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# THE TEACHER AND THE COMMUNITY

According to information reaching us, it would seem that a sister body in one of the Provinces is about to launch an all-out "Literacy-in-our-time" campaign. A very commendable step indeed, and one that should be emulated by all other teachers' organisations. The ability to read and write is very necessary to the process of uplift. But the question then arises: "To read and write WHAT, and with what end in view?" This is a poser not just for the one who desires to "educate" the illiterate adults, but also for the teacher who discharges his duties in school. As far as the school children are concerned, both the content of their syllabuses as well as the aim of their learning have been decided for them. According to the Welsh Interdepartmental Committee the aim is to educate the African child for a subordinate position in South African society, i.e., to serve the Master Race.

When, then, we view the work of the African teacher in this light, that is, as the hand that operates the machine that produces ready-made slaves, we begin to shift uneasily. The most disquieting reflection in this connection, however, is that the teacher himself who stands for at least five hours each day on five days of the week is expected to be (and often is) a pattern of slavery to the budding Jim Crows. But does the same hold of adult education? Yes. When we have successfully taught them to such a stage that they can read their newspapers unaided, we shall find that we have only made them more susceptible to the propaganda of the rulers.

Fortunately for us, a certain degree of education, no matter under what conditions it is acquired, enables those who have it to discern and discriminate for themselves. This modicum of learning the teacher possesses. Herein lies his advantage over his less fortunate brethren. Herein lies his power.

At the present, probably owing to the superior teaching methods of the School of Experience, there is a growing tendency among the Africans, including those colonies who have been through the school mill, not to be so very subordinate. But then these people have not that modicum of education which should enable them to design the type of machine that produces the superior man. That, however, does not mean that they should be left "to find themselves dishonourable graves." It is the duty of the teacher to nurture and guide that tendency along proper lines. Note that we say "guide" and not "control" because of the peculiarly South African connotation of the latter word.

Let the teachers, individually and corporately, bring to bear upon the problems of the people that same analytical sense they display so wonderfully in finding the causes and results of the European wars of the 16th Century. If as a body they fail to associate themselves with the forward movement of the people, then posterity may live to see splashed on the pages of their history textbooks "The Suicide of the Natives in the 20th Century."

One does not like to characterise the recent happenings on the Rand Mines as suicidal. Still it is hard not to feel that if the teachers had earlier been conscious of their duty to the people that tragic little side-show would not have been enacted by an isolated handful of men. But how make the illiterate masses understand

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the complexities of modern life, asks the pedant. Go to the missionary. See how he teaches the completely untutored the imponderables of Life and Death and the hereafter. Let there be no mistake about it; "Literacy in our time" is not going to free the masses from bondage. In addition its feasibility under existing conditions is doubtful in the extreme. Desirable it is, but let not those who hear it repeated believe that it frees them from their other obligations as leaders of African thought.

In conclusion: We learn that before commencing His work Christ was taken by the Spirit into the wilderness where He "was tempted by the devil." In our language: He sought seclusion "in order to think out his line of action." Let our Conferences be the wilderness to which we retire in order to think out our line of action. But let us approach this with the knowledge that we are the product of a vicious educational system and that when off guard we tend to mouth just those dignified and pompous platitudes which make us such "respectable and responsible leaders" in the eyes of the rulers. This is a disservice to the community. A complete reorientation of outlook is necessary. At our Conferences we should devise means by which we can bring the vague longings of our people to a point. That is the teacher's task.

"FORWARD."

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## THE HEALTH OF THE BANTU SCHOOL CHILD

Some Sociological Aspects

By W. T. ZONDO.

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**INTRODUCTION:** Good health is an asset and disease a liability alike to individuals and communities. It begets increased output and happiness while its lack causes numerous problems. One major problem is poverty. But these cannot be strictly separated since poverty and disease form a cycle, being both cause and effect —like the egg and the hen, they are interwoven and result in numerous forms of cultural dislocation in society.

Ill-health, then, is a social problem with its root causes chiefly embedded in economic, political, educational and cultural mal-adjustments. Thus we find that for violating the economic laws of production and distribution society must suffer poverty culminating in various forms of ill-health.

**CURATIVE WORK:** Since disease is chiefly the result of our economic and social systems, curing the sick then is like endlessly patching a crumbling house of our own making. Here the concept of a State medical service not against but over and above that of private physicians and institutions cannot be over-emphasised.

**PREVENTIVE WORK:** This is likewise patching a house which we know, or ought to have known for obvious reasons, that the house must fall sooner or later.

**CONSTRUCTIVE WORK:** The question may here be asked: Why not build a house guaranteed to the best of our ability not to

fall? In South Africa it would seem that we are not fully decided as to which comes first, curative or preventive health work, and at our pace the constructive work must definitely belong to future generations (i.e., eugenics, etc.) when one's health shall be manipulated long before he is born.

**SCHOOL HEALTH:** From the statistics of the Department of Public Health for 1939 it appears that 40.3% of the European youths suffered in one way or another from malnutrition. What percentage of Native youths should we expect? Perhaps if we remember that the infant mortality among Europeans is about 6% and that among Natives about 50% we can make a pretty reasonable estimate.

You as teachers can do little about infant mortality but can do much to alleviate the ravages of malnutrition.

The food question is perhaps the main axis about which to build the health of the school child. Starving children may suffer from tiredness, general weakness, dizziness, headaches, etc., culminating in early boredom and even fatigue—with the resultant evils of retardation, inattention, truancy and other early forms of juvenile delinquency which, as we know, is the seed-bed of our criminals.

**DISEASES:** The children are also subject to diseases which could be easily cured or prevented if properly and timely diagnosed. Take a simple case of mumps. Among the Native people mumps is nothing of importance since, according to them, it is a harmless disease of childhood. But because of its serious complications, mumps is viewed by medical science as a very serious condition. Bad teeth, inflamed tonsils, colds, adenoids, sore eyes, diseased ears, the violation of the elementary rules of hygiene, etc., may lead to deadly and chronic diseases.

This leads us on to venereal diseases, congenital or acquired, and other infectious diseases like tuberculosis, dysenteries, smallpox, typhus fever, typhoid fever, etc. Let us examine first a case of an innocent syphilitic child. Quite unaware of his condition, after handling his diseased parts, he may handle his slate and pencil, his plate and food, etc., which may in turn be used by any other pupil. His mates play with him and in any way or form maintain close contact with him not only for days or months, but it may be for years, until the unfortunate victim is kept away from school by the severity of the disease. Apart from contacting his closest mates, there exists the constant danger of using the same lavatories, towels, etc., in schools which provide for these necessities.

Again let us follow up a tuberculotic who innocently and in utter ignorance coughs up and deposits infected sputa, may be anywhere on the premises. The live germs may here mysteriously infect somebody's son or daughter. Direct infection may also result where children by any chance use the same spoons, pencils, slate cloths, or even biting at one apple, etc. These examples may be too imaginary; but nevertheless they merit investigation. If the truth of these generalisations could be established, then the school could be looked upon as an agent in the spread of disease.

Other simple ailments like inflamed tonsils, colds, dental caries, etc., may act as vehicles for carrying infection from the outside world into the system to give rise to disease.

**SUGGESTIONS:** We know that European schools have medical inspectors who are qualified doctors. In Native schools too, there

is a sprinkling of nurses. The inadequacy is obvious and, further, a nurse could not wholly replace a doctor. There should be a sound medical examination of the various systems—failing which all children should at least be examined as follows: Scholastic ability (here the causes of backwardness should be diagnosed and treated by those into whose department the causes belong), familiar diseases, diet, previous illnesses, present complaints, general nutrition, skin, hair, teeth (and with the consent of the parents these should be extracted at the spot if necessary, nails, eyes, ears, urine, deficiency diseases, glands, throat (chest, heart, abdomen, central nervous system?), etc.

After the examination, advice should be given to the child or children, teachers and parents. Where necessary the officer, nurse or the teacher should follow up the child to his home. This tracing of defects and other abnormalities to the home would afford an attack of Native health through the school.

There should also be established an intermediary office between the teacher and the parent like the American Visiting Teacher who is both a qualified teacher and a social worker. This position to-day is expected to be, and in some cases it is filled with credit by the teacher. It should be remembered that the teacher is a specialist in his department and that while he may fill this position to the best of his ability and willingness, it would be expecting too much of him. The above-named officer then would know as much about the child at home and in school and would aim at the adjustment of the child to his two prime environments.

**FOOD:** Here let one crave forgiveness for going at a tangent. One cannot close this subject without reverberating on the sore question of politics. In 1927 the Carnegie Fund made it possible for the Government to appoint a Commission to inquire into Poor Whiteness in South Africa and the report of the Commission was published in a number of volumes. Why the more acute problem of Poor Blackism was left out is a worthy question. Even were a Commission to investigate Poor Blackism, its personnel would be wholly or preponderately White, despite the fact that many suitable and responsible Africans to-day exist who know exactly where the shoe pinches. Again, as has been shown by similar Commissions, the report would abound with sins of omission and where an African or an earnest European revealed the naked truth as an individual he would be happily labelled as an agitator. How often have people of both colour clamoured for the inclusion in the personnel of commissions of Africans known for their moderate views and ability?

It has been said that one major cause of ill-health is poverty. Now, a person is poor if for any reason he falls below the minimum standards of economic efficiency established by the group to which he belongs. But poverty cannot be divorced from food nor can food be divorced from money in our economic system and again it will depend upon whether here by group is meant the racial group or the nation group.

