor will be ready for what Leonard Bernstein calls "the intangibles, the deep magical aspect of conducting . . ."—the art of interpretation.

That shifts the emphasis from the conductor to the choir. For months he will have used his tools with ever-increasing expertness on his material. And after all those months of preliminary drill the coarseness of the choir has been eliminated, the rough edges have been refined; its new coat has been burnished; and so, having been warmed up to the stage of the red glow, it is ready for the white heat of interpretation, to take the listener's imagination captive and subdue his soul.

As its name indicates, *Interpretation in Song* by Harry Plunkett Greene is concerned solely with interpretation, taking mastery of all other preliminary problems for granted. Highly recommended is the chapter on *diction* and word-pointing or word illustration in song, a weakness as common in our best choirs as balance mentioned earlier; and I would make it compulsory *reading and application* for every conductor to go through the chapter on how to write out performance notes after studying a song, so that when he gets to the day of performance he will know exactly how his choir is going to sound from bar to bar.

And if a man is to know what his choir is going to sound like in public, he will have to know exactly what he is going to do about differentiating between practice and rehearsal first, and then to come to know in the final stages of preparation what types of rehearsal to use in order to achieve the white heat. For this purpose let him use *Choral Technique and Interpretation* by Henry Coward. Finally let the conductor keep as his bed-side book Leonard Bernstein's book *The Joy of Music* because it is so important for him to develop personality and authority in his artistic work.

— o o —

EIGHTH NATIONAL EISTEDDFOD, CENTENARY HALL, PORT ELIZABETH, 5th JULY, 1969

OPENING ADDRESS: By Dr. I. J. KRIEL, Principal Damelin College

Mr. Chairman, Mr. President, Members of the Executive, Inspectors of Education, other Distinguished Guests, Ladies and Gentlemen,

I am deeply appreciative of your invitation to me to open, officially, this important occasion.

The Eisteddfod brings together thousands of young people in what I would call highly harmonious circumstances. So, I think it not inappropriate to share with you a few thoughts about *youth*.

Nowadays, young people have got their elders worried. This is applicable to all parts of the world and to all communities. The older generation shake sad sagacious heads at a world gone awry. From all parts we hear a chorus of lamentation about the ways of the young; of their disobedience and delinquency; of their disregard for authority and tradition, of a falling off of respect; of the unwillingness to work; of the sheer inability to strive, to persist and to see a task through to the end; of a childlike belief that life can be one prolonged party, a feast that never ends. In this peculiar world in which so many of our young people exist, time is distorted so that YESTERDAY never was, TODAY is every day, and TOMORROW never comes.

I submit that we, the older generation, are in part to blame if some of our young people have lost their way. We must turn the searchlight upon ourselves and question what we have done in the past to make the world as it is, and decide what we must do in the future to make it better, to strengthen and improve it. We must regain the trust of youth for only then will they follow us. We cannot demand this trust; we must earn it. Above all we must accept that the world revolves all the time, and that the revolution of man starts with the beginning of TIME.

We can no longer be content to provide our children with merely the proverbial 3 R's of Reading, 'Riting and 'Rithmefic. The classroom provides this valuable basic start. But life goes on beyond the classroom. In addition to the 3 R's we must also instil in our children a profound understanding of what has come to be known as the 4 H's. What are the 4 H's? They stand for Head, Hands, Health and Heart.

The Head, of course, symbolises man's mind or brain. Every man must accept the responsibility of furthering his intellect to the limit for without education, man's life is too close to that of beast.

In this respect, a tribute is due to those many African parents who place such high priority on the education of their sons and daughters, and are prepared to make the considerable sacrifices that this often entails.



Dr. I. J. KRIEL,
Ph.D., M.Ed., B.A. Hons. Principal,
Damelin College High School.
Co-director with Mr. J. P. Brummer of
Damelin Institute of Professional Studies.

Now by Hands, I refer to man's God-given power to labour, to invent, to produce. The hand of man at its noblest and best is an expression of the Hand of God.

We possess, each of us, these two magnificent instruments which, multiplied many times over, create our bridges, our skyscrapers, our feats of engineering and science, a rocket passage to the moon and to planets yet unknown. Head and Hands from a powerful partnership for the products of the Head or mind find fulfilment only in the active labour of our hands.

The third 'H' is Health. In an age when most of the deadly diseases have been scourged or at least brought under firm control, when the intake of an antibiotic pill or the innocuous stab of a penicillin injection has almost banished death, we—and more particularly the young people—tend to take health for granted. But the Latin orator knew what he was talking about when he claimed "*Mens Sano in Corpore Sano*" (a healthy mind in a healthy body). In a crippled unhealthy body only a crippled unhealthy mind can dwell. Man abuses and defaces one of the Creator's most miraculous structures—the human body—by tobacco, drink and dope. Young men become old before their time, forgetting that without health, youth is a hollow mockery. Thus Health must join in the partnership of Head and Hands if the partnership is to be meaningful and productive.

We come, lastly, to the fourth "H" which stands for Heart, and refers, of course, to the spirit of man and its inherent striving towards the good. On this occasion when the air is filled with music and where a thousand voices are pent in breathless expectation, Heart is all-important. For though, anatomically, music proceeds from the stomach, the throat, the vocal chords, the mouth, it springs and takes its origins from the Heart. A man without heart may be able to sing, but he will be producing no more than empty noises.

Shakespeare expounded that a man who did not love music was not to be trusted, that a man who was not moved by music was fit only for plots and stratagems. A memorable Shakespearean reference to music occurs in the *Tempest*. In this superb romantic drama we encounter Caliban, the evil, mangled, wretched dwarf of the island from whom, instinctively, we turn away with revulsion, disgust and a shudder of fear. Then, one day, suddenly, we view Caliban in a new light. He is escorting two drunken louts over the island. They are shocked into sobriety when sounds of music descend unexpectedly from the empty skies. They gibber like frightened monkeys. Caliban calms them. He tells them that the isle is full of noises (by noises Shakespeare meant *music*), sounds and sweet airs that give delight and hurt not. He goes on to say:

"Sometimes a thousand twangling instruments
Will hum about mine ears; and sometimes voices
That if I then had waked after long sleep
Would make me sleep again; and then in dreaming
The clouds methought would open and show riches
Ready to drop upon me; that when I waked
I tried to dream again . . ."

After this moment Caliban no longer fills us with revulsion and disgust, nor makes us shudder with fear. We can never again look upon him as a savage or monster, for now we know he has a soul—otherwise how could he love music or how could he dare to dream?

It was said once of Garibaldi, the great Italian patriot and warrior (of the 19th century) that he had the heart of a lion but the head of an ox. Perhaps this is why ultimately he failed. The four H's must all be present, must all be merged and balanced within us—for only then can we reach out towards the unity of the all-important "H" which stands for HUMAN or—more significantly—for HUMANITY.

May we and our children be blessed with the gift of Humanity.

This eisteddfod will soon proceed to its exciting climaxes. On a day such as this, despite the factor of hard and healthy competition, there can be no losers. It is time that not every group can win a trophy, but to have got into the Finals and to have reached this prestigious platform is in itself a trophy.

Mr. Chairman, I have the honour to declare this Eighth National Eisteddfod officially open.

THE ENGLISH ACADEMY OF SOUTHERN AFRICA

Oral English Committee Speech and Drama Teachers' Course 1969

The Festival Committee of the Oral English Committee organised a most exciting and successful week-end teaching course at Auden House on March 15th & 16th. The response from the schools was good with a few disappointing gaps. Those who were unable to attend really missed a treat as I am sure those present, of whom I was one, will attest. Teachers from primary, secondary and high schools and from Hebron Teachers' Training College attended. The lecturers who, by the way, gave their time and energy free, were experts in their own fields with the result that what appeared to be effortless, spontaneous and enthusiastic imparting of knowledge was, in fact, the outcome of years of study and experience, and we were really privileged to take part in such a course.

The introduction and welcome on Saturday morning were undertaken by Miss Norah Taylor, who thereafter gave a lively and stimulating exposition of and on "Effective Speech". Then followed tea—and may I say here that all teas and lunches were delicious; the generous and imaginative catering really added to the whole warm, friendly atmosphere of the week-end.

Miss Taylor, as part of the practical as opposed to the theoretical side of her talk, had got all the listeners to clear the hall of chairs "Quietly, secretly" so the setting was ready for Mrs. Rhoda Orlin's lecture and demonstration on "Movement for Drama". To those old and stiff, as well as to the young and more agile, this was quite a revelation in how to use one's body to express words and ideas, to form groups and patterns, to drop the inhibitions of the normal social habits restricted to standing, sitting on a chair and walking stiffly. Some stockinged feet may have suffered, but all the participants enjoyed the challenge tremendously, although Mrs. Orlin's young, trained demonstrators made us feel very clumsy by comparison. I can visualise that this type of preparation for drama will be used with great advantage and enjoyment in the schools.

After lunch on Saturday Miss Mollie Kelly talked on choral verse and its value in education, and then used the audience for a demonstration on the way it could be organised, using roneoed poems which had been handed out beforehand. Voice variations were skilfully used to gain effects.

Miss Adelaide Du Randt gave an excellent talk on public speaking, illustrating amusingly the pitfalls to be avoided and demonstrating in her person the heights of artistry and effectiveness which can be achieved on a public platform.

On Sunday the numbers of those attending had dropped considerably and this has been an indication that perhaps a two-day course is too long for people with family and other commitments and that we might have to change our thinking when another course is being planned.

