

THE EDUCATIONAL JOURNAL



*"Let us Live
for Our
Children"*

Contents

THE UNIVERSITIES: WILL THEY DEFEND THEMSELVES? - - -	1
PERSECUTION OF C.A.T.A. TEACHERS - - - - -	2
44th ANNUAL CONFERENCE - -	3
THE DISFRANCHISEMENT BILL -	4
BANNING OF MR. I. B. TABATA	5
DISMISSALS: FURTHER PROTESTS	6
VOORGESKREWE BOEKE - - -	7
NOTES IN SCHOOL - - - -	9

• *The Official Organ of
the Teachers' League
of South Africa*

CAPE TOWN, APRIL, 1956
No. 8, Vol. XXVII

Annual Subscription for Non-Members: 10/-

THE TEACHERS' LEAGUE OF SOUTH AFRICA

PRESIDENT: Mr. W. P. van Schoor, 38 Walmer Road, Woodstock.

VICE-PRESIDENT: Mr. E. L. Maurice, Harold Cressy High School, Cape Town.

GENERAL SECRETARY: Mr. A. Fataar, Livingstone High School, Claremont. Home: Eothen, Dale Street, Lansdowne, Cape. Phone: 7-3772.

EDITOR: Mr. B. M. Kies, "Endleleni", Selbourne Road, Woodstock.

ASSISTANT SECRETARIES: Mr. A. H. Butler, Livingstone High School, Claremont. Mr. G. L. Abrahams, St. Augustine's R.C. School, Wittebome, Wynberg.

TREASURER: Mr. W. C. Janari, Trafalgar High School, Cape Town.

TRUSTEE: Mr. J. T. Wildschutt, Methodist School, Retreat.

"The Educational Journal"

Official Organ of the Teachers' League of South Africa

Published normally eight times a year, i.e. four monthly and four bi-monthly issues: (Jan.-Feb., March, April, May-June, July-Aug., September, October, Nov.-Dec.)

Closing date for advertisement "copy" 15th of month preceding publication

ADVERTISING RATES

Full Page: 6 in. wide by 8½ in. deep

Single Insertion	£8	0	0
2 to 4 inserts. @	£7	0	0 per insert.
5 to 7 inserts. @	£6	10	0 per insert.
8 insertions @	£6	0	0 per insert.

Half Page: 6 in. x 4½ in. and 2¼ in. x 8½ in.

Single Insertion	£4	10	0
2 to 4 inserts. @	£3	15	0 per insert.
5 to 7 inserts. @	£3	10	0 per insert.
8 insertions @	£3	5	0 per insert.

Quarter Page: 3 in. x 4½ in. and 6 in. x 2 in.

Single Insertion	£2	15	0
2 to 4 inserts. @	£2	10	0 per insert.
5 to 7 inserts. @	£2	5	0 per insert.
8 insertions @	£2	0	0 per insert.

N.B.: "Copy" may be altered: no increase in rates.

"Smalls": 2d per word

Advertising Manager: Mr. H. E. STRYDOM,
14, Rosemead Avenue, Claremont, Cape.

DRINK

Coo-ee

TRUE FRUITY FLAVOURS
Contains Wholesome Glucose

Coo-ee Mineral Water Co., (Pty.,) Ltd.

97 Cecil Road, Salt River

THE EDUCATIONAL JOURNAL

Volume XXVII No. 8

Official Organ of the Teachers' League of South Africa

April, 1956

The Universities: Will They Defend Themselves?

The statement that there are no universities in South Africa but only university schools was once considered a witticism. It has now become a cliché, and a part of the sorry and sordid pattern of learning both high and low. Only the national liberatory movement seems to be actively perturbed about this and anxious to struggle for that universality always considered inseparable from "the idea of a university".