When we think of poor Natives, we have in mind those without food and when we think of Natives without food we see them without money and so on the tree grows branches of low pay, unemployment, illiteracy, crime, disease, food, poverty, money into the social forest, confusion and decay.

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Again, let us take an instance of a South African social legislation—Old Age Pensions Act. Here the European, the Coloured and the Indian are paid at comparatively too high a rate than the African. True enough, man cannot live by bread alone, but it is nevertheless the first human consideration. The argument for the differentiation is that the standard of living is different. But as far as food is concerned, and this is an inelastic commodity notwithstanding other economic complications, there can only be one standard of living for all human beings, i.e., enough of the right food, because more or less than is required would have all-effects one way or the other. This argument may appear rather irrelevant to the text of the subject, but we are all of us mindful that the African does not eat a poor diet out of choice. It is the diet which lowers his resistance to disease and results in ill-health and a host of other social problems with the resultant social pathology. The health of the Bantu school child then is but a notch in the cycle of ills which, if anything like commendable results is to be achieved, must be tackled as a whole.

[This informative article has been contributed by Mr. Zondo, one of the Medical Aids stationed at Umtata. He is a man of wide experience both as a teacher, which position he held for a number of years, and as a health-campaigner. He is now engaged in the study of B.A. in Social Sciences.—Ed.]

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## THE LOVEDALE RIOT

A Statement issued by the Executive Committee of the  
United Cape African Teachers' Association

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It is now common knowledge that on the night of Wednesday, the 7th of August, there occurred at Lovedale a riot that resulted in floggings, imprisonments, fines and ultimately in a temporary closing down of the scholastic departments of Lovedale.

Although the Principal of Lovedale has made the observation that the recent riot was not nearly as violent as that of 1920, the facts reveal that relations, not only between staff and students but also between the prefects and the rest of the students, are such as have never been known to exist in any institution. As a rule, when such riots do occur, violence, if any, is confined to the destruction of property. But the Lovedale rioters seem to have had the persons of certain departmental heads and the prefects as the main objects of their attack. Since most of these persons are not in any way connected with the boarding department, the situation cannot be explained merely in terms of the shortage of sugar.

The details of the incident, relevant as they are, must not be allowed to divert the attention of the public from the real issue, namely the root-cause of the riot. For the incident itself, including the demonstrations, or the non-arrested students as a reaction to the arrest of their comrades, is merely the expression of an almost unanimous determination on the part of the students to put an end to what they considered an intolerable state of affairs. It is this state of affairs that requires investigation.

We know, and statistics are there to prove, that in spite of the grovelling poverty of the African people, and in spite of the scandalously poor financing of African education in this country, the numbers have increased considerably in the schools, owing to the keenness of the youth as well as to the self-sacrificing disposition of the parents. No argument will convince us that young people who are so eager for education and who know the inevitable consequences of a riot, would organise or join a riot "for the mere fun of the thing." Nor are we convinced, as we have pointed out, that the absence of sugar from their porridge was sufficient to provoke such violence. If relations had been normal, an appeal from the authorities would have sufficed to avert the calamity, and the police terrorisation and the branding of 150 of our young people as criminals might have been avoided. The African people are therefore entitled not only to a satisfactory explanation of the form of expression of the students' temper but also to adequate representation on whatever committee is going to investigate this matter, particularly the relations between the students and those departmental heads whose houses were surrounded and stoned.

In the statement issued by the Principal of Lovedale, it is emphasised that the strike took the authorities completely by surprise as no hint had ever been given by the students that there was trouble. If we are expected to believe this statement, are we not at the same time justified in accusing Dr. Shepherd of lack of imagination? Is it not true that as a result of a misunderstanding between the Lovedale authorities and the Lovedale matriculants of 1945, Dr. Shepherd threatened to see to it that the latter were not admitted to Fort Hare this year? Is it not true that, as a result of that threat, relations between Staff and students so deteriorated that in the last few nights of the term ending in December, 1945, Lovedale was guarded by the police, lest the students might riot? Does Dr. Shepherd sincerely believe that his action in carrying out his threat and preventing a number of the matriculants from gaining admittance to Fort Hare this year was prompted by the very best motives, and that it found favour with the remaining students? If the much-vaunted Christian principles for which Lovedale stands mean the callous and deliberate wrecking of promising careers, with no concern for the dire consequences to the people affected and for the injured feelings of the Africans in their unquenchable thirst for higher education, then can such periodical outbursts of a sorely-grieved people be wondered at? If the remaining students knew that to be suspected by the Lovedale authorities meant the ruining of one's career, was it not only natural that they should be led to think that they might as well qualify outright for the ruining of their careers by breaking out in open riot? If Dr. Shepherd asks himself these questions, he will probably come to the conclusion that this riot is the logical Nemesis of his relentlessness in handling last year's situation, and that to a more imaginative principal than himself, the riot would not have come as such a complete surprise.

We are aware that the Lovedale Governing Council has elected a committee of three to inquire into this incident. In view of the gravity of the situation, the least that the Lovedale Governing Council should have done was to make sure that the Committee they elected had the confidence of the African people. Rev. Seth Mokitimi is the boarding master of Healdtown, a missionary institution within easy walking distance of Lovedale. The heads of missionary institutions meet annually to discuss matters of policy.

Whatever their present policy is, in the last few years it has been characterised by riots similar to the one under review. Being associated with one of the institutions responsible for this policy, Mr. Mokitimi must of necessity be a subscriber to it, and for that reason, African though he is, we regard him not as our representative but as a representative of missionary institution policy on that Committee. Dr. D. L. Smit, in spite of his having been connected with the Native Affairs Department, is included in that Committee. A few years ago, when the question of the financing and control of "Native" Education was under review, we expressed in no uncertain terms our objection to the control of our education by the Native Affairs Department. We stated that we Africans regard this Department as the symbol of our oppression in this country—that in our minds it is associated with police raids, pass laws, imprisonment for failure to pay the poll-tax, etc. The nomination of the ex-Secretary for Native Affairs to this Committee shows how little the Lovedale Governing Council respects the sentiments of the African people. Let it be known then that we have no faith in the Committee elected by the Lovedale Governing Council, and that we are making representations to official authorities for the institution of a satisfactory inquiry to be carried out by a representative committee.

Many people are not aware that, in addition to the oft-handly "agitators" and "Communists," we African teachers, either as individuals or as an organised body, have been accused of inspiring or promoting the riots that have become a feature of the missionary institutions. We therefore want direct representation on whatever committee is elected to carry out the investigation of this or similar riots. Nor are we, as an organisation, prepared to recognise, or accept the findings of, any committee elected for this or similar purposes unless we are directly represented.

A letter, accompanying the questionnaire to be filled in by the students of Lovedale at their homes and returned to the Principal, opens with a remark that "Lovedale was formed for the purpose of giving Christian education to the Native people of South Africa." In the same letter, the Principal informs the parents that Lovedale cannot afford to open her doors "for a single person whose loyalty is in question." We hope that by "loyalty" the Principal means fidelity to the purpose for which Lovedale was formed, namely, "Christian education," and not loyalty to personalities on the staff. For that there is no loyalty to the present Principal and Staff was fully demonstrated by the 95 per cent. who either ran riot on the 7th August or threatened to do so after the arrest of the 157. Before deciding whom to re-admit and whom to reject, the authorities at Lovedale would do well to ask themselves if they have successfully maintained the purpose for which Lovedale was formed, and if so, why only five per cent. of the present students are loyal to that purpose. They would do well to ask themselves if it is possible that of the present students of Lovedale, 100 per cent. of the girls and over 90 per cent. of the boys should be hooligans. If not, why is 95 per cent. of the student-body susceptible to hooligan propaganda?

One looks through the questionnaire in vain for one single question relevant to the purpose for which Lovedale was formed. What criterion, then, is to be used in determining who is loyal and who is not? Are the students of Lovedale expected to be loyal to

persons, buildings or avenues, or are they expected to be loyal to the purpose for which Lovedale was formed? What is Lovedale? And what is loyalty to Lovedale? Is the student who, because he is alone at his own home, yields to the temptation and reveals the names of the ringleaders, to be regarded as being loyal to Lovedale? Time-honoured as it is, the procedure followed by the Lovedale authorities in determining whom to re-admit involves serious moral principles. We strongly condemn the method they have adopted, whereby African young people have to qualify for re-admission by betraying their own comrades and leaders.

It is alarming to find that the questionnaire including words which suggest clearly that the District Students' Associations which have proved such valuable educational propaganda in recent years are held under suspicion! Unless it is established beyond doubt that these associations are the seed-beds of the riots that have become so common, there must be no interference with them, and we hope that neither Lovedale nor any other missionary institution will at any time formulate a policy whereby the admittance or rejection of students will be determined by membership or non-membership of these bodies.

In conclusion, we appeal to the African people in general and to the teachers in particular (1) to strengthen parent-teachers' associations where they exist, (2) to form them immediately where they do not exist, (3) to take active interest in Students' District Associations and in the welfare of students in general, in order that we may be in a position to meet this and similar occurrences not as individual parents but as organised bodies.

I. D. MKIZE,  
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United Cape African Teachers' Association.

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# THE WINTER VACATION COURSE AT FORT HARE

By C. D. ZIHLANGU.

The vacation course held at Fort Hare last June acted as an eye-opener to many who had the privilege to attend it. Subjects of educational interest were dealt with by men of high standing in their spheres of activity.