Miss Sheila Shlain took us in lively fashion right through the whole process of "Mounting a Production" from the writing of one's own play as a group effort to the public performance, touching on casting, stage sets, costumes, movement on stage, etc., always keeping in mind that we were concerned with school productions, limited as to technical aid and finance, but not necessarily thereby restricted as to effectiveness. But the exercise was not a case of dry theory; everyone was asked to participate and contribute by thinking up plays in mere minutes, acting in them and analysing and criticising plays and actors. It was most enlightening and enjoyable.

After lunch two groups acted a play, the script of which had been handed out earlier. This play had been planned and written some time earlier by group discussion in just such a way as Miss Shlain had suggested could be undertaken in school groups. Audience and actors were again asked to offer criticism and advice.

Questioning and discussion about the whole course then took place, and afternoon tea brought an end to a most valuable and stimulating week-end. Hearty congratulations are due to Mesdames Sandra Sapire, Pam Busansky and Sharon Lyons who organised the whole affair so efficiently and imaginatively. They and our wonderful secretary, Moyra Skead, and their friends and helpers must have had a very tiring week-end, but I am quite sure a most satisfying one. I am sure I reflect the views of all those who took part in the course when I express a sincere word of thanks to them all, and to the lecturers who did not spare themselves in putting across to us the wealth of their knowledge and their experience.

(Signed) N. GREEN

52

YEARS OLD

UNION COLLEGE

GOLDEN PAST

GREATER FUTURE

The oldest, most experienced College in Africa is Union College. Here our parents studied. Here the younger generations follow in their footsteps. Union College is the Family College. Join this Family Circle for greater peace of mind and greater opportunities in your teaching profession. You owe it to yourself and to your family. They depend on you!

I PASSED MY STD. 10



Mr. A. Mangxaba, Kwaaiman Govt. School, Mqanduli, Transkei.

"I studied privately and passed my Senior Certificate with the highest marks in 1966 and have been a teacher since 1950. I would like to give this message to the nation: Let us make the best possible use of all the opportunities offered to us by the experts and tutors of Union College. Education has two aims: the adjustment of each individual to his environment and to increase the opportunities to earn more money. Few people can claim that further study is beyond their reach!"

I PASSED MY STD. 10



Miss Constance Nabe of Tsomo, Cape Province.

"I spent most of my time in hospital and had no hope of attaining the Std. 10 Certificate. But through the wonderful lectures I got from Union College, my wish has been fulfilled. I thank Union College for its words of encouragement in times of doubt and uncertainty." (Miss Nabe was awarded a Cash Bursary of R20.00 for being the best Matric student.)

I PASSED MY STD. 8



Mr. Ernest Damson Chirwa, Magistrate's Court, Balovale, Zambia.

"May I pass my appreciation to you and your tutors for the tuition you offered me on your straightforward and understandable lectures and as a result of which I have passed my full Junior Certificate, at one sitting, with flying colours. I truly and sincerely recommend Union College without any reservations to anyone who may wish to further his/her education. Your faithful student."

I PASSED MY STD. 4



Mr. Leam Malobo, Northern Sotho Representative on the Rand. He passed Std. 4—a First Class Pass with distinction in Arithmetic. "Why did you study?" the principal of Union College asked. "Because education is necessary for improvement for a better social standing, a better way of life and more money. I'm already studying for Std. 6, the Union College way—the easy way!" he answered proudly.

Standard 6 for only R2 per month. J.C. (Standards 7 and 8) for only R3 per month. Matric (Standards 9 and 10) for only R4 per month, and many other subjects.

EST. 1917

UNION COLLEGE



THE PACEMAKER

OF OUR TECHNICAL AGE

Principal: J. G. Koekemoer, B.Sc. (Eng.) (Rand).

It is not necessary to write a letter, just post this coupon to UNION COLLEGE. We will send you all the information FREE, and how you can gain by studying through UNION COLLEGE.

THE REGISTRAR,
UNION COLLEGE,
P.O. Box 3541,
Johannesburg.

Tel. 22-2545.

I am interested in (courses).....

My name.....

Address to which you }

must write to me }

REPORT OF THE GENERAL EXECUTIVE 1969

EXECUTIVE COMMITTEE: 1968/1970

A. EMERGENCY EXECUTIVE:

<i>NAME:</i>	<i>DESIGNATION:</i>
Messrs.: D. M. Mphahlele	President
W. E. M. Chueu	Vice-President
I. E. Zwane	General Secretary
M. R. Mamabolo	General Treasurer
L. M. Taunyane	Editor
M. Chueu	Chairman: Music Committee
N. C. Soko	Chairman: Finance Committee
J. Motau	Chairman: Cultural Committee
A. Th. Masipa	Assistant General Secretary
The Rev. N. J. K. Molope	Chaplain

B. GENERAL EXECUTIVE: The Emergency Executive Committee members together with the following members constitute the General Executive Committee:

Messrs.: L. M. Mathabathe	Sub-Editor
A. M. Mahlase	District Secretary: East Rand
P. Mosethla	Far West
I. A. Raganya	Letaba
V. S. Nkosi	North East
A. K. Mokgatla	North West
M. M. Ramakgopa	Pietersburg East
C. M. Puka	Pietersburg South
J. P. Moloto	Pietersburg West
J. S. Lekala	Pretoria
D. P. Rabotho	Rand Central
C. M. Motlhabane	Rustenburg
P. M. Masemola	Sekhukhuniland
T. D. Mathabathe	South Eastern
T. S. Kgaje	South Western
N. G. Ramasia	South West Rand
H. S. Mamabolo	Vaal
O. M. Magagane	Warmbaths
S. Makhuvha	Zoutpansberg

C. SUB-COMMITTEES:

(i) Education:

Messrs.: W. E. M. Chueu (Chairman)
 F. T. Masemola
 P. N. Mehlaphe
 S. J. Moseneke
 P. W. Segooa

(iii) Finance:

Messrs.: N. C. Soko (Chairman)
 W. J. Motloi
 L. L. Peteni
 F. H. Kunene
 C. G. Sethusha

(ii) Editorial:

Messrs.: L. M. Taunyane (Chairman)
 L. M. Mathabathe
 R. Mabe
 S. M. Maja
 M. B. Khukalo

(iv) Music:

Messrs.: M. Chueu (Chairman)
 D. P. Rabotho
 J. S. P. Motuba
 A. Mahlase
 N. C. Majola

(v) Cultural:

Messrs.: J. Motau (Chairman)
 S. W. Seboni
 P. G. Vilakazi
 C. Mahlaba
 A. Ramadi

Members of Sub-Committees are "Members of Conference".

Co-opted member to the General Treasurer's Office: Mr. E. D. L. Rampola.

MEETINGS:

(a) Emergency Executive:

Date	Venue	Attendance
30.11.68	Pretoria	100%
15. 3.69	"	89%
12. 4.69	"	89%
31. 5.69	"	100%
14. 6.69	"	100%
9. 8.69	"	89%

(b) General Executive:

Date	Venue	Attendance
30.11.68	Pretoria	93%
12. 4.69	"	100%
16. 8.69	"	85%

*When the last two meetings were held, the Sub-Committees met in the afternoon at the same venue.

PROPERTY:

Item:	Number	Item:	Number
Typewriters	3	Steel Filing Cabinets	4
Trophies	24	Camera & Accessories	1
Shields	4	Photostat Machine	1
Duplicating Machines	2	Minute Books	3
Records' Books	3	Log Book	1
Files	6	Music Library	1
Stapler	1	Stamps & Pads	3

The financial statement will reflect the depreciation of property.

GENERAL ORGANISATION:

(i) The Province is divided into **(18) eighteen Districts** as at 31st July, 1969.

(ii) Each District is divided into Branches. There are 160 Branches as at 31st July, 1969. Two new districts have been added since the last Annual Conference. They are SEKHUKHUNILAND and VAAL Districts.

The paid-up membership for 1969 per district is as follows:

District	Number	District	Number
East Rand	900	Far West	205
Letaba	360	North East	498
North West	213	Pietersburg East	522
Pietersburg South	559	Pietersburg West	411
Pretoria	727	Rand Central	739
Rustenburg	560	Sekhukhuniland	344
South East	323	South West	191
South West Rand	780	Vaal	231
Warmbaths	713	Zoutpansberg	444

GRAND TOTAL:

1966: 8,720; 1967: 8,532; 1968: 8,996.

VISITS TO DISTRICTS:

Contact is maintained by visits to Districts by members of the Emergency and General Executive Committees for a variety of activities.

BURSARIES:

(a) **Book Bursaries:** Distinction Pass in J.C.: R20.00. First Class Pass in Matric: R30.00. These are distributed by the General Executive through the Districts. These bursaries are intended for the First year of study and not for a whole course of study. No R100.00 bursaries to districts have been issued.

(b) **THE UNIVERSITY BURSARIES: Full-Time:** One student completed his majors in 1968, and was paid for by the Association at the University College of the North. He is teaching at the moment in one of the High Schools.

T.U.A.T.A.—A.C.A.: The A.C.A. has decided to correct the untenable situation reported in 1968. R1,000.00 (One thousand rand) has been given to the Association educational for purposes, and this has been distributed as follows:

University College of the North: Lenamile, D. O.; Kgomo, W. A.; Motlhaga, A.; Setshedi, J. E.; R200.00 each.

University College of Zululand: Twala, M. J. R200.00. One-Third (1/3) has been granted to the Association for administrative purposes. All the above students have been in the field as teachers before they returned to College.