The *Herrenvolk*, by definition contemptuous of and hostile to the concept of universality, are proud of the growing "national character" (i.e. narrowness, bigotry, fascism) of *our* universities. And those who once leaned far enough towards democracy and formal avowal of their belief in universal standards to favour and defend the shabby compromise known as "academic non-segregation" are now distressed about what they should do (and what they will do) when full *apartheid* is forced upon the universities of Witwatersrand and Cape Town, and they are still further debased from mere university schools into Aryan inoculation clinics such as those of Stellenbosch, Pretoria, O.F.S. and Potchefstroom, Rhodes and Natal. The question we wish to pose is directed, firstly, to the non-*Herrenvolk* members—staff and students—of Witwatersrand and U.C.T., and, secondly, to such non-fascists as there may well be in some of the other institutions classified and subsidised as universities. It is this: What are they going to do when the Government, in pursuit of its Nazi-like aims, decrees that full *apartheid* shall be applied at the only two institutions where Non-Whites are at present permitted to attend lectures (in most faculties)?

It is clearly of importance to know whether the staff and students at Witwatersrand and Cape Town are going to submit to the humiliation of being told by the State who shall be permitted to study, or whether they are going to defend the ancient and battle-scarred tradition of university independence and full

academic freedom. Are they merely going to make formal protests while in fact accepting the degradation? They will have to decide whether they are going to satisfy their honour by being proud of the handful of professors and lecturers who may resign in protest, or those who seek to express their protest by transferring themselves to the Non-White ghetto and tribal universities. Then, too, are the students merely going to hold their inevitable mass (sic) meetings or stay away from classes for a day as token homage at the graveside of "academic non-segregation"? As for the non-fascist teachers or students who may be in hiding at the other university institutions, will they be moved to emerge into the light in order to defend the principle of university independence and academic freedom—by the signing of a petition against compulsory *apartheid*? The question of whether the great and noble principle of universality, honoured by the great universities and the mighty intellects down the ages, is to be defended by the academicians after all these years of strangulation by co-operation or connivance is one that the universities cannot avoid answering. Will their answer—can their answer—be any different from what their history would lead us to expect?

Our formulation may seem somewhat sharp. It is intended to be. We know that the question we have raised is worrying many people at Witwatersrand and U.C.T., and possibly at some of the other institutions conferring uni-

Enoch

versity degrees. The question has been, and is still being, raised in university circles abroad, where it is being asked whether Wits and U.C.T. are willing to make a stand, even at this late hour. They are being given the assurance of international moral and financial support in the event of their deciding to make a stand. The whole issue is being seriously pondered by sensitive and principled individuals, persons of integrity, at Wits and U.C.T. It is our purpose to bring the matter out into the open. Not, let us hasten to say quite candidly, because we have any overwhelming faith in the possibility of the Rand and Cape Town universities *as corporate bodies* making any serious and determined stand on the principle now at stake. It is our fear that they have lived so long and so comfortably (in respect of their academic consciences) in the stifling and insidious atmosphere of "traditional segregation" that their moral fibre has become enervated. But we do think that this side of the matter has to be raised publicly and discussed. Indeed, it is very important for the people to know that the universities of Cape Town and Witwatersrand *could*, because of the whole history of universities the world over and not least of all because of the stand some universities took against Hitler, successfully challenge the *Herrenvolk* State on this question

of university *apartheid*. And it is equally important for the universities to know that the people know it.

The Teachers' League of South Africa has never accepted, does not accept, and has no intention of accepting either university *apartheid* as practised at, for example, Stellenbosch, Natal and Fort Hare, or the segregationist monstrosity known as academic non-segregation and practised at both Cape Town and Witwatersrand. Indeed, the T.L.S.A. is proud to number itself among those organisations—to be found almost exclusively in the national liberatory movement—defending the principle and tradition of university independence and universality *against* ALL the South African university institutions. But, while reserving this position in its entirety and continuing to raise and fight for the principles at stake, the T.L.S.A. would support the universities of Cape Town and Witwatersrand if they were to make—and insofar as they do indeed make—an honest stand to defend their institutions against the dictatorship of the *Herrenvolk* State. And it is certain that the Non-White people *as a whole* would adopt the same view. The onus is on the universities directly concerned. We, the Non-White oppressed people struggling for citizenship, defend universality. How far will the universities go?