I should be failing in my duty if, on behalf of my colleagues, I did not express our heart-felt thanks to Dr. Rousseau for his resourcefulness, his untiring efforts and for using his influence to bring together such educational experts as Dr. Eybers, Dr. Biesheuvel, Dr. Malherbe, Dr. Craven and many others, to share with us some of their experiences in the field of education.

The unavoidable absence of Dr. Kerr from Fort Hare precluded him from offering in person a few words of welcome to the members of the course at its official opening and so the noble task of welcoming the visitors to Fort Hare was ably done by Dr. Rousseau.

## WE TEACH FOR LIFE

Throughout the course this theme was emphasised and it was felt that to be real, any system of education must strive to reach it.

Even the smallest of organisms reacts towards the environment in which it finds itself and it is this reaction to environment which gives the organism its individuality. Now, there are two ways of reacting to any situation—we may either react positively or negatively—we react positively to those things which we like best and negatively to those which do not appeal to us. Life consists of a series of such reactionary processes. It is no wonder therefore that a system of education has to be developed that will prepare a child for life in a particular community—with a particular environment, and any educational system which does not interpret the realities of life to a child in their true perspective in so far as they affect that particular community, is failing dismally in its purpose. It was this very idea that led the Rev. A. G. Fraser, Principal of Achimota, in the International Review of Missions to the conclusion that "All education policy and administration should be controlled, not by the Government, nor by the Missions, but in partnership with them, by the parents of the race to be educated."

The school should be made the real radiating centre for community improvement. "A tribe which is made to feel that its customs are ignored and despised loses its self-respect and sinks into apathy and bitterness," says Margery Perham in Africa.

## NEW EDUCATIONAL IDEAS.

In his lecture, Dr. Eybers gave a very brief survey of some of the newer educational ideas, deducing from each just one worthwhile educational idea which the members of the course could carry away with them into their respective spheres of activity.

**Winnetka Plan:** This is an expression of the need or desirability of giving, as far as possible, individual instruction. There are no regular class periods and each child works in the practice exercises at his own speed.

**Dalton Plan:** This emphasises assignments rather than goals and places the responsibility upon the child. Of course the teachers are always at hand to help and guide.

**Gary Plan:** This has an enriched curriculum and school facilities are freely shared with the community.

**The Project Method:** This is a method of relating the abstractions and problems of the classroom to real life experiences.

**The Play Way:** This emphasises the importance of interest in the learning process.

Methods are the tools by means of which we carry across such information as we have acquired in order to obtain the best results from such instruction. It must be remembered, however, that in a child we are dealing with something plastic, so that our methods of teaching should not be rigid and unchanging. Every teacher is capable of inventing, developing, and crystallising new methods in order to meet particular situations and behaviour patterns found only in the classrooms. No training college, however efficient its teachers, can foresee all the behaviour patterns to be met with by its student teachers when they go out to become teachers. That is the work of the man on the spot.

### APTITUDE AND DIAGNOSTIC TESTS.

Dr. Biesheuvel in dealing with the psychology of education emphasised, inter alia, the need of classifying children with reference to their educational possibilities and the need of testing vocational fitness.

It is a well-known fact that some children are more intelligent than others. What this difference really is, however, only the closest scrutiny and the most careful experiment will reveal.

It is certain, however, that we often attribute to difference of intelligence what is due to difference of interest in a particular task. For instance, a child may be backward in a particular subject not because his intelligence quotient is low, but because he lacks interest in that particular subject. Hence the importance of the need of testing vocational fitness. This is done by means of standardised tests which have been graded according to the ages of the children.

During the war years, the tests devised, and developed by Dr. Biesheuvel served as a useful guide in the assigning of duties to those who were enrolling for active service. Every enrolled soldier had to pass through a series of these diagnostic tests before a specific duty could be assigned to him.

### PHYSICAL EDUCATION.

Dr. Craven began his address by striking a note of warning to the members of the course not to regard physical education as a cure for bodily ailments. If anything, more harm can and has been done by giving unsuitable exercises to individuals who were physically unfit to bear the strain. No child should qualify to take any physical exercises, unless he has been certified by a trained doctor to be physically fit to do so.

Dr. Craven divided the school-going children into five recognisable groups:

- (1) The Developmentals—are those who are physically fit to do any exercise or just about fit.
- (2) The Nutritionals—are those who require more nourishment than physical exercises.
- (3) The Specials—are those who have certain defects in their bodily constitution.

- (4) The Operatives—are those who have for some reason or other, undergone some operation.
- (5) The Pathologicals—are those who suffer from chronic diseases of one type or another.

He laid emphasis on the fact that physical exercises have to be graded according to the needs of each group and further, that more attention should be paid to the correct nourishment of the child rather than to physical exercises.

Dr. Craven took us back to the traditional days of our forefathers when physical culture permeated the life of the African people. He reminded us that physical culture formed an essential part of almost all their tribal ceremonies. There were recognised traditional and tribal dances, cattle racing, and many other performances both for the young and old. Men had to go out on hunting expeditions for days, weeks and months.

Those of us who have seen the traditional Zulu dance, popularly known as "Indlame," will certainly agree that no amount of physical exercises, however perfect its grading, will adequately substitute for this graceful performance. It is to be regretted, however, that these traditional dances are gradually being relegated to a back seat and within the next few decades they are bound to sink into oblivion.

Dr. Craven made a strong appeal to the members of the course to reassess values, by bringing some of these traditional dances, modified if necessary, to the light of day. He assured us that these performances ought to appeal more to the African child, being much more related to his life than the formal exercises in drill so often detested by many students.

## RECENT PUBLICATIONS

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# EDUCATIONAL MATTERS

By Mr. F. J. SCHEEPERS.

(Reprint.)

Mr. Chairman and Members,—Mr. Hobson wishes me to express his regret at his inability to be present here to-day. As you probably know, Mr. Hobson was appointed Secretary of the Educational Department in January of this year, and he is still acting as Chief Inspector for Native Education. Mr. A. H. Stander, of Kimberley, who has been appointed to this post, assumes duty on the 1st of April.

To-day I propose to deal mainly with the expansion of Native Education during the ten-year period, 1935-1945. The position is best illustrated by the following tables:

## NUMBERS OF SCHOOLS.

	1935.	1945.
Training Schools . . . . .	14	14
High and Secondary Schools . . . . .	8	29
Primary Schools . . . . .	1,720	1,983
Industrial Schools . . . . .	15	20
Totals . . . . .	1,757	2,046

## ENROLMENT.

Training Schools . . . . .	1,865	2,176
High and Secondary Schools . . . . .	1,005	5,627
Primary Schools . . . . .	166,300	230,220
Industrial Schools . . . . .	647	894
Totals . . . . .	169,817	238,917

## NUMBER OF TEACHERS.

3,651      5,497

## NUMBER OF CANDIDATES ENTERED FOR JUNIOR AND SENIOR CERTIFICATE.

Junior Certificate . . . . .	162	1,039
Senior Certificate . . . . .	33	164

These figures show that there are now only 290 more schools in operation than there were in 1935. Considered as an increase over a ten-year period in a system, crying out for expansion, this figure seems disappointingly small, but it coincides with the Department's policy of using such additional salary grants as have been made available, to appoint additional teachers at existing schools rather than to open new schools. Thus we find that the additional number of teachers employed over the same period is 1846.

The additional number of children brought into school amount to 69,100, or roughly an increase of 7,000 pupils per annum. Owing mainly to the introduction of the School Feeding Scheme in 1944, the rate of increase has been greatly accelerated, and the enrolment in 1945 was 15,467 pupils more than in 1944. The abnormal increase has created an unsatisfactory position in regard to the number of teachers employed and classroom accommodation. In 1935 the number of pupils per teacher was 46. This figure was



brought down to 41 in 1943, but rose to 47 in 1945, and in most schools the number is over 50 pupils per teacher at present. Also, the missions and the people are finding it impossible to provide the accommodation necessary for this abnormal increase in enrolment.

A pleasing feature about the enrolment is the large increase in the numbers of pupils in standards IV to VI and in the secondary classes. It is evident that Native pupils are remaining longer at school and proceeding in much greater numbers to secondary education. To meet this increased demand for secondary education a number of secondary schools have been opened, but the expansion of facilities for secondary education has been retarded by the shortage of Native teachers with a university degree, and the position is aggravated by the fact that most of the Native secondary teachers are able to teach only languages and history. Very few are able to teach mathematics or the various sciences, and Native female teachers with a degree are almost non-existent.

The development of Native education during the past ten years has been accompanied by a corresponding growth in expenditure. The Department in drawing up its estimates for 1946-1947 had to budget for the average salary of a primary teacher at £78 per annum, instead of £66 as in 1935, and the expenditure on Native education, which up to the present has been expenditure chiefly on teachers' salaries and allowances, has risen from £383,000 in the financial year 1935-1936 to £932,000 for the financial year 1946-1947, an increase of over half a million pounds in all, or an average increase of £50,000 per annum. Funds for Native education allocated to the Cape Province for the financial year 1946-1947 amount to £1,023,405, an increase of £91,000 over the previous year. Of this, £48,000 have been set aside for development, such as additional teachers, school equipment, etc. So much for the ten-year plan.

Marks of progress in Native education during the past 18 months are the promotion of the Secondary Schools at Langa and at Tigerkloof to the High School grade, the opening of another rural secondary school at Qokolweni in the District of Mqanduli, the aiding of another 30 mission schools, the appointment of 150 additional primary teachers and 38 additional post-primary teachers, the opening of a Teachers' Woodwork Course at Lovedale, a Teachers' Music Course at St. Matthew's, and a Teachers' Agricultural Course at St. John's College, Umtata, the appointment of an Inspector of Music, an Inspector of Agriculture, an additional Departmental Visiting Teacher, and two more Jeanes' Teachers.