TUATA-DAMELIN: There has been no follow-up on this bursary for part-time students.

INTERVIEWS:

An interview with the Secretary for Bantu Education, Dr. H. J. van Zyl, took place in Pretoria on the 24th January, 1969, where all the Provinces were represented.

Points Discussed:

- (i) Pension Scheme—It was agreed that articles would be published in the Bantu Education Journal to clarify the scheme.
- (ii) Salary Increments—It was explained that on the 1st April, 1969, the percentage increment for all teachers would be 10 per cent on their scales, and that in the next financial year there would be 5 per cent increments for teachers with Matric. and other qualifications.
- (iii) Financing Bantu Education—It was explained that provision had been made for further increase in funds: Salaries of White officials would be paid from the General Revenue Fund, and not from the Bantu Education Account. PAYE would be introduced in respect of Bantu Tax—more money was expected from this source.
- (iv) Unemployment Insurance Benefits—The Department of Labour was responsible. The benefits ceased when contributions were to be made into the Pension Fund.
- (v) Farm School Teachers—These were not intended to have the same status as Community schools. In a senior post the incumbent was paid as all other teachers. In junior schools the Department's subsidy was meant to be made up by material gain by farm-owner.
- (vi) Influx and Efflux regulations—Formalities had to be observed by school boards. The Department of Bantu Administration and Development had given the assurance that teachers would not be affected.
- (vii) Sub-Examiners—J.C. and Matric. It was agreed that there were cases where the Chief Examiners were not very careful. Assurance was given that this matter would receive the attention of the Section concerned. Invigilation in these examinations also gave cause for grave concern. The delegation was promised that particular subjects such as Social Studies would receive attention in view of the high failure rate.

THE VICE-PRESIDENCY:

After the resignation of Mr. J. S. M. Khumalo, the vacancy was filled by appointing Mr. W. E. M. Chueu of the Letaba District.

THE ATASA CONFERENCE:

This Conference was held at Kroonstad, O.F.S., from the 17th to 18th December, 1968. The T.U.A.T.A. delegates were: Messrs. D. M. Mphahlele (Leader), J. S. M. Khumalo, L. M. Taunyane, and I. E. Zwane.

Matters discussed:

1. Panel adjudication at Music Eisteddfods was insisted upon.
2. A Select Committee was formed to study the extent to which the establishment of the various Education Departments will affect the Teachers' associations.
3. It was resolved that the ATASA should affiliate to the W.C.O.T.P. (World Conference of Organisations of the Teaching Profession).
4. Choristers would be charged half the admission fee at National Competitions.
5. Decided to consider not having National Competitions annually, at the next Conference of the ATASA.
6. Recordings—The intention was to send tapes overseas as a means of raising funds.

EDUCATION COMMITTEE:

The Committee approved of the following:

- (a) That certificates of merit be awarded to Messrs. P. R. Ngwana, J. S. M. Khumalo, E. F. Maimane, and E. A. Tlakula, at the forthcoming Conference.
- (b) That the amended T.U.A.T.A. Constitution be published.
- (c) That conditions under which bursaries will be offered to bursars be drafted.
- (d) That the spirit of Special Conferences in the Districts, as well as in the mother-body be revived.
- (e) That the matter of inter-district exchange programmes be gone into.
- (f) That the Education Committee should act as an information bureau on Educational matters, and therefore must avail itself with proper Educational Literature, such as conditions under which our sister organisations are working, minutes from the Advisory Board for Bantu Education.
- (g) That investigation should be gone into regarding parent-teacher organisations, and if possible, these to be promoted at all levels of the association.
- (h) The Committee wishes to place on record its sincere appreciation and gratitude on the new approach to Conference pattern, which was decided upon by the Emergency Executive Committee.

FINANCE COMMITTEE:

Meetings: 12.4.69 and 16.8.69, both at Mamelodi, Pretoria.

Business: Estimates:	(i) Editorial Committee	.. ..	R1,380.00 each issue.
	(ii) Music Committee	.. ..	R200.00
	(iii) Cultural Committee	.. ..	R80.00
	(iv) Finance Committee	.. ..	R100.00

Points taken into consideration in the estimates:

- (a) Travelling expenses of committee members to meetings (3 meetings).
- (b) Subsistence at meetings.
- (c) Stationery and postage.
- (d) Publication of TUATA Magazine (Editorial Committee).
- (e) Venue of meetings (Pretoria).

The Committee felt that an estimate of the Music Committee should have included royalties and copyrights. Publication of music was not included in the estimates.

Music Committee Books: Two receipts were used, and a Record Book into which all sales were recorded. Bank slips were affixed on this record book.

Total sales as per Receipt books and Record book	.. ..	R1,708.90
Total bankings	.. ..	R1,708.90

Considering ARTICLE XV Clause 2(b) of the TUATA Constitution:

Recommendation:

(a) Provincial General Fund	R1.00
(b) To Official Organ of the Association	.40
(c) To Member Districts	.50
(d) To Legal Fund	.10
	<hr/>
	R2.00

MUSIC COMMITTEE:

Choral Adjudicators' Seminar: It was held at Damelin College, Johannesburg on the 22nd March, 1969.

The aim of the seminar was to get a measure of uniformity in the judgement of choral singing, and to pool ideas in the form of periodic seminars or clinics or workshops on what to judge as good or bad in choir singing. A TUATA Adjudicators' Register has been compiled, and this register is available to delegates at this conference, with recommendations from the adjudicators.

Music Competitions: 1969:

- (i) There were very many entries from the Teachers' Choirs. We congratulate them for this effort.
- (ii) Adjudication was good all over as a result of the seminar.
- (iii) Special congratulations go to the lady conductors. They were on the rampage, and they did it.
- (iv) The Music Committee wishes to congratulate the choirs which won at the National Eisteddfod.
- (v) **Sales:** The Music sales for 1969 realised R1,709.00.

Recommendations for 1970:

- (a) Adult Choirs with choristers up to 30 will fall under the B Section. Those above thirty will fall under the A Section.
- (b) Branches/Districts should organise Seminars on choir training, so that standards can be raised.
- (c) Staff Notation reading competitions should be organised at Branch/District level. Tonic-Solfa is becoming extinct and all songs are available in staff notation.

Prescriptions for 1970: These will include all ethnic groups. A list of the songs prescribed is available for scrutiny.

Zones: The Districts were divided into six zones this year. This information was circulated in Circular No. 5/GS/GI/1969 dated 17.4.69.

Provincial Music Competitions: The dates and venues of these Music Competitions were contained in Circular No. 6/GS/GI/1969, dated 16.5.69.

National Competitions: These were held at the Centenary Hall, New Brighton, Port Elizabeth, on the 5th July, 1969.

The T.U.A.T.A. was represented by the following choirs:

Primary Schools: St. Gema's: English: Obtained *First Place* at the National.
Lilydale: Afrika: Obtained *First Place* at the National.
Mogale: Vernac.: Obtained *First Place* at the National.

Secondary Schools: Mamelong-Nqabeni: English: Obtained *First Place*.
Hebron Training: Afrik.: Obtained *First Place*.
Mamelodi High: Vernac.: Obtained *Second Place*.

Teachers' Choirs: Double Quartette: Brakpan-Benoni: Obtained *Second Place*.
Male Voice Choir: Jabavu: Obtained *First Place*.
Female Voice Choir: Jabavu: Obtained *First Place*.
Female Voice Choir: Meadowlands: Not placed.
Mixed Choir: English: Jabavu: Obtained *First Place*.
Mixed Choir: Vernac.: Meadowlands: Obtained *Second Place*.

EDITORIAL COMMITTEE:

After the December, 1968 publication of the *TUATA Magazine*, the Emergency decided that the Editorial Committee should not publish any issue owing to the state of finances, and the uncertainty of income resulting from the raised subscription fee. This step was ratified by the General Executive Committee, and it was resolved that the next issue would be published after Conference.

With the information in hand about the response to the membership subscription, Conference should distribute the subscription accordingly.

CULTURAL COMMITTEE:

An Oratorio was staged on the 14th June, 1969, where the Ionian Choir performed. This took place at the Atteridgeville Communal Hall. Seminars and Drama performances are planned by the Committee.

Play reading and a talk on art is planned for the 31st August, 1969, at Mokopane.

A boat trip via Lourenco Marques, Durban, Port Elizabeth and Cape Town is being arranged for early 1970.

Through the efforts of the members of the Committee, the TUATA Choirs and members were served with refreshments at the Centenary Hall, New Brighton, during the National Eisteddfod.

SELECT COMMITTEE ON THE TUATA UNIFORM:

Members: Messrs. L. M. Taunyane (Chairman), J. S. Lekala, and S. R. Hlahla.

Terms of reference: To go into the confusion that has been caused in attempting to have all members obtaining the uniform at their nearest points.

Findings:

- (a) Manleys of Pretoria claim to manufacture the badge which they sell.
- (b) Manleys also sell a tie with the TUATA badge on it. Manleys claim that the tie is manufactured in England.
- (c) The background cloth of Snappers Badge is of inferior quality to that of Manleys.
- (d) The Mother-Body has no provision for ties.
- (e) Manleys produced the badge on the authority of the Pretoria District.
- (f) The Pretoria District did not get sanction of the Mother-Body to negotiate with Manleys about the badge.