The Battle For Education

THE PERSECUTION OF C.A.T.A. TEACHERS By a Special Contributor

The happenings of the first six months since the first batch of nine African teachers had to leave their teaching-posts for opposing Bantu Education have shown that to be "unsuitable for Bantu Education" is to be outside the pale of the law. The teachers in the Cape African Teachers' Association were and are prepared to take the consequences of their determined opposition to slave education. If they are dismissed from teaching, they are ready to seek other fields of employment and CARRY ON WITH THE STRUGGLE FOR A DEMOCRATIC SYSTEM OF EDUCATION.

But the fascistic rulers are living up to their reputation. They are using all the machinery at their disposal to refuse these men the elementary human right to earn a living, and, in one case at least, the right to own a home.

When he was dismissed from his post, Mr. N. Honono, President of C.A.T.A., found a job with an insurance company in East London. But, in terms of the Urban Areas Act, he had to have a permit to

enter that "white area". This permit was not granted by the East London authorities. When he returned to his home in Willowvale district, he was ordered by the authorities to sell his home and leave Willowvale district immediately.

Mr. L. L. Sihlali, Editor of C.A.T.A. publications, also obtained a job in East London as storeman-clerk. He was refused a permit and had to leave East London. He was subsequently employed as a clerk by

a firm with headquarters in Johannesburg.

When this firm had a contract with the East London Municipality, Mr. Sihlali entered East London and obtained accommodation by virtue of his being an employee of this firm. But pressure was brought to bear upon the employers to dismiss him. Long before he was dismissed, the "special branch" were boasting about the impending dismissal, and it was an open secret that, once out of employment, Mr. Sihlali was going to be arrested on sight *for being in that area when he was not employed.*

He therefore had to leave East London immediately and return to Queenstown, which happens to be his home town, which, however, is not prepared to offer employment to "agitators" either, as another case will show.

Mr. J. L. Mkentane, Treasurer of C.A.T.A., decided to go into the legal profession. He was accepted as an articled clerk by a firm of lawyers in Port Elizabeth. In spite of this, and in spite of the fact that his wife had been able to find a teaching post and accommodation in New Brighton, Mr. Mkentane was refused a permit and the firm of lawyers, not wanting "to clash with the police", discharged him.

Mr. C. M. Mciteka, Assistant General Secretary of C.A.T.A., got a job as storeman-clerk in Queenstown. But on the very first day, after he had been working for exactly 50 minutes, his employer called him to

his office and told him that he had just received information "that you are a dangerous political agitator and I am afraid I can't keep you".

So within six months of the first dismissals this is what is happening to those chief executive officials of C.A.T.A. who have gone to seek employment. Over 30 members of C.A.T.A. have been dismissed up to date, and we have first-hand information that some of them have been traced to their new places of work, so that the "special branch" can keep an eye on them.

This persecution is calculated to break the morale of the teachers. But it has had the opposite effect not only among the teachers but also on the people. The latter understand more clearly than ever the relationship between the Bantu Authorities Act and the Bantu Education Act. They have been able to silence those quisling chiefs who were trying to peddle the former as a basis for the latter. The N.A.D. was astounded to find that the minor chiefs whom they had promised "promotions" under the Bantu Authorities Act were the first to denounce the N.A.D. and all it stands for, and this in the presence of N.A.D. information officers. The teachers remain loyal to C.A.T.A. and adhere as tenaciously as ever to the ideals that C.A.T.A. and T.L.S.A. stand for.