In most of the advanced European countries and in America it is a recognised principle to-day that the child is best taught by making the maximum use of his environment. In the rural areas the "School Farm" with its gardens, cows, sheep, pigs, rabbits, fowls, and bees, is rapidly gaining popularity. The children at this type of school form a community of their own, they build their own cow-sheds and pig-sties, they make their own rabbit-hutches and beehives, the classroom has become a workshop and the school a training centre for life. The dreaded arithmetic lesson with its stocks and shares and papering of walls has lost all its terrors, for now they learn how many yards of wire will be needed to fence their garden, what prices they may expect for their honey and their eggs. The nature study and geography lessons become part of their daily activities, and are no longer a string of facts to be memorised from a text-book. Education has become something real and warm and living, instead of the cold, abstract, lifeless thing of the past. It seems strange therefore that the very word "agriculture" in

education should meet with so much antagonism from the Native people. I feel sure that this opposition to a fundamentally sound educational principle is based on misconception. It is not intended that every Native pupil should be trained to become a farmer, rather, that every Native child should receive a basic, a primary education which will not only fit him for the life he has to lead but will also imbue in him a love for the soil, a realisation of the dignity of labour, and a thirst for further knowledge. Such a primary education will by no means debar him from proceeding to secondary and university education, on such a sound foundation the superstructure may take any form or shape or size.

For us in the Native reserves this type of education has a further significance. We all know that the position in regard to soil erosion, soil exhaustion, and malnutrition is steadily getting worse. We also know that it is difficult to teach or create new habits in the adult Native male. Nearly 50 years of agricultural education at our agricultural schools and through agricultural demonstrators has failed to produce the desired improvements. The Jeanes' Teachers and the home demonstrators at present being trained at Mbuto Farm may accomplish more, because the women seem much more eager to learn than the men. But it would be as well to remember that the child is the father to the man, or that the child of to-day is the man of to-morrow. If the many thousands of Native boys and girls who leave school every year have learnt some of the secrets of the soil, how to grow and prepare vegetables, the advantages of crop-rotation and of trenching, the use of good seed and manure or compost, the value of the grass covering on our soil, it would mean that an increasing number of men and women with the correct outlook would be taking over the land within the next decade.

This Council, in its wisdom, has accepted the Rehabilitation Scheme, a scheme which involves the expenditure over an extended period of millions of pounds. Much of this money might profitably be spent in providing the schools with the equipment necessary for carrying out the work outlined above. Many schools are situated in places where agricultural projects are impracticable. Such schools will have to be shifted to better sites. Fencing and other materials, implements, seed and a good water supply will be needed to make the projects a success. The two Departments mainly concerned are the Native Affairs Department and the Education Department. Both of these Departments have already done something to help the teaching of agriculture in our schools, the Education Department by the appointment of an Inspector of Agriculture for Native Schools and the establishment of a Teachers' Training Course in agriculture, the Native Affairs Department by the erection and the provision of water and equipment for these gardens, and by financial assistance to School Farms. Much more will have to be done, and the closest co-operation between the two Departments will be a prerequisite to success.

There is one other matter on which I want to touch. We all know what a great benefit the School Feeding Scheme is to the average Native child. The children are much healthier and happier, enrolment at schools has increased, and attendance has been much more regular. It is therefore with regret that I have to draw your attention to the fact that the Feeding Scheme has become the milch cow of the Transkei. Produce is being sold to the schools at ridiculous prices. It is not uncommon to find a school paying 6d. a pound for potatoes, 6d. for a bunch of spinach, and 2s. a gallon for milk.

a hamel that used to cost 15s. or £1 is now being sold to the schools for £2 10s. The Union Education Department, who controls the Feeding Scheme, might be persuaded to regulate prices, but in the meantime I wish to appeal to you, as leaders of your people, to use your influence in the locations to ensure that the maximum share of the 2d. per day goes into the stomach of the child and the minimum portion into the pocket of the parent.

Mr. Chairman, this will probably be the last time that I shall have the privilege of addressing your Council as I am being transferred to the East London circuit in the near future. I wish to take this opportunity, Sir, of thanking you, as well as your predecessors in office, Messrs. Fyfe King and Mears, for your unfailing courtesy towards me, and for your sustained interest and valuable assistance in all matters pertaining to Native Education. I also wish to thank the Magistrates and General Council Officials for the willing co-operation at all times with the School Inspectors in their areas. I want to thank the Councillors for the good hearing they have always given me and for the interest they have shown in the education of their youth. And lastly, Sir, I wish to thank the Native people, both old and young, for their kindness and friendliness towards me and for the help they have given me during the 13 years that I have worked amongst them. It is with real regret that I shall leave these Territories. To those who have the education of the Native child and the uplift of the Native people at heart, I want to say "Ungadinwa Nangomso." (Do not get tired, even to-morrow.)

[I have reproduced this address delivered by Inspector Scheepers to the last session of the Transkei Bunga because it has some interesting aspects worthy to be digested by teachers.—Editor.]

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## Replies to the Transkei Bunga Resolutions on Education

### **Section (2) Item No. 57—Accommodation in Primary Schools.**

"That the Government be requested to provide more accommodation in the primary schools as the people are now very keen on education."

**Reply:** "I have to inform you that since 1940 an amount of £441,163 has been provided from Trust Funds for the erection of school buildings and a sum of £76,000 has been provided for the current financial year. That the Department appreciated the need for more school accommodation and you will observe that steady progress is being made in this direction."

### **Section (3) Item No. 58. Extension of accommodation in Training and Secondary Schools.**

"That in view of the congestion in Training and Secondary Schools the Education Department be respectfully requested to extend accommodation in these schools so that no children may be rejected on account of such congestion."

**Reply:** "With reference to your minute No. 26/3 of the 25th July, 1945, I append for your information a copy of a minute received from the Secretary for Union Education. 'I have to inform you that the abovementioned subject was considered by the Union Advisory Board on Native Education on the 5th and 6th November, 1945, and it was decided to inform the Council that the Board favoured the extension of accommodation not only in the training colleges and secondary schools, but also in primary schools. Owing to the lack of funds progress in this direction is being retarded. The Board will, however, endeavour to remedy this state of affairs as early as possible.'"

### **Section (14) Item 72—Native Education. Increase of Departmental Visiting Teachers and Creation of Posts of Native Inspectors.**

"That in order to ensure a high standard of examination in Native schools, the Education Department be respectfully requested to increase the number of Departmental Visiting Teachers as well as to create posts of Native inspectors."

**Reply:** "With reference to your minute No. 26/24, of 18th July, 1945, I append for your information a copy of a minute received from the Secretary for Union Education. 'I have to inform you that at a meeting of the Union Advisory Board on Native Education held on the 5th and 6th November, 1945, the Board was in accord with the principle of increasing the number of Departmental Visiting Teachers as well as the creation of posts of Native Inspectors, but considered that it could not be carried into effect at this stage owing to the shortage of qualified African teachers in secondary schools.'"

### **Section (18). Item 76.—Establishment of Undenominational Industrial and Technical Schools.**

"That the Government be earnestly requested to establish undenominational industrial and technical schools at various suitable centres for the training of Natives in these Territories."

**Reply:** "With reference to your minute No. 26/51 of the 17th July, 1945, I append for your information a copy of a minute received from the Secretary for Union Education. . . . I have to inform you that the abovementioned resolution was considered by the Union Advisory Board on Native Education on the 5th and 6th November, 1945, when it was decided to inform the Council that the Board accepted the principle for the establishment of undenominational industrial and technical schools for Native children. Steps would no doubt be taken in this direction in the near future."

[I have reproduced these resolutions and replies to enable you to compare with those of yours on the same topics. You will note above that the principle of creating posts of African inspectors is accepted by the Board, but cannot be carried out owing to the shortage of qualified African teachers in secondary schools. But European inspectors and African D.V.T.s are being appointed in spite of the shortage. The D.V.T. just appointed is a secondary school teacher. Why was he not appointed as inspector?—Editor.]

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## NOTICES

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Levy subscribers' attention is drawn to the fact that the December number of the "Vision" and the November number of the "Bulletin" will be their last, so will they please see that their levies are renewed to the U.C.A.T.A. Treasurer through their Branch Secretaries in order to continue receiving these publications.

\* \* \* \*

Subscribers to the levy and for the "Vision" who failed to get the September number of the magazine should please communicate with the Editor.

\* \* \* \*

Some of the U.C.A.T.A. Regional Organisers have not yet communicated their addresses to the General Secretary. Will these please kindly do so without fail. The S.O.S. Forms are being distributed to the Regional organisers by the General Secretary, and Branch Secretaries are kindly asked to co-operate with the Regional Organisers for the correct filling of these forms.

\* \* \* \*

All Branch Secretaries who have not returned their Census Returns should please send same to the General Secretary at their earliest convenience.

\* \* \* \*

Will all Branch Associations and all those concerned note that the U.C.A.T.A. Executive, in conjunction with both the Matatiele and Umtata Branches, decided to alter the venue of the next U.C.A.T.A. Conference from Matatiele to Umtata in June, 1947. **Please Note**, therefore, that all roads will lead to Umtata next winter.

\* \* \* \*

The General Secretary wishes to make known that up to the time of printing he has not yet received the replies to the resolutions taken at the Cape Town Conference.