Recommendations:

- (a) The Pretoria District should go through the proper channels of consulting with the Mother-Body before taking any such important steps.
- (b) The Mother-Body should prescribe a tie with Snappers.
- (c) A letter should be written to Snappers instructing them to produce their badge on Rex Trueform and Embassy material only.
- (d) That Snappers register the badge with the authorities on patents.

DISTRICTS:

Rand Central: According to the District Secretary, it is quite evident that in spite of the talk and publicity made about a splinter group, no impact has been made by this rumbling.

TUATA SPECIAL:

The Committee excelled itself once more by getting all passengers in their seats in record time without any hitch. This was characteristic of the forward and return journeys alike.

Train Fare: Schools	..	..	..	R4,274.08
Choristers: Subsidy 50%	..	..	..	R1,542.94

Buses to nearest Stations:

Hebron	..	..	..	..	30.00
Lilydale	..	..	..	..	50.00
St. Gema's	..	..	..	..	30.00
Mogale	..	..	..	..	2.40
Mamelodi	..	..	..	..	2.40
					<hr/>
					R5,931.82

(Sgd.) I. E. ZWANE
(General Secretary)

GENERAL SCIENCE TEACHING IN THE PRIMARY SCHOOLS

THE PROBLEM AND THE SOLUTION

By Eric Mashangu Nkondo (Editor: Varia Books)

A. THE PROBLEM

We are all aware that Bantu Education is undergoing many and rapid changes. This cannot be otherwise, because the whole world is in the midst of an educational revolution which comes as the logical result of the ever-changing complexity of our culture.

In Bantu Education, this has come with new syllabuses for both the Primary and Post-Primary Schools. The most novel change in the curriculum of the Primary School is perhaps the inclusion of Science as one of the subjects. This has created a big problem, because most primary school teachers did not do Science at school and have not been trained in the teaching of Science. They lack both the knowledge of the subject matter and the methods of teaching the subject.

You frequently hear teachers complain that they do not know Science and that it is unfair to expect them to teach it. This complaint is found even amongst our very best teachers.

If you study the syllabus for the Higher Primary School course and grasp the standards set by the various class syllabuses, you will be in a position to appreciate the anxieties of these teachers.

The syllabus demands that it shall be the duty of the teacher, amongst other things—

- (a) **To arouse the pupils' interest in their natural environment.** For the teacher to do this, he should himself know the children's environment thoroughly. He should also have developed keen interest in what can be found in it. Only thereafter will the teacher be able to arouse his pupils' interest in their natural environment.
- (b) **To develop their powers of observation.** This is a very important aspect of every science lesson. The pupils should be trained in intelligent observation of natural phenomena around them. This will not be achieved in a day. It has to be made a life-long habit which should flow from the teacher to his pupils. The problem is that at this stage, the majority of our teachers have not received this training and, on the other hand, our pupils may not wait until their teachers have received training before they learn science. What looks practicable is to give the teachers expert guidance through placing at their disposal good books based on the syllabus, regular refresher courses and constant contact with better qualified teachers.
- (c) **To train them to discover facts,** by their own observation, experiments and reasoning and to draw scientifically correct conclusions and generalisations from their newly-acquired knowledge. This is quite a "tall order" for the untrained teacher. The new publication by Varia Books, entitled "*A Teacher's Guide—Primary School Science*" Books 1 and 2 by E. G. Jansen and A. N. Lubbe, is an excellent guide for the teacher.
- (d) **To encourage them to learn about natural phenomena** and appreciate the beauty and wonders of nature and hence to enlist their support as self-appointed protectors of nature—the fauna, flora and soil. All good education leads the educant to a stage when he will be self-responsible to determine the ways in which he can make his contribution to the well-being of his society and, generally to enrich life. This, in my opinion, is the aim of Education. The teachers' guide, mentioned in (c) above, prepares the teacher for the able performance of this important task, by showing him (i) how to conduct field excursions for observing plants, animals and birds in their natural state, (ii) how to keep a school or window garden where plants, insects, etc. can be observed and studied continuously, (iii) how to conduct experiments and make observations, inside and outside the classroom, (iv) how to make collections of plants, insects, etc., and (v) building up a school museum.

Wedding Bells



Mrs. Beauty Seanakwane of Meadowlands. She was formerly Miss B. Ramele of Meadowlands. She is a teacher at Motlhakeng Township, Randfontein, in the West Rand.



Mrs. Rose Mosala, formerly Miss Rose Malefo of Zeerust. Married Joseph Mosale of Venterspost.



Mr. and Mrs. Pitje. Mr. Pitje is a school teacher at Morris Isaacson High School. Mrs. Pitje is a nurse.



Mr. and Mrs. Ismael Motswane. Mr. Motswane is vice-principal at Masekhene H.P. School, Meadowlands. Mrs. Rebecca Motswane was formerly Miss Kutwane.



Mrs. Dipno Makgatlo of Meadowlands. She is formerly Miss Maseloane of Meadowlands.

Tuata's Best Wishes

All these lessons can best be taught by a teacher who has planned his work well. We all know what it means to draw a good scheme of work. The success of all teaching depends on the quality of the teacher's scheme of work. It should be more difficult to draw a scheme for a subject you do not quite know. The teacher naturally finds himself in emotional and psychological complications more especially as he is all the time expected to live up to the high expectations of his principal, the parents, circuit inspectors and Departmental officials. He therefore needs more guidance and re-assurance. He would definitely be happy to have some of his anxieties reduced. This brings us to one other benefit found in the Science series published by Varia Books, viz. a ready-made Scheme of work.

B. THE SOLUTION

The best solution to the problem outlined above seems to lie in (i) thorough preparation by the teacher before he appears before his class, (ii) to use the best and modern teaching aids we can lay our hands on. These should always be assembled and thoroughly prepared before the beginning of each lesson. These teaching aids should not only help to clarify us (teachers) on the nature of the subject matter, but also assist the pupils to enjoy every minute of the lessons. (iii) One of the most important aids to the teaching of any subject is the teachers' handbook. He gathers all the information for his lessons from books and the more recent and comprehensive a book is, the better it is for the teacher. The teacher may no longer rely on his natural resources—using his common sense, his memory of what he learnt at school, etc. He must realise that what was regarded true yesterday may be proved false today. The "wind of change" continues to blow everyday. Each day, its tempo and intensity increases. The teacher should cope with the change by replenishing his store of knowledge by reading the most recent and best publications on what they teach in the classroom. This will help the teacher to regain his emotional and psychological balance so that he may regard his work as a pleasure and a service, rather than a drudgery to be gone through without a smile. (iv) A good scheme of work is a necessity. One of the headaches every teacher has to contend with is a good scheme of work. If any teacher happens to have drawn a poor scheme, he finds himself in an unpleasant position in the face of his principal, field staff, circuit inspectors and his conscience. For this reason, let me mention a few points about the scheme of work found in Jansen and Lubbe's Science series:

Scheme of work. This book has a ready-made scheme drawn by experts on the subject. This removes the heavy burden from the overloaded shoulders of the teacher. All the teacher needs is to transcribe the scheme and then his scheming difficulties are solved. He is then reasonably sure not to face the sour look of professional officials. He works with a clear conscience.

Teachers are advised to begin by studying the scheme of work which is included in the book. *It contains a programme which is geared to seasonal changes.* In the main, the Biology topics are dealt with in Spring and Summer and the physics and chemistry in Autumn and Winter. The Guide consists of a consecutive explanation of the contents of the syllabus, while the scheme of work takes into account the duration of certain observations and class activities.

An important point to mention here is that this scheme of work has the advantage that all primary school teachers will be teaching the same topic in the same week of the month. Perhaps another advantage may be that *all* teachers may be regarded as following reasonably good schemes of work. *The radio lessons on Primary School Science* are also in line with this scheme of work and the Guide, and teachers can now ensure that their science lessons will be imaginative and will have impact. Teachers are strongly advised to obtain the radio programmes and illustrated booklets and attach these to the guide.

A ten (10) week term is used as a basis for each programme of work. Flexibility has been allowed for terms that are longer or shorter, but every effort should be made to follow a strict programme. There are four lessons per week. For the sake of teaching records, dates may be written alongside the numbered weeks. Corresponding dates may be filled in the Teachers' Guide.

Provision is also made for field excursions in the schemes. Introductions to topics should be accompanied by copious pictures, diagrams, newspaper cut-outs and actual samples collected by the teacher.

The Scientific method

This section of this publication (Part I) I regard as very important for most of the teachers in our schools, because I know that a good number of them have not studied Science whilst at College. This Guide helps them to learn fast enough to be able to teach their classes. Our children are not expected to wait until *all* teachers feel fully equipped to teach Science. If we do that we shall never get started. So, these books offer enough guidance even for a teacher who has not studied Science at College. The Guide helps these teachers to build a firm background in Science, to learn how to teach it, to find the necessary apparatus and other materials. Many suggestions have been offered in these books on *inter alia* (i) how children learn Science, (ii) the value of Science in the curriculum, (iii) experimentation, (iv) the need for first hand sensory experience, (v) reconciling the background of the child/pupil, (vi) the teaching of concepts to pupils, (vii) the interpretation of the scientific vocabulary, (viii) putting blackboard work in perspective, (ix) classroom/laboratory organisation, (x) collecting Biological materials, e.g. flowers and plants, insects, other biological specimens, hand lenses, etc. (xi) how to study mammals in the classroom situation.

In the limited space that I have been offered for this article, it is almost impossible to explain what has been said in the Guide about all the aspects listed above. Suffice it to say that the teacher will find ample explanations in the books themselves.