Secretarial Column

44th ANNUAL CONFERENCE:

Reports are reaching us that teachers *and parents* are feverishly busy in certain parts of the Peninsula, making preparations for attending the Kimberley Conference by cheaper transport than the trains or cars can provide. Quite a number are, however, travelling by private cars. But far too few in other parts of the Province have begun to make arrangements for travelling and attending the Conference. We urge *all our members who can possibly do so* to make every effort to attend the Kimberley Conference, and to make arrangements early. We urge our Branch Secretaries at such points as Port Elizabeth, East London, Orange River, De Aar and Saldanha Bay to see that as many members as possible from these areas attend the Conference. This 44th Conference must be *fully representative*, so that the big changes in Coloured education resulting from the Report of the Coloured Education Commission may be thoroughly discussed and analysed. The Conference is of vital importance to every member, teacher and parent.

Those members who wish to travel to Conference

by train from Cape Town and stations *en route* must let me have their names and addresses by not later than 5th May, 1956. Members wanting boarding accommodation must also let me know by not later than 5th May, 1956.

All members—those going by car, train or other means, whether they require boarding or not—must let me know that they are going to be at the Conference so that we may be in a position to know beforehand the number that will be attending.

Conference opens in the Kimberley City Hall on Monday evening, 25th June, and continues for the rest of the week.

During the week after Conference some discussion classes will be held at Kimberley.

GENERAL SECRETARY.

The opinions expressed in articles published in the "Educational Journal" are not necessarily those of the Teachers' League of South Africa. The views of the T.L.S.A. are expressed in our editorial columns and in official statements.

The Disfranchisement Bill

J. R.

The Separate Representation of Voters' Amendment Bill, about to be placed on the Statute book, marks the completion of legislative attacks begun in 1951 with the passing of the Separate Representation of Voters' Act and aimed at the removal of the vestigial remains of the Coloured Vote, the introduction of a system of separate representation for the Coloured People in Parliament and the Provincial Council, and the establishment of a Union Council for Coloured Affairs.

Written into this chapter of political and constitutional wrangling, in which the so-called Coloured Vote had significance only in so far as it showed fundamental agreement amongst the *Herrenvolk* parties on the question of preserving *Herrenvolkism*, is the grotesque tale of the creation of a High Court of Parliament, the revision of the Judiciary and the reconstitution of the Senate. And, to complete the picture, also the record of the antics of *Herrenvolk* apologists anxious to preserve the carcass of the long extinct Coloured Vote as a curio of an ill-fated *status quo* with its own particular pattern of political tutelage for Non-Europeans.

The new Disfranchisement Bill extends and deepens the political helotry of the Non-Europeans in relation to the South African social pattern. The main provisions of the Bill are: (a) to provide for a system of separate representation in Parliament and the Provincial Council on the basis of a separate Coloured Voters' Roll and (b) to establish a Council for Coloured Affairs. All that is necessary for us to say at this stage in regard to the first is that the principle of separate representation, wholly unrelated to the question of the number and the colour of the so-called special representatives in Parliament and the Provincial Council, is a negation of the legitimate aspirations of the Non-European people and a denial of the rights of citizenship. Only those who are callous to these demands can fail to see the true intent of the system of separate representation.

Seemingly undaunted by the failure of the Native Representative Council set up by the Disfranchisement Act of 1936 (but not entirely unaware of the reasons for its failure, as is clear from some of the details of the new Bill, especially in regard to the appointment of nominated members), the drafters of the Bill have made provision for the setting-up of a Union Council for Coloured Affairs. The status and function of the Council are clearly defined in the Bill. To quote the text: "The function of the Council shall be: (a) to advise the Government of the Union at its request on all matters affecting the economic, social, educational and political interests

of the Non-European population of the Union; (b) to make recommendations to the Government of the Union in regard to any projects calculated to serve the best interests of the said population; (c) to act in general as an intermediary and a means of contact and consultation between the Government of the Union and the said population; (d) to carry out such statutory or other administrative function as may be assigned to the Council by the Governor-General."

We are in no way interested in the criticism made by apologists that the effectiveness of the Council is reduced by its purely advisory status. More important it is to remember that the function of the Council—related as it needs must be to the over-all plans of the *Herrenvolk*—makes it inseparable from a separate yet full Department of State designed and empowered by regulation to administer the lives of non-citizens.