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## AFRICAN TEACHERS PATIENTLY WAITING

ACCORDING to the Press reports, the Government of South Africa in its present session has adopted salary scales to be paid to African teachers. This news has also been officially communicated to the ex-secretary of Federation; but no revelation as to the actual figures and facts was made to him. The information concerning the scales has been sent to different Provincial Executives to release to the African teachers. We now, therefore, know that the calf has been born; but as to its colour and nature we can easily prophesy. The word African or Native, as the Government would have it, which qualify the teachers to receive the salaries is enough to point the direction.

The African teacher has been patiently waiting to hear about these scales which, doubtlessly have been specially designed for him in the same manner as other services which are labelled "Native" with the emphasis on the word "Native." He hopes that the Government will not, as usual, give him a snake when asking for a fish or a stone when crying for bread and that the piece of bread that he hopes to receive will not, in any way, be less than that given to a European teacher, let alone a Coloured or Indian teacher. We hope that these scales will coincide with the arrival of His Majesty and his Family in South Africa so that the latter may see the good things our democratic Government is giving us. We feel strongly and will continue to do so that teachers' salaries or anybody's salaries for that matter, should not be influenced by such trivial things as colour considerations, but that men should be remunerated according to their qualifications and responsibility. What justification is there for paying other people less when they work the same number of hours, doing the same type of work under the same department, possessing the same qualifications, eating the same food! No one who calls himself a Christian or democrat can ever justify racial discrimination which to the White man's mind means "partial segregation" which segregates in the social and economic fields—but not industrially. It is this policy which is responsible for most of our disabilities. The very authors of this policy which is as democratic as it is unchristian agree that it has failed. "Our fervent hope that fears would be allayed and that everybody would find his place—that Whites and Blacks would live happily in this country has not been realised yet." (Premier.) As a protest against this policy a European teacher in the Transvaal actually resigned from teaching. In his letter he stated: "In recent months it has become increasingly evident that the Transvaal Education Department is acting towards non-Europeans in accordance with the political demands of certain groups. As one who dares not believe in any false theories of racial superiority or the need for non-Europeans being denied full democratic rights, I feel that I would be tacitly accepting these theories by remaining in the service of the Transvaal Education Department." That is the attitude which every true Christian or democrat ought to adopt—a man of the calibre of Rev. Michael Scott of Sophiatown.

October last saw the appearance of new salary scales for European and Coloured teachers. These scales are definitely an

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improvement of the old scales and yet they did not pass unscathed. The chief criticism levelled at them by the Coloured teachers is that they have violated the principle of democracy and are contrary to their creed of "equal pay for equal work." European teachers are not one with the Coloureds in fighting against racial discrimination in pay. One thing of importance is that both Coloured and European teachers were included in the respective committees which drafted the scales; but I understand that the various teachers' associations in the Cape Province were not given the opportunity to appoint their own representatives to the committees referred to above. The Administrator appointed them. On the other hand the African teachers were not even consulted let alone being appointed when the sub-committee appointed by the Advisory Board on African Education drafted the scales. Fortunately for us there was one African, a member of the U.C.A.T.A., who sat on the sub-committee which dealt with African salary scales. He was appointed by the Board in which he represents the Native Representative Council, not the teachers as such. In other words we had no direct representatives to see that our interests did not suffer. According to the new scales for Coloured and European teachers, a Coloured teacher will receive 80 per cent of a European teacher's salary. It would be interesting to know what proportion the African teacher will get.

What remains for the African teachers is to wait and see what the scales will be like. It is hoped that a storm of protest will greet any proposals which are contrary to our creed or to anything which is not consistent with the best; but teachers must leave enough room for disappointment. They must not entertain very high hopes lest the latter be dashed to the ground. While waiting they should remember that the South African policy has not undergone any metamorphosis, that according to the Nationalists, the pending elections will be fought on the Colour Question. To be too hopeful under the circumstances is to be blind to facts.

There is a general feeling that the African teachers are satisfied with the conditions obtaining in South Africa otherwise they would be more drastic in their demands, they would all become members of their associations, they would join hands with other organisations which are fighting against oppression, they would get as many allies as possible to help them in championing their just cause, for example, they would approach all sympathetic Members of Parliament not merely African Representatives, they would make means like Indians, to appear at the Bar of the House, they would test the faith of the Churches which told U.N.O. last year that there was no colour bar in South Africa in the State and Church. In short they would do all in their might to improve the lot not only of themselves; but of all the inarticulate, uneducated African community around them.

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## THE NEED FOR HIGHER EDUCATION FOR AFRICAN WOMEN

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When the Editor wrote to ask me to contribute to the Vision an article on the above topic, I jumped for very joy; because I felt here was one man, at least, in the whole gamut of the species male who knew one of the most pressing needs of the African woman.

Now, at school, my teacher always told me that an adjective in the comparative degree is always followed by "than." She also told me that the "than" is sometimes "understood," but that it is always near at hand like Ariel at the beck and call of Prospero. So I conjured it up and my topic read higher education for women than for men—and that is what made my heart jump as did Wordsworth's when he saw a rainbow in the sky.

Unfortunately, a rainbow does not last long in the sky. Soon the sun sets, and your rainbow is gone. Sad story but true. Just to make assurance doubly sure, I decided to consult another of the male species to see whether that understood "than" had brought the correct words in its train. To my disappointment, he started a most disconcerting discourse in a very muscular and heated strain on how misguided and foolish women could be in their ideas. "How on earth," he thundered, "can any sensible being on two feet think of a world where women had higher education than men? Isn't there enough hen-pecking, garrulousness and gossip without giving the women more stuff for their wagging tongues?" I tried to answer that that was a little too strong for a gentleman of his standing, but a big lump choked me. But I needn't have tried to answer, in any case, as my hero was only asking a rhetorical question. "If it is a man that suggested this topic," he continued with a very knowing nod of his head, "if it is a man, I bet you, he does not know what women are like."

So, in dog-like fashion, I slunk away and quietly drew my tentacles into my snail's shell, and went underground—there to hibernate until warmer days came.

It was while I was in this dejected state that I discovered that I had missed the mark altogether in my interpretation of the topic. I was browsing through some fossilised information—you see I could no longer face real living men. I was twice shy, and so I had to appeal to those I was sure could never turn round and rail at me the same as my friend had done. I was going through these fossils, written, I think, in the mid-Victorian days, or was it in the Stone Age? Well, no matter. From my informant, who was most unimpatient, I learnt that by higher education is meant education higher than secondary or high school work—university education. So, now there was no question of comparing men and women. I had, as my assailant had said, misplaced the "than," or rather what followed.

Now, Mr. Editor, is there any NEED for education higher than Matric for women—African of all women? Or even higher than standard six for that matter. Surely the woman's place is in the house. Surely she does not need to know that  $(a-b)^2 = a^2 - 2ab + b^2$  before she can cook hubby a delicious dish, or wash baby, or straighten that beastly crease which will persist in getting out of order and making the trousers all out of shape. Nor does she need to know the implications of Isaac Newton's law of gravitational attraction before she can so arrange the plates and cups on the shelf as to render them least likely to fall on the floor and break—much to man's consternation and ira. No, sir, you must agree with me that a woman does not need all this for effective house management. So much is this so that some men have even evolved the theory that "the higher her education the more unfitted a woman is for the execution of the traditional and natural duties.

assigned to her sex;" and, I suppose they have proved their theory beyond any shadow of doubt.

That TRADITIONAL, Mr. Editor, is what makes the theory a little debatable, even if they had proved what they say—I shall not argue the point. But tradition worries me a little, the more so because that is the fulcrum about which the whole question revolves. The modern world, sir, is projected forward rather than backwards. And tradition (if my dictionary informs me correctly) runs counter to a forward and radical projection. In other words therefore, I maintain that the modern woman—be she American, African, Chinese, European or Gipsy—the modern woman must be fully equipped with means to cope with a modern trend of events, if she is alive and is not just to exist in this world. Failure to acquire this equipment spells bewilderment; loss of self-possession and self-confidence; indecision; lack of self-knowledge, which is the ABC of success in life; inability to move freely among others. No, sir, the world is moving too fast for a woman whose life is just focussed only on traditional mandates; a woman who does not possess even a fraction of that touchstone which will detect what is worthwhile or not. I am not the one to say that ONLY university education gives this precious something, and that ALL those who have received university education possess it. No, some have it by intuition and others would never acquire it if they left the university at the age of Methuselah. But working on the law of averages we say that it is from university education that one is more likely than ever to get that broadmindedness which is essential to an impartial and objective study of factors and influences around oneself. The political, social and economic as well as the moral structure of the African—nay, of mankind—is being shaken to the very roots; and we cannot afford to miss the bus. Let the woman remain in the house if you will. I am not in the least advocating making blue-stockings of African women.

Notwithstanding, sir, if you will allow me to digress a little, I would like to ask whether the blue-stocking is not entitled to as much of that enjoyment of life which comes from a complete self-realisation in congenial surroundings as is madam stay-in-the-house. Can you really ever hope to pin an eagle for ever to the ground? No, sir, madam blue-stocking will not stay put. She is an eagle. She will fly. She must be up and doing. She must encourage social welfare work; she must be in the political forefront; she will be mayor, even prime minister, if you are not careful enough. That's in her veins. Just give her higher education and she will move mountains with her most convincing and logical arguments—and with her faith too, with apologies to St. Paul. She will talk, like Bottom as Thisbe, "in a monstrous small voice—that it will do anybody good to hear her," until those men's iron hearts melt, until swords are literally turned into ploughshares. Then, again, what of the woman who, for some reason or other, prefers or has to fend entirely for herself. She certainly will be the better for it with higher education which will help broaden her outlook. I was about to say and also help increase her earnings. I was forgetting for the moment that those entrusted with the drawing up of salary scales for African teachers (and many university women are teachers) seem to have set themselves, wittingly or otherwise, upon the arduous task of not giving too great encouragement to higher education—and that's putting the matter in mild terms. Well, in the circumstances, let us leave out the question of

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increasing her earnings, and incidentally, too, let us leave madam blue-stocking fending for herself; because hers is really an exceptional case.