The authors of this Guide have given recognition of the fact that, young children, like all of us, are continually seeking answers to their questions. Irrespective of whether they express the questions or whether we answer them, they do find the world an interesting place and these are problems that crop up in their little minds. Questions usually begin with: "What is this?" or "What is that?". The authors also recognise the fact that Science need not be too technical and theoretical. A ten year old does not need a full explanation. He would not understand it if he did get it. All the young pupil wants is an explanation in the simplest terms, which answers the questions what? where? how? when? why? of the things that happen around him everyday. He does not need the technical terms, the formulae and/or detailed explanations. These will come later, but at the primary school level, the pupil chiefly needs to get satisfaction out of his tendency to be curious. This Science Guide will succeed in my opinion to:

- (a) broaden the *curiosity*,
- (b) nurture the *interest*,
- (c) encourage the *enthusiasm* of the primary school pupil. This is the kind of Science which fits him and with which he is able to deal.

CONCLUSION

In conclusion I wish to bring the following to your notice:

- (a) Publishers of this Science Guide are:

Varia Books,
P.O. Box 31770,
Braamfontein.

or

should you wish to visit us, come to:

706 Union Centre,
31 Pritchard Street,
Johannesburg.
Telephone: 838-3080.

- (b) These books cost R1.55 per copy and are obtainable in either English or Afrikaans. **Book I** covers the syllabus for stds. 3 and 4 and **Book II** that of stds. 5 and 6.
- (c) We are also publishers of the most recent *Teachers' Manuals in Religious Instruction for stds. 3, 4, 5 and 6 respectively*. These cost R1.50 per copy.

The Editor of the TUATA magazine has been kind enough to allow us some space in the next issue of this magazine to write a comprehensive article on these guides.

Pupils' books in Religious Instruction are also obtainable from us in the following languages: Zulu, South Sotho, North Sotho and Xhosa. These cost 75c per copy.

TRANSVAAL UNITED AFRICAN TEACHERS' ASSOCIATION

MUSIC SYLLABUS 1970

SECTION	BOOK	CONTENTS	PRICE
Infants (Sub A & B)	I	Sekolo Ithobalele Samma Hide and Seek Wiegelied	35c
Intermediate	II	Letsatsi. Laughing Song. Die Blommegrote.	35c
Primary: Senior B	II	Setsokotsane. Awend en Awendster. Pretty Birds do sing.	35c
Primary: Boys and Girls	IV	Jack and Jill. Old Mother Hubbard.	35c
Post Primary "B" Section Secondary Boys & Girls	V	Bjatladi. Boatman's Good Night. Come, Merry Comrades All.	35c
Primary Senior A	VI	Lamazwi Akho Tomi. Ayandihlaba. Liefdeslied. Eldorado.	35c
Post Primary A Section	VII	Morena Tlake. Alle Kreature. Hunting Chorus.	
Adult Choirs: A Section B Section	VIII	Adult Male Choir Adult Ladies Adult Double Quartet	50c

Notes about Adult Choirs: Adult Choirs A: Maximum enrolment 60
 Adult Choirs B: Maximum enrolment 30
 Minimum enrolment 15

Both the Adults A & B Choirs will compete at the National Competitions in 1970. The choirs on the Reef i.e. Johannesburg, Soweto, Roodepoort, Randfontein, Krugersdorp, Meadowlands, Diepkloof, Alexandra, and the all the choirs falling under the East Rand District as well as **Pretoria Choirs** i.e. Mamelodi, Atteridgeville and Saulsville **cannot enter for the Adult "B" Section.**

The Branches whose cheques bounced in 1969 and have not yet settled their accounts will have no music sent to them until they have settled their accounts fully.

ORDERING:

All orders for the songs should be directed to: The Chairman, Music Committee, T.U.A.T.A., Hebron Training Institution, Private Bag 2, **Pretoria North.** Orders should be made by **Postal Order** or **Cheque.**

The Postal Orders must **not** be crossed. The Post Office Stamp (where purchased) must appear on the face of the postal order. Postal orders that **do not** comply with this requirement will be returned to the sender. **Postal Orders must be payable at Pretoria North.**

Branches will place their orders directly with the Chairman of the Music Committee and not through the Districts. Only Branch cheques should be used.

District and Zonal Executive Committees may order directly from the Chairman, only for their adjudicators at the District and Zonal Music Competitions respectively. No orders shall be accepted from individual teachers or schools. District cheques only will be acceptable.

DATE OF DISPATCH:

Orders may be placed with the Chairman of the Music Committee as from the 2nd Jan., 1970. District Secretaries are **earnestly** requested to disseminate this information without delay.

“The music committee hopes for your co-operation. It cannot let you down. It cannot be let down by you. It is there to serve you. It wishes you a successful musical year and hopes for a high standard of music at all levels of competition.”

(Sgd.) Morokolo Chueu (*Chairman: Music Committee: T.U.A.T.A.*)

————— o o o —————

THE AFRICAN TEACHERS' ASSOCIATION OF SOUTH AFRICA

9th NATIONAL EISTEDDFOD, 1970

PIETERMARITZBURG, NATAL: 4th JULY, 1970

MUSIC SYLLABUS

1. Adult A

1. Vernacular (Mixed): Ebenezer—Mohapelo.
2. English (Mixed): Excelsior—M. W. Balfe.

2. Adult B

1. Vernacular (Mixed): Umsebenzi—Mlahleki.
2. English (Mixed): And then shall your light shine—Mendelsohn.

3. Open:

1. Male voice choir: The young musicians—Kneken.
2. Female voice choir: Hand in hand, with fairy grace—Dr. Cooke.
3. Male double quartet: Though from thy bank of velvet torn—Dr. Callcott.
4. Mixed double quarter: She wore a wreath of roses—J. P. Knight.
5. Female sextet: All in April evening—Robertson.
6. Male trio: Closing time.
7. Female trio: Shall we go dance.

RECKITT & COLMAN (AFRICA) LTD.

BURSARY SCHEMES FOR 1968

1. Two Bursaries tenable at the University of the North, Turfloop. Each Bursary—R250.00:
Awarded to:
Miss Lillian Mahuntsi—2nd year B.A.
Mr. D. O. Lenamile—2nd year B.Com.
2. One Hundred and Twenty R10.00 *Dettol Book Bursaries* tenable at High Schools on the Reef, Evaton, Nigel and Pretoria.
Awarded to:
Paulos Mashike, Eunice Masuku, Johannes Rasegatle, Mirriam Mahlangu, Daniel Mabilu, Gloria Sebati. *Alexandra Secondary School, Alexandra Township, Johannesburg.*
Elijah Mphahlele, Nancy Masike, Mirriam Radebe, Solly Lebele, Sanah Moseki, Elizabeth Hlubi. *Diepkloof Secondary School, Diepkloof, Johannesburg.*
Christina Xorile, Laurentina Shibambo, Edward Moorkey, Gladys Buthelezi, Maria Moorosi, Simon Lukhele. *Immaculata High School, Alexandra Township, Johannesburg.*
Reuben Legoale, Shadrack Ndlovu, Andries Mosiane, Lucas Raseroka, Petrus Bore, Ezra Nkuna. *Meadowlands Secondary School, Meadowlands, Johannesburg.*
Rerome Tunce, Alec Matsemela, James Buthelezi, McPherson Shange, Samuel Kotle, Maureen Zwane. *Morris Isaacson High School, Central West, Jabavu, Johannesburg.*
Zelda Kumalo, Mary Mathabe, Job Tlhobebe, Lamani Mngqibisa, Edgar Mofutsane, Chamion Ngwenya. *Musi High School, Pimville, Johannesburg.*
Michael Hlengethwa, Trevor Mdaka, Margery Langa, Jessie Twala, Phineas Tladi, Wendy Mxathule.
Theodora Xoseka, Obed Mkhwanazi, Elizabeth Makhoba, Albert Senne, Absolom Cindi, Elizabeth Mhlungu. *Orlando West High School, Orlando West, Johannesburg.*
Matthews Ngwenya, William Shiburi, Joseph Nyathi, Lizzy Khumoeng, Johannes Madi, Elizabeth Mhlungu. *Sekano-Ntonae High School, Senaone, Johannesburg.*
Mirriam Mile, Gloria Kotu, Justice Kau, Zacharia Molio, Salome Thamaga, Elliott Montjane. *S.A.G. Secondary School, Jabavu, Johannesburg.*
Anna Sengadi, Daphne Mantswe, Victoria Majozi, Sarah Magotlane, Daphney Ntuli, Pauline Choabi. *Soweto Secondary School, Naledi, Johannesburg.*
Esther Phiri, Salome Diphoko, Jacob Masombuka, Johannes Masethla, Abishai Mboniswa, Lawrence Mohale. *Thembisa Secondary School, Kaalfontein, Kempton Park.*
Maria Masuku, Maggie Twala, Alfred Vala. *Charterston High School, Nigel Location, Nigel.*
Petros Ntoana, Serfora Matlakeng, Betty Bontshi, *ETwatwa Secondary School, Wattville, Benoni.*
Maureen Hadebe, Sindiswa Pekane, Canias Mashile. *Fumana Secondary School, Katlehong, Germiston.*
Peter Mabece, Lettie Mohalangane, Elizabeth Radebe. *Illinge Secondary School, Vosloorus, Boksburg.*
Adronicah Choshi, Gladys Kupiso, Joseph Mahlangu. *KwaPhakama High School, KwaThema, Springs.*
Shadrack Lehihi, Jijwa Lungile, Joyce Kekana. *Mabuya High School, Daveyton, Benoni.*
Maureen Phakade, Petrus Papi, Annah Monyatsi. *Mamellong-Nqabeni Secondary School, Brakpan Location, Brakpan.*
Maud Khambula, Patricia Khambula, Rebecca Ramanyai. *Phama Secondary School, Mohlakeng, Randfontein.*
Frederick Mmoloki, Stephen Pule, Jonathan Molefe. *Mosupatsela Secondary School, Kagiso, Krugersdorp.*