Significant also is the composition of the Council. It shall consist of 27 Non-European members; 15 of whom shall be nominated by the Governor-General and 12 elected by the registered voters on the separate Coloured Voters' Roll in the four Union electoral divisions. Each electoral division shall be entitled to return three members to the Council. All members of the Council shall hold office for five years; except that when a member fails to attend a whole ordinary session without special leave of the Council his office shall become vacant. Of the 15 nominated members "(a) eight, of whom at least one shall belong to the Cape Malay group and at least one to the Griqua group shall represent the Cape Province; (b) one shall represent Natal; (c) one shall represent the Orange Free State and (d) four shall represent the Transvaal". A residential qualification of at least two years' domicile in the province which he is to "represent" is required for nominated members.

It is important to note that the proposed Council has a majority of nominated members—a point not unrelated to the attitude of the Coloured people towards separate representation, and the experience with the N.R.C. For, amongst its many details, the Bill states that even if the number of Union electoral divisions is altered the four Union electoral divisions existing before such alteration shall continue to exist for the purpose of any election of members of the Council unless any change is made by law. A position, we may add, which can hardly be pleasing to adventurous councillors emboldened by their status as elected members and anxious to increase their number on the Council.

The Bill further provides for the appointment of

an executive committee of five, two of whom shall be elected by the members of the Council and three designated by the Governor-General. The chairman of the Council shall also be designated by the Governor-General from amongst the members of the Executive Committee and shall receive an annual allowance of *at least* £300. Executive members shall receive *at least* £200 and other members *at least* £120. In the absence of the chairman from any meeting of the Council or Executive Committee the Commissioner for Coloured Affairs shall preside and in that capacity he shall be able to exercise a casting vote.

Furthermore, the following persons are entitled to

attend all meetings of the Council and the Executive Committee and to take part in the deliberations: (a) the Commissioner for Coloured Affairs; (b) a representative of the Department of Social Welfare; (c) a representative of the Department of Labour and (d) a representative of the Administration of the Province of the Cape of Good Hope.

The Council and its executive committee will, therefore, be fully informed as to "the statutory or other administrative work" that it will be called upon to carry out in regard to the implementation of Colouredized schooling, the settlement and administration of Coloured locations, the control of Coloured labour and other related matters.

The Banning of Mr. I. B. Tabata

OFFICIAL STATEMENT BY T.L.S.A. EXECUTIVE

Mr. I. B. Tabata has from the very commencement been prominently associated with, and inseparable from, the movement to unify the Non-White oppressed people and all who stand with them in the struggle for full and equal citizenship for all persons without regard to "race", colour, sex or religious faith.

The Teachers' League of South Africa therefore regards the arbitrary ukase by which he has been banned for five years from attending gatherings or moving beyond the confines of the magisterial districts of Cape Town, Wynberg, Simonstown and Bellville, not only as an assault upon Mr. I. B. Tabata's personal liberties but also as a calculated attempt to hamper the progress of the Non-White people towards the status of citizenship in a South African democracy.

This attack upon a leading member of the national liberatory movement is added confirmation of the fact that the legislation ostensibly created or evoked against "communism" is in reality for use mainly to restrict and gag, if not crush, all those who are opposed to the colour-bar system and all those who seriously strive to democratise South Africa. Mr. Tabata, through his public activities and his writings, has made a major contribution to the growth and development of those forces that will bring enlightenment and social progress to this country. He has had a directing influence upon the intelligentsia, whom his writings and field labours have helped to awaken to their rôle and responsibilities, and he has been an outstanding mentor of the youth. We as teachers wish to acknowledge and pay special tribute to Mr. Tabata's contribution in these spheres.

As an organisation dedicated to the struggle for a single South African nation free of all colour discrimination, the T.L.S.A. raises its voice in condemnation of, and protest against, this act of virtual totalitarianism. It joins its demand with that of all other

organisations calling for the immediate raising of both bans.