To come back to the average woman. Let her remain in the house, if you will I said. She is doing yeoman service there already—often thankless but extremely worthwhile. But whatever you do not do with her, do please do this: do let her be an inspiration to the man. Do let her be appreciative of his struggles in the political, social or whatever other sphere in which he wields his influence. Do not let her be indifferent or block his progress; because she does not understand—through no fault of hers. In short, therefore, let us open the doors of higher education wide to the African women in order to give them that breadth of vision which alone can save us and our people from total collapse and extinction, which is the sure doom of a people unlettered in modern ways. Let not our women-folk be a drag on our society. Let them arm themselves fully for the battle that is ahead; and let them make a strong home front to ensure for us victory over oppression, discrimination and prejudice; over social, political and economic inequalities and disabilities. Thus only can we sincerely say: "MA YIBUYE."

PHINDA N. MPUMLWANA.

Eluxolweni.

Kingwilliamstown.

11th November, 1946.

[I hope we shall exercise every care when reading this article written by one of our women. This article will surely encourage other women to write articles for *The Vision*.—Ed.]

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## PRESIDENTIAL ADDRESS

Delivered at the Queenstown Conference of the  
Departmental Visiting Teachers (Cape),  
18th December, 1946.

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The Past, Present and Future activities of the so-called Departmental Visiting Teacher.

**The Past:** Mr. Chairman, ladies and gentlemen, the subject of my address may sound somewhat ambitious to you, but what I propose to say to you in very simple language should be in the form of these three questions: (i) What have we, as a body, done in the past towards the amelioration of the conditions of which we shout so much? (ii) What are we doing now? (iii) What do we propose to do in the future in the light of past experiences and failures and achievements and the ever-present difficulties and man-made handicaps.

Briefly, the appointment of assistants to inspectors was the direct result of the findings and recommendations of the 1919 Native Education Commission under the chairmanship of the W. J. Viljoen, then Superintendent General of Education. That Commission also recommended the appointment of a Chief Inspector for Native Education. The relevant verbatim recommendation on assistants to inspectors was as follows: "That so long as it is impossible to apply the principle laid down in the preceding resolu-



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tion, teachers of educational standing and experience should be appointed to inspectors' circuits to assist the inspectors in supervision and instruction."

Soon after this Commission had submitted its report, the Chief Inspector for Native Education was appointed, as also two of our renowned pioneers, namely, Messrs. A. W. Mbuya and P. Kopo. These men were forthwith designated Departmental Visiting Teachers. Mr. Mbuya was assigned to assist in demonstrating hand-work throughout the Cape. He had excelled in this branch of school in his school at Peulton. Mr. Kopo was to demonstrate on school gardening, in which he had shown special talent and aptitude for producing the best vegetables in a drought-stricken area at his Burnshill (H.M.) School.

Not unnaturally these men were used in various capacities by the different inspectors under whom they served, and most of their time was invariably spent, in the inspection of schools. The next group was appointed in 1929, without any one of them professing any specialist subject. I presume, for experience and educational standing, whatever that may mean.

It was a departmental instruction printed in black and white, and in no ambiguous language that the "Departmental Visiting Teacher was to work under the direction and supervision of the inspector concerned."

I am sorry, ladies and gentlemen, that I mislaid the document containing these instructions, and we were appointed on a probationary basis. It is interesting to note in this connection that my appointment and that of Mr. Maliza were never confirmed, nor was the probationary period extended. So that we are in the anomalous position of being on probation just two years before pension.

In the following years more men were appointed, and as a result of the resolution from the then Cape African Teachers' Association, through the Cape Native Education Advisory Board, these posts were thereafter advertised in the Gazette. Mr. Chairman, ladies and gentlemen, that in brief is the history of the appointment of the so-called Departmental Visiting Teacher.

I shall not labour the point of the application of the glaring misnomer in our designation—Departmental Visiting Teacher—but shall pass on hurriedly to duties and functions of these officers. From the onset we were detailed for inspection of schools, and visits were far and far between. Here is a case in point. In 1945 I inspected 140 schools and visited only 14, and that is not an isolated case. The most lamentable aspect of the whole affair was the fact that we were expected, or rather required, to make more bricks with less straw.

The inspectors were very kind to us in all respects, and even transported us in their cars whenever possible, sometimes at great inconvenience to themselves. But most if not all of the transport burden was saddled on the ever-willing and ready-to-help African Teacher. Definitely and most decidedly this is a service that should be performed by the Department and at nobody's individual expense. I refer to transport, ladies and gentlemen. I take off my hat to the humane and enduring African Teacher with his accommodating spirit.

Now what of horse allowance, you will ask. The Department allowed us the princely sum of £30 per annum for a horse from 1920 to date. Cost of living for this "imaginary horse" or no cost of living, the allowance<sup>1</sup> still stands at £30 at the moment I am

standing here. Well, those facts and figures, ladies and gentlemen, are true and you can make your own conclusions. I rather think that the Churchillian classical expression is here appropriate: "Ours has been a life of sweat, toil and even blood." We have actually lost two of our men through this exposure to the elements at all times of the day and night on horseback, and the third has been invalidated from the same reason; but I am appealing to you to-day as a group of leaders in pioneer work to carry on in spite of all these obstacles and setbacks.

The late Rev. W. Mears on Native studies writes in his national song: "Ye Christian Bantu Students, ye are the pioneers. Prepare the way for others who follow in the years. Yours is the trial and suffering, theirs is the victor's crown. But in the great rejoicing your spirits blend as one."

Now, ladies and gentlemen, I come to the **Present**: To-day, as regards conditions of service, we can put very little on the credit side, in view of the substantial adjustments, both financial and otherwise, in the case of European and Coloured teachers. Our resolutions and suggestions on the improvement of our status have either been pigeon-holed or answered in the time-worn and stale official terms, "RECEIVING THE DEPARTMENT'S CONSIDERATION."

The purpose of this address, primarily, is to focus attention not so much on the past or present disabilities of the Departmental Visiting Teacher, but on organisational schemes to be pursued in the future. What we need to-day, first and foremost, is a campaign for the mobilisation of the African Teacher public opinion for the establishment of an extensive organisation of teachers. Let us pull our weight in this direction.

In the past, we must admit, we have each one of us been satisfied with paddling our own canoes. It has been a policy of each one for himself, and Qamata (Allah) for all. One writer has appropriately said, "'Tis progress at its very best when all shall seek the good of each, ideal and democracy; then shall the world be richly blessed, make great advance in culture, grace, in true humanity." But it is imperative to-day, through force of circumstances beyond our control, that we should awaken from our complacency. Let us be left under no misapprehension whatsoever about the task awaiting us.

**Plan of Campaign:** The Race Relations motto is, "Each one teach one." In Mexico their slogan is, "Each one teach one." Let us ask every member of our Association here to-day to help enrol **at least** two teachers to be members of the Teachers' Association in 1947, so that when we meet next Conference we may report on the progress we have made. Let each member in his circuit get in touch with the Secretary of the Branch Association.

Then we know whom to approach. Far be it from me to advocate dictatorial methods, in any shape or form, in pursuance of this suggestion, but we can do this with the best persuasive language at our command, and even the teachers concerned will automatically take it with good grace. Let us make an honest attempt towards positive action. There is a considerable weight of responsible opinion behind the view, that without a properly and fully organised African Teachers' Association, we can achieve nothing. So my appeal to you to-day, ladies and gentlemen, can be summed up in three sentences: (1) Organise the African Teacher; (2) Organise the African Teacher again; (3) Let us aim at one hundred per cent organisation of our African fellow Teachers. Then, and not till

then, can we hope and talk of the dawn of a new era. We should seek ways and means in which the maximum co-operation can be secured. Our people have not learnt the lesson of disunity, with the result that our hardy annual resolutions, by a small minority Association, can always be steadfastly ignored with impunity by the Education Department.

**Teachers' Vision:** It is a recommendation that I would like to make to this Conference, if funds permit, that we should make a sort of annual contribution from the Treasury towards the support of this African Teachers' Journal, and also to encourage our members to make literary contributions to it. Without a newspaper to champion and sponsor our cause and interests and to put the case of the African Teacher, we shall perish. It is madness to think that our cause can be championed by other journals. This indifference and lethargy on our part, I take it, is a question of history repeating itself with vengeance—"Whom the gods would destroy, they first make mad." The VISION deserves our fullest support.

Signed: Knight Marambana, President C.A.D.V.T.A., this 18th day of December in the year of our Lord one thousand nine hundred and forty-six.  
P.O. Box 174, Kokstad. 21st December, 1946.

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## REPLIES TO RESOLUTIONS

**Passed by the United Cape Teachers' Association in  
Conference at Cape Town in June, 1946.**

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**Resolution 1:** That the Department be respectfully requested to transfer a lapsed grant of a Primary School to any district where a grant is needed irrespective of denomination.

**Reply:** It is regretted that it is no longer possible to transfer grants.

**Resolution 2:** That a three months' furlough be granted African teachers who have served ten years, and six months after twenty years, with full pay, as is the case with European and Coloured teachers.