Abegail Mohatjana, Margery Mohatjana, Dinah Mochela. *George Khoza Secondary School, Dobsonville, Roodepoort.*

Thabisile Mngomezulu, Martha Thlolee, Linah Nhlapo. *Katlehong Secondary School, Katlehong, Germiston.*

The R10.00 Bursaries were halved, on the suggestion of the Principal of this School, to enable 6 pupils who are studying Music, to purchase music books: Geoffrey Moeketsi, Leonard Ngoma, Tebogo Phalatse, Horace Motuba, Walter Schmidt, Elmah Moeng. *Hebron High School, Hebron, Pretoria North.*

Phanuel Nyakale, Jankie Skosana, Saul Tlatleng. *Ribane-Laka Secondary School, Mamelodi East, Pretoria.*

Jeanette Notoane, Refiloe Letsoalo, Rebecca Lefyedi. *Hofmeyr High School, Atteridgeville, Pretoria.*

Daphne Manamela, Catherine Mokhwesana, Monica Mamabolo. *Mamelodi High School, Mamelodi, Pretoria.*

Sarah Kodisang, Frans Morakabi, Daniel Maroo. *Tshepo-Themba Secondary School, Residantia, Evaton.*

Susan Tsatsi, Leonard Tladi, Zelda Zazini. *Jordan High School, Wilberforce, Evaton.*

This Bursary Scheme was inaugurated in 1965 with R300, increased to R600 in 1966, to R960 in 1967 and to R1,200 in 1968.

RECKITT & COLMAN (AFRICA) LTD.

P.O. Box 8247, JOHANNESBURG.

Tel. 975-3901.

— o o —

MR. POTH MOKGOKONG

1. *Date of Birth:* 30-1-1923.
2. *Schools Attended:*
 - (a) Khaiso Secondary School, Pietersburg (1937-1941).
 - (b) Fort Hare (1942-1944).
3. *Service:*
 - (a) Madibane High School 1945-June, 1957.
 - (b) Meadowlands Sec. School July, 1957-March, 1960.
 - (c) Unisa: April, 1960.
4. *Qualifications:* B.A. (1944); Lower Diploma in Bantu Studies (1946); U.E.D. (1947); Honours B.A. (1949); M.A. (1966).
5. *Activities:*
 - (a) General Secretary Johannesburg Bantu Football Association—Feb. 1950 to June, 1960.
 - (b) Manager—Johannesburg Bantu Football Association touring teams to the Congo; Rhodesia; S.W.A., etc.
 - (c) Manager—Inter-Race Soccer Board.
 - (d) Delegate—S.A.B.F.A.
 - (e) Church: *Evangelical Lutheran Church in S.A.*
 - (i) Treasurer: Soweto Parish Council.
 - (ii) Member Witwatersrand Circuit Council.
 - (iii) Member of Church Council.
 - (iv) Director: Evangelical Lutheran Church Music Organisation (choral and instrumental).
 - (v) Chairman, Editorial Committee of **MOGWERA**, the Church Organ.

"WHAT OTHERS SAY"

The Star, 20th May, 1969.

BANTU EDUCATION

PROGRESS, PROBLEMS

From Our Political Correspondent

House of Assembly, Tuesday.

Bantu Education's progress and problems are heavily underlined in the latest annual report of the Department of Bantu Education, tabled in the House of Assembly yesterday.

The report covers 1967 and provides a comprehensive statistical picture of South Africa's educational system for Africans—a system that provides varying levels of education for almost 1,900,000 pupils in more than 7,600 schools staffed by more than 32,000 teachers.

Reviewing a year of "steady growth," which saw salary increases for teachers and an effort to end the double-session system by increasing the output of teacher training institutions, the Secretary for Bantu Education, Dr. H. J. van Zyl, listed some of the highlights.

- For the first time more than 4 per cent of the total number of pupils enrolled in the system were enrolled on post-primary schools.
- The number of teachers increased by 7 per cent while the number of teachers with university degrees increased by 130 to 767.
- The number of pupils in post-primary schools increased by 12 per cent while the number of pupils in primary schools increased by 6.05 per cent.
- The number of students in the three university colleges increased to 1,305 while 197 students obtained degrees—including 29 degrees in mathematics and science.
- The "good spirit" which existed among pupils, teachers and parents and the consequent "complete absence of disturbances and strikes".
- For the first time the total number of pupils who obtained Matric exemption exceeded the number who completed their final year at high school with school-leaving certificates.

However, in the statistical section that followed, there was adequate evidence of the problems inherent in an education system which has less than 800 teachers (out of more than 32,000) with degrees, which is forced to use the double-session system for more than a third of its pupils and which could only produce 485 pupils at the end of 1967 with Matriculation exemption.

The statistics showed that almost three-quarters of the total school enrolment was in the sub-standards and standards one and two, that almost 96 per cent of the enrolment was in primary schools and that while 25.43 per cent of the pupils were in sub-standard "A", only one-tenth of 1 per cent were in Matric.

The Star, 20th May, 1969.

TOPS IN TONGUES

From Our Political Correspondent

House of Assembly, Tuesday.

The 1,093 pupils from Bantu education schools who wrote the Joint Matriculation Board's 1967 Matriculation examination produced impressive performances in the field of African languages and typewriting—and spectacular failure rates in other subjects.

In relation to the 941 pupils who wrote the Senior Certificate examination, the African language performance was even better, while the failure rate in other subjects was much less spectacular.

Matriculation examination candidates obtained 100 per cent passes in Northern Sotho A, Venda A and typewriting, while performing excellently in Southern Sotho A (94.8 per cent pass), Tswana A (97.3 per cent), Xhosa A (97.7 per cent), Zulu A (98.2 per cent), English B (82.9 per cent) and Latin (67.9 per cent).

But 89.9 per cent failed English A, 68.4 per cent failed Afrikaans A, 81.7 per cent failed Afrikaans B, 50.9 per cent failed biology, 59.2 per cent failed botany and 72.1 per cent failed physical science.

In addition, 75.9 per cent failed mathematics, 83.2 per cent failed geography, 52.5 per cent failed history, 60 per cent failed homecraft, 50 per cent failed bookkeeping, 71 per cent failed agriculture, 75 per cent failed additional mathematics and a massive 93.2 per cent failed zoology.

Those who wrote the Senior Certificate examination scored 100 per cent passes (or almost 100 per cent passes) in all the African languages, in English B, in common law and physiology and hygiene, while 93.3 per cent passed bookkeeping.

A total of 64.2 per cent failed English A while 66.7 per cent failed Latin, 62.9 per cent failed mathematics and 61 per cent failed commerce.

In contrast to the matriculation results, only 24.1 per cent failed geography, 10.5 per cent failed agricultural science, 29.6 per cent history, 12.7 per cent failed biology, 33.3 per cent failed botany and 27.9 per cent failed physical science.

World, 29th May, 1969.

AFRICAN EDUCATION HAS NO EQUAL IN AFRICA SAYS INFO. DEPT.

CAPE TOWN.—In standard and scope the education programmes for South Africa's non-Whites have no equal on the African continent. Illiteracy will be wiped out within this generation and four out of every five African children in the country were at present at school.

These claims are made in one of the Department of Information's most recent publications, a booklet entitled "Stepping into the Future," which detailed the progress made with educational programmes for non-Whites.

DOUBLED

It pointed out that the total number of African schoolchildren doubled between 1958 and 1968 to 2,400 and that school attendance increased by 120,000 every year.

The publication said that nearly 89 per cent of children between the ages seven and fourteen were at school. In the urban areas and in the Transkei, the percentage was higher.

Four out of every five Africans between the ages of seven and 21 could read and write—just the reverse of the position in the rest of Africa where only one out of every five people could read and write.

The total allocation for African education in the 1969/70 financial year was R39,280,000. The state contributed R22,000,000 of this while the rest came from general African taxation.

It is in fact a principle of the Department of Bantu Education that the Bantu themselves should make a real and identifiable contribution to the costs of the education of their children. In this way they acquire a pride of achievement and they are encouraged to identify themselves with the educational progress of their children.

The World, January 15, 1970

CHALLENGE OF OUR J.C. RESULTS

Thousands failed the Junior Certificate examinations, according to the results just released. Thousands of others gained a third class pass, which does not permit them to proceed to higher education.

Again the heaviest failure rates were in the congested day urban schools, while the country boarding schools did well.

One of the best of these country boarding schools was Inkamanana, near Vryheid. In a class of 32 they had 9 distinctions, 19 first classes, 4 second classes, and no thirds and no failures.

In the Orange Free State we had Tshiya School at Witzieshoek and Moroka each having one failure out of 63 and 103 respectively.

They had only ten and eight respectively in the third class. Moroka had two distinctions, 40 first classes and 34 second classes, while Witzieshoek had 17 first and 34 second class passes.

In the Transvaal, successful schools, like Maripi and Nkunzi and Arthur Tsengiwe at the Cape, are all boarding schools.

The important thing to bear in mind as we seek to find the cause of such heavy mortality in our schools is that the boarding schools are attended by selected students.

These are students who come from privileged homes which can afford paying high fees. It means most of these students have had good backgrounds.

Most of them are also selected academically.

Thus some of these boarding schools choose first class applicants for admission.

The orderly, peaceful conditions for tuition and supervised life and study with the best teachers in the best facilities account for the superior success of these boarding schools.

We do not condone any poor work anywhere; but we do feel that the remedy to these poor results lies very much in improving the conditions under which day school students learn, to approximate conditions at the boarding schools.

That is the challenge.

The Star, January 15, 1970

BANTU EDUCATION

Mr. G. J. (Joubert) Rousseau, director of the Tswana Homeland Department of Education, has been appointed Deputy Secretary of Bantu Education, it was announced in Pretoria by the Department of Bantu Education.

Mr. Rousseau, whose appointment is from December 1, succeeds Prof. J. L. Bosshoff, who has been appointed rector of the University of the North.

Mr. Werner Jensen, senior inspector of schools in Bantu Education, has succeeded Mr. Rousseau.

The World, Tuesday, February 3, 1970.

SEEK HELP FOR SCHOOL CRISIS

The Association for Educational and Cultural Advancement (ASSECA) has decided to ask parents and local and national authorities to help beat the current shortage of places in schools.

At a recent meeting, ASSECA decided to investigate whether children could be accommodated temporarily in church halls.

FUNDS

ASSECA also wants to help raise funds for extra classrooms, in collaboration with parents and school boards and to meet the Bantu Education Department on the matter.

Mr. M. T. Moerane, chairman of ASSECA, said the crisis could be met successfully if all people played their part.

The World, Tuesday, February 3, 1970.

SCHOOLS MAY DROP STANDARD SIX IN NEW EXPERIMENT

African school children will be able to save a year of their school career, if an experiment to eliminate Standard 6, the year before Form I, proves successful.

Up to now, African children were compelled to spend a year more at school than their European counterparts, who go directly from Standard 5 into Form I.

Forty-four pupils at the Orlando West High School in Soweto started on the experiment in Form I last year. They were picked from Standard 5 classes in higher primary schools in Soweto, by the Department of Bantu Education.

"I think so far the experiment has been very successful," the headmaster, Mr. P. M. Mzaidume said.

41 PUPILS

“Forty-one of the children passed without any difficulty into Form 2. This year we have taken on another 41 pupils straight from Standard 5.

Six of the 41 pupils who passed Form I came among the top ten of all the Form I pupils at the school last year.

The World, Tuesday, February 3, 1970.

HOW MUCH DOES SCHOOL COST THE PARENT?

What does it cost to send a child to school? *The World* recently made an investigation, and it would appear that African parents have to spend more than the parents of White children.

But it must be remembered that the White parent pays a lot more in direct taxation towards the education of his kids.

See below how the costs work out:

What does it cost the parents of an 11-year-old Johannesburg school child to keep him in Standard 3?

An inquiry by *The World* among headmasters, book stores and school outfitters, revealed that the White boys' parents have to pay R36.24.

Parents at most European primary schools pay R2 a year in school fees, and often an additional R6 is asked of parents as a donation if they can afford it.

This donation varies from school to school.

The headmaster of a school in the northern suburbs of Johannesburg calculated that the value of textbooks lent to standard 3 children by the school was R7.50.

All school exercise books are given free to the children, although occasionally a teacher asks the children to buy special books.

The school provides children with ball-points, pens, rubbers and rulers, but parents often buy additional stationary for use at home.

Many schools provide milk at R1.75 a term, or orange juice at R2.50 a term, if parents want it.

Broken down, the R36.24, which the White parents must pay to keep him in Standard 3 is:

Suitcase	..	..	..	..	..	R4.95
Blazer	..	..	..	..	..	R5.85
Tie	..	..	..	..	..	.79
Two white shirts	..	..	..	..	..	R3.90
Jersey	..	..	..	..	..	R4.40
Shorts	..	..	..	..	..	R3.30
Long pants	..	..	..	..	..	R6.40
Shoes	..	..	..	..	..	R3.75
Socks	..	..	..	..	..	.90
School funds	..	..	..	..	..	R2.00
						<hr/>
						R36.24
						<hr/>

Jabulani, an 11-year-old Soweto boy, is one of the thousands of children who were lucky enough to find a place in school.

He is doing Standard 3.

For two days since the opening of school last Tuesday, he stood in a long queue waiting for registration and not knowing whether he would find any place.

But his worries ended late on Thursday when he was admitted.

We made inquiries among teachers, book and clothing stores to determine how much it costs Jabulani to be at school.

We found he has to pay at least R45.04 for books, stationery, book-case, clothing and school fees this year.

In addition, he spends 5c for food daily which amounts to R1 a month.

Broken down, the cost is:

Stationery	R3.63
Text books	R6.60
Book-case	R4.95
Blazer	R5.87
Tie .. .. .	.65
Two white shirts	R3.90
Jersey	R4.10
Shorts	R3.30
Long pants	R6.40
Shoes	R3.75
Socks .. .. .	.90
Fees	R1.00
	<hr/>
	R45.04

The Star, Thursday, February 5, 1970

THE DECLINE OF THE ENGLISH LANGUAGE IN THE AFRICAN SCHOOL CLASSROOM

The standard of English in African schools and in the African community at large has declined seriously over the last three decades, according to Prof. L. W. Lanham, professor of phonetics and linguistics at the University of the Witwatersrand.

Professor Lanham stressed that the Department of Bantu Education should not be made the scapegoat for the deterioration. The root cause was the "education explosion" among Africans, one which had resulted in a similar decline in Black African countries as well.

During the last 25 to 30 years the African school-going population had increased about tenfold, and—as a result—classes had increased tremendously and teaching standards had dropped.

Referring to the teaching of English in African schools, he said it was "fraught with the most intractable problems". Apart from large classes and the difficulties many teachers had in teaching English, there were many other obstacles. Such as:

- "Most young Africans came to the schools with pretty well no knowledge of English".
- Their own languages were largely phonetically-spelt languages, whereas English was not.
- The old method of teaching English by constant repetition tended to "squeeze out" more progressive and advanced techniques of teaching a second language.

FRESH APPROACH

Professor Lanham was very critical of the repetition. It consisted of endless repetition of sentences like "This is a book" or "My name is Jane".

He described it as: "Apartment language teaching—fitting old words into slots".

To illustrate his point, he referred to tests which he had conducted on African pupils who had been learning English for 18 months.

Holding up a plate at a recent Rotary Club luncheon—where he was guest speaker—he said: "If you asked, 'What is this?' the kind of answer you got was 'My name is plate'."

What was needed, he argued was a fresh approach and new methods. He then referred to an experiment in some 50 to 60 schools in Soweto which he had initiated. He emphasized that the Department of Bantu Education had been most co-operative.

SUCCESSFUL

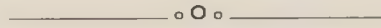
The experiment, in essence, consisted of the replacement of ordinary readers with ones which were specially prepared to fit into the phonetic language needs of African pupils.

A "backup" part of the experiment was the use of taperecorded lessons. These gave the pupils "an authentic English voice" to imitate.

"The experiment seems to be fairly successful", he said.

Since the start of the experiment parents at these experimental schools had dipped into their own pockets to buy tape recorders and tapes. This showed, he said, the extent to which Africans were motivated to succeed educationally.

"There is a need to experiment and break away from the past". Professor Lanham credited the department for its willingness to move with the times.



LIFE MEMBERSHIP HONOURS 1968

The Vice-President, Mr. P. R. Ngwana, presented, at **62nd Annual Conference held at Lenyenye Township, Tzaneen, 31st August, to 2nd September, 1968**, Life-Membership Certificates to the following members of the Association:

<i>Name</i>	<i>District</i>	<i>Branch</i>	<i>Year Joined</i>
Mothsekga, M.	Letaba	N. Letaba	1928
Makwela, J. M.	Letaba	N. Letaba	1929
Babothata, G. M.	Letaba	N. Letaba	1934
Monakga, G.	Letaba	N. Letaba	1937
Mtebule, W. N.	Letaba	N. Letaba	1937
Zuma, E.	Rand Central	Alexandra	1934
Tetwayo, M. B.	Rand Central	Alexandra	1936
Xulu, A. S.	South East	Middelburg	1937
Mashego, A.	South East	Middelburg	1935
Makgatho, S.	South East	Middelburg	1935
Mawela, S. P.	South East	Sekhukhunitand	1924
Ngoepe, J. D. N.	Pietersburg West	Palala	1937
Lednaba, M. A.	North East	Sabie	1932
Nkabinde, S.	East Rand	Springs-Nigel	1937
Pege, J.	Rustenburg	Jericho	1934
Legoale, M. M.	Rand Central	Meadowlands	1936
Moledi, W. B.	Rand Central	Meadowlands	1936
Ka-Khali, S. S.	Rand Central	Alexandra	1930
Maqhubela, L. M.	Rand Central	Orlando	1930
Chiline, C.	Rand Central	Orlando	1929
Phahle, O.	Rand Central	Alexandra	1932

OBITUARY 1968

<i>Name</i>	<i>District</i>	<i>Name</i>	<i>District</i>
Mabena, S.	East Rand	Bopape, M.	Pietersburg-East
Lelahane, J.	Pietersburg-West	Mogoba, E. M.	South-East
Makola, (Mrs.)	South-East	Nkosi, N.	South-East
Rakale, H.	Warmbaths	Matjokane, P. G.	Letaba
Mathole, B. L.	Pietersburg-East	Sepeng, G.	Rustenburg
Moloiisi, R. J.	South-East	Manchidi, J. P.	South-East
Mpofu, Z.	South-East		

TRANSVAAL UNITED AFRICAN TEACHERS' ASSOCIATION

BALANCE SHEET AS AT 30th JUNE, 1969

FIXED ASSETS (At cost less Depreciation)				LOAN	
	R	R			
Typewriter	173.00		S.A. Permanent Building Soc.		4,018.71
Duplicating Machines	172.00				
Filing Cabinets	80.00		ACCUMULATED FUND		
Camera	29.00		Balance as at 1st July, 1968 . . .	9,884.18	
Trophies	178.00		Add Excess Income over Ex-		
			penditure	7,455.35	
		632.00			17,339.53
INVESTMENT					
S.A. Permanent Building Soc.		7,094.00			
SUNDRY DEBTORS					
Cheques unpaid 1968	105.65				
Cheques unpaid 1969	169.80				
		275.45			
BANK—30/6/69		13,356.79			
		<u>R21,358.24</u>			<u>R21,358.24</u>

Compiled from information and explanations given to us.