**Reply:** At present no provision for furlough exists. The matter is, however, being considered by the Union Advisory Board on Native Education.

**Resolution 3:** That the U.C.A.T.A. strongly urges the Department to draw up a Pension Scheme for African teachers.

**Reply:** A Pension Scheme is now under consideration.

**Resolution 4:** That the Department accept applications for lump sums pension payments.

**Reply:** This request will be kept in mind when the proposed Pension Scheme is submitted for approval.

**Resolution 5:** Now that a new and comprehensive formula has been constituted for financing African education, U.C.A.T.A. urges that a salary scale for teachers, including a contributory Pension Scheme, shall be launched so that African teachers should be brought in line with other teachers in South African Community.

**Reply:** A new salary scale has been drawn up and submitted

to the Minister for approval. As regards a Pension Scheme, please see reply to Resolution 3.

**Resolution 6:** That when a teacher leaves the teaching profession by reason of either marriage, death or any other form of resignation, the Department pay out to such a teacher or his/her estate all deductions made from his/her G.S.A. towards pension.

**Reply:** Your attention is drawn to the Department's reply to Resolution No. 5 of 1941. It is also pointed out that the system of granting Good Service Allowance will probably be discontinued when a Pension Scheme and new salary scales have been introduced. In the circumstances, the Department is not at present prepared to take steps in the direction indicated.

**Resolution 7:** That the Department be asked to appoint Africans as full-fledged school inspectors.

**Reply:** Please see the Department's reply to Resolution No. 23 of 1945.

**Resolution 8:** That specialist teachers, e.g., physical training teachers, who are attached to both the Primary, Higher Primary or Practising and Secondary, High or Training Schools, be placed on post-primary scale of salary.

**Reply:** In future assistant teachers will probably be paid according to qualifications irrespective of the posts they hold.

**Resolution 9:** That as in different districts of the Cape, the duties and functions of the Jeane's teachers are inconsistent, with a view to enlightening Principals of schools, the Department is requested to furnish teachers with information enumerating the detailed duties of these Jeane's teachers.

**Reply:** Your request has been noted for attention.

**Resolution 10:** That the Department be asked if it is not possible to establish a sub-centre for a Requisite Depot at Umtata as Cape Town is so far away from other places, resulting to long delays of requisitions.

**Reply:** The suggestion has been considered, but found to be impracticable.

**Resolution 11:** That the Department be asked not to use the term "NATIVE" but "AFRICAN" when dealing with Africans.

**Reply:** The Department will bear this request in mind. One obvious difficulty is that in all legislation the term "NATIVE" and not "AFRICAN" is used.

**Resolution 12:** That the Department be urged to create posts for chief primary and post-primary assistants in African schools with salaries in keeping with such posts.

**Reply:** In drawing up the proposed new salary scales this matter was considered, but it was not found possible to include provision for the posts concerned.

**Resolution 13:** Recently a number of rural Secondary Schools have sprung up, not merely as mushrooms, but as a result of burning need for such schools. The U.C.A.T.A. urges the Department to take full responsibility of these schools and not leave the burden on the Churches, which now find that African education is too much for them.

**Reply:** Recently six of these schools were recognised by the Department. As funds became available, the Department will continue to aid those private schools of which it is able to approve.

**Resolution 14:** The U.C.A.T.A. highly appreciates the increased training of infant school teachers, but appeals to the Department to open Nursery Schools within easy reach under those teachers which will alleviate the difficulties and hardships experienced by young children who have to walk long distances to and from school.

**Reply:** Infant school teachers are not intended for the staffing of Nursery Schools nor are they being trained for this work. The need of Nursery Schools is realised, but the provision of facilities for pupils of school-going age must for the present be a first charge against available funds.

**Resolution 15:** That U.C.A.T.A. requests the Department to issue first- and second-class certificates to candidates who pass Standard VI on the same lines as is done to other departmental examinations.

**Reply:** The Department does not feel the need of the proposed change in the present system.

**Resolution 16:** That the U.C.A.T.A. requests the Department to appoint a special examiner or moderator to go through the Standard VI scripts sent in for recommendation for merit bursaries. The present system is far from being satisfactory, as candidates are examined Circuit by Circuit, and consequently no two examiners can give the same mark of merit of papers they have not gone through.

**Reply:** The Department has tried to meet this difficulty by assigning no more than one bursary to a circuit. The expense that would be involved in appointing a "special examiner or moderator," as suggested by you, would be prohibitive.

**Resolution 17:** That U.C.A.T.A. deplores the malpractice of managers in failing to advertise vacant posts to be applied for in open competition, and further requests the Department not to accept any nominee whose post has not been advertised unless it is really an emergency case.

**Reply:** It has recently been decided that after due notice all principalships and certain assistantships will have to be advertised. At present it is not considered practicable to apply the rule to all assistantships.

**Resolution 18:** That the U.C.A.T.A. identifies itself with the views of the U.T.T.G.C. against the system in vogue in some inspectorial circuits of the Cape whereby promotions are made by the Principal, and further views with alarm its consequences upon the future of African education, so it recommends that the Department reverts to the old system of individual inspection by the Circuit Inspector.

**Reply:** The Department is not prepared to agree to this resolution. As in the case of European and Coloured schools, this matter is left in the hands of the Circuit Inspector.

**Resolution 19:** That in view of the hard times through which the whole world is passing, U.C.A.T.A. requests the Department to instruct its inspectors to exercise great patience in withdrawing grants from, and abolishing the upper classes in, African Primary Schools, on the grounds of failure on the part of the people to erect huts.

**Reply:** The Department is aware of the difficulties and is exercising due care.

**Resolution 20:** According to the latest returns, there are 600 post-primary posts in the Union and only 150 graduates, while in

the Cape there are only 70 graduates for 280 posts. In view of this situation, the U.C.A.T.A. urges the Department:

(a) To increase bursaries given to matriculants;

(b) To grant loans to deserving scholars, repayable to the Provincial Administration after completion of the course.

**Reply:** The whole question of bursaries is now under consideration. The number of merit bursaries is likely to be increased, and the provision of loan bursaries is also being considered.

## ADVISORY BOARD FOR NATIVE EDUCATION

Minutes of the Seventeenth Meeting held at the Office of the School Board, East London, on July 31st, 1946.

Present: Mr. A. H. Stander, Chief Inspector for Native Education (Chairman), Rev. Dr. R. H. W. Shepherd, Rev. E. W. Grant, Rev. C. C. Harris, Rev. F. C. Bota, Chief J. Moshesh, Mr. I. D. Mkize, Prof. D. D. T. Jabavu, Rev. W. Bourquin, Rev. W. Arnott, Mr. A. White, Monsignor P. L. Meyer, Rev. A. D. Lewis, Rev. Canon W. Spencer Hall, Ven. Archdeacon W. Mogg, Inspector J. C. Ross, Inspector J. H. Dugard. Sen. W. T. Welsh attended by invitation.

1. The Chairman welcomed the members of the Board, introduced the representatives of the Department, and made reference to the impending retirement of Mr. Ross. He thanked Sen. Welsh for his attendance. Apologies for absence were read from Rev. G. de C. Murray and Prof. C. P. Lestrade. The Chairman explained that a meeting of the Board was not called in 1945, as there had been uncertainty as to the scope of the Union Advisory Board; the Education Department had since decided to retain its Provincial Advisory Board as a unit of the administration of Native Education in the Cape.

### II. ITEMS OF THE AGENDA.

1. **Minutes of the 1944 Meeting.** A report was given of action taken in connection with the Board's resolutions. There was discussion on the question of sanitation in Native schools. Two suggestions were offered—first, that the Department should give assistance to Missions desiring to erect latrines; second, that information regarding the construction of latrines suitable for rural schools should be published in the Gazette.

2. **Statement by Chairman on Financial Provision for Current Year.** £1,023,405 had been provided for Native Education in the Cape Province for the year 1946-1947 as against £931,532 for 1945-1946. This represented an increase of £91,873 or 15%. Of this, £48,000 was earmarked for development. Four additional training school assistants to be appointed, an I.S.T. course would be started at Tigerkloof next year, 44 secondary school assistants would be appointed and 250 primary school teachers. Six rural secondary schools had been given Departmental grants, viz., Mt. Hargreaves (Matatiele), Tutura (Kentani), Rayner (Tsomo), Upper Corana (Libode), Ludeke (Bizana) and Palmerton (Flagstaff). Last year, Qokolweni had been given Government grants. New

mission schools, 47 in number, had been given grants. £500 was spent on gymnastic equipment in training schools, £250 on libraries on the pound for pound basis, £7,500 on furniture for new schools, £1,000 on rentals, and £300 on sanitation. Next year fewer schools will be opened and fewer additional teachers, but more money will be spent on furniture and rent grants. No provision for buildings has been made for this year, but a block grant of £100,000 per annum is being applied for. There are now 16 D.V.T.'s and 30 Jeane's teachers. Langa and Tigerkloof had been raised to High School status. Special courses had been provided—Woodwork, 1945 (Lovedale), Music, 1945 (St. Matthews), Agriculture, 1946 (Umtata). A new I.S.T. course was started at Gore-Browne in 1946. Mr. Van der Plank had been appointed Inspector of Agriculture and Mr. Britton Inspector of Music.