Potgietersrus,
27th August, 1969.

JOHAN UYS AND CO.
Chartered Accountants (S.A.)

INCOME AND EXPENDITURE ACCOUNT FOR THE YEAR ENDED 30th JUNE, 1969

INCOME				EXPENDITURE	
	R		R		
Membership Subscriptions — Schedule	17,503.75	General Executive Committee	973.63	Music Committee	307.59
Music Sales	2,860.36	Finance Committee	386.25	Education Committee	100.46
Choir Entries	332.00	Emergency Committee	723.05	Cultural Committee	78.30
Magazine Advertising	275.00	Editorial Committee	11.70	ATASA	128.40
Provincial Music—Door Fees	1,148.50	Subsistence Allowances	382.80	Postages and Stationery	894.84
National Eisteddfod	1,372.60	Bursaries	1,069.60	Allocations to Districts—Schedule	2,193.25
Donations	115.00	National Eisteddfod	4,898.58	Adjudication and Royalties	394.26
		Provincial Conference	994.60	Magazine	1,275.45
		Special Conferences	44.20	Provincial Eisteddfod	1,073.39
		Bank Charges	83.01	Depreciation—Equipment and Furni-	
		ture	70.00	Cash on Hand 1967—Written off	5.50
		<u>R23,607.21</u>			
SUMMARY					
Total Income	23,607.21				
Total Expenditure	16,151.86				
Excess Income over Expenditure	<u>R7,455.35</u>				<u>R16,151.86</u>

SCHEDULE OF MEMBERSHIP SUBSCRIPTIONS RECEIVED

	1968	1969	Total
	R	R	R
Pietersburg South District	48.00	1,118.00	1,166.00
South East District	59.00	647.00	706.00
Zoutpansberg District	58.00	888.00	946.00
North West District	103.00	427.00	530.00
South West District	156.75	382.00	538.75
South West Rand District	28.00	1,634.00	1,662.00
Warmbaths District	14.00	1,426.00	1,440.00
Pietersburg West District	24.00	882.00	906.00
Rand Central District	9.00	1,478.00	1,487.00
East Rand District	52.00	1,010.00	1,062.00
North East District	165.00	997.00	1,162.00
Letaba District	—	720.00	720.00
Rustenburg District	—	1,120.00	1,120.00
Pietersburg East District	—	1,044.00	1,044.00
Far West District	—	410.00	410.00
Sekhukhuniland District	—	688.00	688.00
Pretoria District	—	1,454.00	1,454.00
Vaal District	—	462.00	462.00
	<u>R716.75</u>	<u>R16,787.00</u>	<u>R17,503.75</u>



Mr. WILSON MTEBULE

58 years of age. Started teaching on 3rd August, 1937 and has been principal of the same school ever since. He knows the Blanket Campaign of 1944. He has been awarded a Life Membership Certificate of TUATA.



Mr. B. M. KHUMALO, B.A.(S.A.)

Principal, Katlehong Secondary School, Natalspruit, Member of the "TUATA" Editorial Committee.

PLEASE



SUPPORT



OUR



ADVERTISERS

SNAPPER

SCHOOL SALES

MANUFACTURERS AND DISTRIBUTORS
OF SUPERIOR QUALITY SCHOOL UNIFORMS

By Special Appointment

We are sole distributors of uniform to numerous schools
throughout the country

WE SUPPLY—

IN REQUIRED AND SPECIFIED COLOURS

STRIPED OR PLAIN BLAZERS, TIES, JERSEYS, CARDIGANS, SOCKS,
STOCKINGS, GIRDLES, GYMS, TUNICS, BADGES AND ALL OTHER
ITEMS OF SCHOOL UNIFORMS IN EXCLUSIVE COLOURS

For Your Requirements please contact—



PLEASE NOTE OUR NEW ADDRESS

25A COMMISSIONER STREET (Basement),
JOHANNESBURG

P.O. Box 3265

Telephone: 838-3018



The address of your nearest
Via Afrika Bookstore is:

P.O. Box 1097, Bloemfontein
 P.O. Box 9898, Johannesburg
 P.O. Box 107, King William's Town
 P.O. Box 114, Parow
 P.O. Box 380, Pietermaritzburg
 P.O. Box 248, Pietersburg
 P.O. Box 95, Port Elizabeth
 P.O. Box 259, Umtata
 Drakensberg-Boekhandel,
 P.O. Box 1702, Durban



VIA AFRIKA EDUCATES!

Reach for the rich American taste

GOLD DOLLAR

Manufactured in South Africa to a special American process



GD. 84



TUATA UNIFORM

FOR ALL TEACHERS



25A COMMISSIONER STREET

Are by special appointment the sole distributors of uniform for the Transvaal United African Teachers' Association.

MEN'S BLAZERS:	Complete with T.U.A.T.A. emblem in gold and silk. Best make in all sizes	R18.95
LADIES' BLAZERS:	Complete with T.U.A.T.A. emblem in gold and silk. Best make. Sizes 34-52	R18.95
MEN'S TROUSERS:	Special grey in terylene and wool. All sizes ..	R8.95
LADIES' SKIRTS:	Made of all wool baratheia in special T.U.A.T.A. colour. Sizes 34-52	R7.95

The uniform may be purchased for cash or on easy terms. If you want to purchase your uniform on easy terms please include R7.00 with your order. The balance is payable in four equal monthly instalments. Kindly state correct sizes required.

All orders promptly attended to

Address all communications to:

SNAPPER CLOTHES (PTY.) LTD.

P.O. BOX 3265, JOHANNESBURG

Telephone: 838-3018

SALES HOUSE

THE FAMILY CREDIT STORE WHERE YOU GET 6 MONTHS TO PAY

INVITES YOU TO OPEN AN ACCOUNT FOR THE WHOLE FAMILY

Departments Include:

MEN'S WEAR	★	SCHOOLWEAR	★	LADIES' WEAR
FOOTWEAR	★	BLANKETS	★	MATERIALS
		WATCHES, ETC.		

BUY TODAY—TAKE 6 MONTHS TO PAY

**ASK YOUR LOCAL SALES HOUSE FOR DETAILS OF STRIPED
SCHOOL BLAZERS FOR YOUR SCHOOL AND THE FAMOUS
SALES HOUSE BURSARY AWARD SCHEME . . .**

Johannesburg Branches at: Bellevue, Diagonal Street, Doornfontein, Eloff Street, Greenside, Hillbrow, Jeppe Street West, Klein Street, Macintyre Street, Market Street, Noord Street, Orange Grove, President Street, Westgate.

Transvaal Branches at: Boksburg, 2 at Brakpan, Carletonville, 2 at Germiston, 2 at Kempton Park, Krugersdorp, Klerksdorp, Nelspruit, Nigel, Pietersburg, Potchefstroom, 3 at Pretoria, Roodepoort, Randfontein, Rustenburg, Standerton, Springs, Vanderbijl Park, 2 at Vereeniging, Volksrust, Witbank.

Other Branches at: Bethal, Bethlehem, Bloemfontein, Brits, Claremont (Cape), 3 at Durban, 2 at East London, Frankfort, Grahamstown, Harrismith, Kimberley, Kingwilliamstown, Kroonstad, Pietermaritzburg, Middelburg (Tvl.), 2 at Port Elizabeth, Potgietersrust, Queenstown, Uitenhage.

Collection Number: AD2533

Collection Name: South African Institute of Race Relations, Collection of publications, 1932-1979

PUBLISHER:

Publisher: Historical Papers Research Archive, University of the Witwatersrand, Johannesburg, South Africa

Location: Johannesburg

©2017

LEGAL NOTICES:

Copyright Notice: All materials on the Historical Papers website are protected by South African copyright law and may not be reproduced, distributed, transmitted, displayed, or otherwise published in any format, without the prior written permission of the copyright owner.

Disclaimer and Terms of Use: Provided that you maintain all copyright and other notices contained therein, you may download material (one machine readable copy and one print copy per page) for your personal and/or educational non-commercial use only.

This collection forms part of the archive of the South African Institute of Race Relations (SAIRR), held at the Historical Papers Research Archive, University of the Witwatersrand, Johannesburg, South Africa.