The Union Advisory Board had been constituted in November, 1945. It had tried to work out a formula as to how funds would be allocated in future. At present £600,000 per annum is being paid out for African teachers' salaries. New salary scales had been drawn up. If they are accepted, 50% more would be paid. The G.S.A. is bound to go. A proper pension scheme for African teachers is at present being worked out by an actuary. Seven hundred and forty-four schools in the Cape are now participating in the Feeding Scheme, and 251,000 children are being fed. This has greatly added to the work of the teachers.

**3. Departmental Visiting Teachers.** Mr. Mkize pointed out that when these officials were first appointed, they were intended to assist teachers in connection with the teaching of subjects that gave a great deal of trouble. In course of time, however, they were called upon to do inspection work, but they were not recognised as full-fledged inspectors. If it is the intention of the Department to promote them to the inspectorate, by all means let it do so, and give them their proper status, but there should be D.V.T.'s to do the assisting of teachers in the teaching of certain subjects.

The Chairman replied that there was no change of policy. It was sheer accident that such officials were doing inspection work. They were doing that owing to the grave shortage of inspectors. When more inspectors are available, then D.V.T.'s will revert to their work. The time will come when African inspectors will be appointed. There are good D.V.T.'s, but not all can become inspectors.

#### **4. Pension Scheme for African Teachers.**

**5. Salary Scales for African Teachers.** The Chairman explained that the Union Advisory Board was at present handling these two matters. That being the case, the best thing was to wait until they published their findings.

**6. Training of African Teachers. Possession of Senior Certificate and N.P.H.** Mr. Mkize pleaded for permission to be granted those students who possessed S.C. qualifications to be allowed to do the N.P.H. course in one year instead of in two years, as is the case at present. He advocated a larger allowance than the £12 per annum at present provided for those who hold these qualifications.

After a discussion of this matter, no resolution was taken, as most members considered that it would be a retrograde step to allow a professional course to be done in one year. The position was that most examining bodies regarded two years' professional training as the very minimum that should be permitted.



7. **Primary Course for Native Schools.** There was an urgent need for a new issue of the primary course, but there were difficulties concerning the printing. The Chairman stated that the course was at present under revision. In his opinion it was desirable that any new course should not be static, but be revised at frequent intervals. Suggestions for syllabuses would be welcomed by the Department at any time.

8. **Re-editing of the "Suggestions for Teachers in Native Schools."** This matter was also receiving the consideration of the Department.

9. **Training-School Syllabus.** Teachers had found that the present course was so overcrowded that it was impossible for them to do full justice to the various syllabuses of the course. Also it was considered that training in speech and oral expression should be given a still more important place in the language training of Native teachers.

10. **Minister to Formulate Definite Plan for the Building of Non-European Schools in Locations or Non-European Townships.** Difficulties had been experienced regarding schools where non-European locations had been transferred to new areas. The Missions welcomed plans made by municipalities for better housing, and would not shirk their educational responsibilities. Unfortunately, schools usually erected on freehold property were left behind when the people were removed to new localities. Sub-economic loans were offered for houses, but not for the building of new schools, and the capital expenditure was beyond the means of Missions, especially as rent grants from the Department were problematic. It was suggested that the Department might provide loans to assist Missions to erect schools in urban townships or locations.

11. **Rural Secondary Schools.** The Board was informed that six secondary schools in the Transkei had recently been assisted by the Department. Further grants would be given to these when satisfactory accommodation was provided.

12. **Provision for Educational Facilities on Trust Farms.** The Chairman referred to the difficulties experienced by the Department in allocating school sites on Trust Farms where the new settlers belong to different denominations. He suggested that these schools should be controlled by committees representing the various denominations concerned. Rev. Canon Spencer Hall said that in released areas near to East London a policy of amalgamated schools had been agreed upon by the Missions working in that area.

13. **Management of Schools.** After a discussion of the problems encountered by the Department in administering Native schools through over 300 correspondents and of local difficulties experienced by Managers, the following resolution was adopted:—

#### **RESOLUTION:**

- (a) That the Department compile a register of Church officials, to whom representation can be made in cases of unsatisfactory performance of managerial duties.
- (b) That the Department prepare and circulate a handbook of information for Managers of schools, detailing the duties of management and giving advice on simple filing methods, correspondence, etc.
- (c) That consideration be given, at least in cases of Churches managing large numbers of schools, to the possibility of

appointing Educational Advisers, or Superintendents, whose duties shall include the guidance of school Managers.

14. **Medium of Instruction in Native Schools.** The feeling of the Board was that it is difficult to suggest a definite policy to the Department. Language conditions vary from one part of the Province to another, but nothing should be done to restrict the use of the Native language as medium. Information was given that a large number of books in the vernaculars were awaiting publication when paper restrictions were removed. It was suggested that through the medium of the Gazette teachers might be encouraged to write text-books in geography, etc., for use in the schools.

At the close of the meeting, the Rev. Canon Spencer Hall moved a vote of thanks to the Chairman, and the Rev. C. C. Harris expressed the good wishes and thanks of the Board to Inspector J. C. Ross for his long service in the cause of Native Education.

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## CORRESPONDENCE

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### UNION OF SOUTH AFRICA

Department of Native Affairs,  
P.O. Box 384,  
Pretoria.

5th November, 1946.

Sir,

#### TEACHERS' ALLOTMENTS

I have to acknowledge receipt of your letter of the 31st August, 1946, and to advise you that the resolution passed by your Association in June, 1946, has been noted.

I must point out that no decision has yet been reached in the matter.

Yours faithfully,

for Secretary for Native Affairs.

General Secretary,  
United Cape African Teachers' Association,  
The Nqabara Secondary School,  
P.O. Idutywa.

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The Missionary Institution,  
Healdtown,

Fort Beaufort, C.P.

3rd December, 1946.

Mr. M. M. Mesatywa,  
General Secretary,  
U.C.A.T.A.,  
Nqabara Secondary School,  
P.O. Idutywa.

Dear Mr. Mesatywa,

Thank your for your letter of 26th November.

We are, of course, acquainted with the policy of the Education Department in respect of teaching appointments. The policy of

our Church, which is responsible for this and many other Institutions, goes further. It is expressed in a resolution of our Board of African Education (of which I am secretary) which was adopted by the Methodist Conference which met in East London last October.

The resolution is as follows:

"The Board of African Education recommends that Conference re-affirm its policy of maintaining the principle of co-operation between the two races, African and European, and that it repudiate any suggestion that its stated policy in the sphere of African education be preferential treatment of any person merely on the grounds of colour.

"It is further recommended that Conference state categorically its view that all appointments throughout the Administrative, Teaching and Technical Departments of the Institutions under its control are based on the appraisal of an applicants ability in relation to the particular requirements of the post in question. Character and administrative as well as teaching ability are the primary considerations in making appointments to any posts, academic qualifications alone are secondary considerations, while race does not enter into the question as a determining factor."

This policy will be carried out by this Institution.

Yours faithfully,

E. W. GRANT,  
Principal.

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Copy of letter sent to: Mrs. Ballinger, Mr. Fenner Solomon,  
Secretary of Race Relations and Senator Malcomess.

The Missionary Institution,  
Healdtown,  
Fort Beaufort, C.P.

10th December, 1946.

Dear Sir,

In view of the recent revision and betterment in the salaries of European and Coloured teachers, we, the Healdtown Branch of the South African Teachers' Association, strongly urge you to press for an improvement in the salaries of African teachers.

I am,

Yours faithfully,

(Miss) J. W. SIMPSON,  
(Sec. S.A.T.A. Healdtown.)

[We highly appreciate this letter written by the Secretary of the Healdtown Branch of S.A.T.A. This will allay the complaint of the African teacher who feels that European teachers in African education are not one with us.—Ed.]

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## NOTES

The Joint Conference of the N.W.D.T.U. and the U.C.A.T.A. will meet at Umtata on the 25th June, 1947. Watch the Press for fuller information.

Intending delegates and visitors, travelling by rail, should please apply for concession certificates not later than the 25th April, 1947. You are advised to book your passage well in advance.

Branches are reminded to send their affiliation fees to the treasurer, U.C.A.T.A., not later than the 30th May.

Branch Secretaries are hereby requested to send in the census returns for statistical purposes, as soon as possible.

Regional organisers are being reminded to send in the propaganda SOS forms to the general secretary, U.C.A.T.A., if possible, not later than the 24th May, 1947.

The attention of all branch secretaries and correspondents is drawn to the change of address of the general secretary whose address is now: Upper Corana Secondary School, P.O. Misty Mount, via Umtata.

It is with great pleasure to announce that the Willowvale African Teachers' Association has organised a 100 per cent membership for June, 1947. May there be many such branches.

The attention of the subscribers is drawn to the fact that the last issue of "The Teachers' Vision" and the November number of "The Bulletin" will complete the compensation for the numbers they did not get last year. They are therefore earnestly requested to renew their levy and to send it through branch secretaries to the U.C.A.T.A. Treasurer, P.O. Lovedale.

We have great pleasure in announcing that Mr. M. Mesatywa, our general secretary, has been appointed to the principalship of Upper Corana Secondary School. We wish him all the blessings and success in his new sphere of work.

We have gathered from the Press reports and from the ex-secretary of Federation that Parliament has adopted salary scales to be applied to African teachers.

It is with great regret to announce the demise of Mr. Akena who, for many years, served the C.A.T.A. faithfully as its secretary and of Mr. A. S. Mzamo one of the strongest pillars of the Willowvale African Teachers' Association. We wish to take this opportunity of extending our sympathy to their bereaved families and relatives.

The next issue of the Teachers' Vision will not be published owing to certain difficulties experienced by the Association...Editor.

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