P.K. Mineral Water Works (Pty.) Ltd.

**c/o Batts and Innis Roads
Wynberg**

For

ZUM ZUM

**Top Class Mineral Waters
Made From Pure Fruit Juices
Contain Glucose**

★

**We Cater for Parties, Dances,
Weddings
and Other Functions**

PHONE 7-9203

Further Protests Against The Dismissals

Apart from resolutions of protest against the dismissal from the teaching profession of Messrs. W. P. van Schoor and B. M. Kies, many organisations have been holding public protest meetings during the past few weeks. A very significant factor has been the establishment of a few more Parent-Teacher Organisations and the strengthening of the existing ones. This is undoubtedly due to the realisation that the dismissal of the two T.L.S.A. officials is a prelude to the attack on the educational rights of the Coloured People as a whole.

The "Protes Komitee van Goedstaande Lidmate van die N.G. Sendinggemeente, Worcester" has not only recorded its protest but also given financial assistance to the League's Defence Fund. The resolution of the Committee reads as follows:

„Die Protes-komitee betreur ten seerste die ontslag van mnre van Schoor en Kies van die onderwys-professie. Ons is oortuig dat hulle ontslag 'n groot slag is vir Kleurlingonderwys in besonder en die opvoeding van ons kinders in die algemeen. Ons belowe hiermee om ons ondersteuning te gee aan enige poging om hierdie onderwysers te verdedig en die regte van alle onderwysers as burgers te beskerm.”

At a meeting specially convened for the purpose, the Worcester P.T.A. also added its strong protest to the volume of opposition. At Worcester alone nearly £100 has been collected towards the Defence Fund during this short period.

In a statement, the Central Council of Caledon and District P.T.A.'s declares its wholehearted support of the stand taken by the League on the dismissals and calls upon its affiliated P.T.A.'s to hold protest meetings and assist in building the Defence Fund. Such meetings have been held at Genadendal, Grabouw, Kleinmondstrand and Botrivier.

A statement, in Afrikaans, which not only gives the facts of the dismissals but also condemns the arbitrary action, has been widely distributed locally by the Paarl-Wellington-Stellenbosch and Hottentots-Holland regional committee of T.L.S.A. Branches and P.T.A.'s. It points out that one of the big dangers is that the rulers wish to rob the Non-European people of the services of some of the best teachers. At Paarl and Wellington very successful protest meetings have been held. A local company has donated £25 towards the Defence Fund.

Further successful P.T.A. meetings have been held at Maitland, Bellville, Beaconsfield, Kimberley, Cradock and Malmesbury. At the last four places mentioned the P.T.A.'s have been formed only recently.

Expressions of solidarity with the T.L.S.A. have also come from the Durban S.O.Y.A. (Society of Young Africa), the Stutterheim S.O.Y.A. and the Wetton Ratepayers' and Tenants' Association.

RAISED AT SCHOOL BOARD:

The dismissal of Mr. Kies (who taught at a Board School) was raised at last month's meeting of the Cape School Board. A few members challenged the

procedure whereby officials of the School Board had officially to convey the dismissal notice to Mr. Kies. This implied that he had been dismissed by the Board on behalf of the Education Department. This was not so, since the Superintendent-General of Education had taken the action on his own initiative under a section of the Education Ordinance which specifically precluded the School Board and School Committee from the proceedings. The acting chairman of the Board ruled on a technical point that, since the matter had not yet been considered by the Schools Management Committee, which had to render its report to the Board, the question be debated at the following meeting. At this meeting the protest of the committee and parents of the Trafalgar High School could also be discussed.

ADMINISTRATOR'S REPLIES:

When Mr. P. Olivier, the Administrator, replied to questions on the dismissal of Messrs. van Schoor and Kies, he told the Provincial Council at last month's session that the Superintendent-General of Education had not acted wrongly in having been both prosecutor and judge. A member had alleged that this was a wrong legal principle, but he had been informed that when this very point was raised by Advocate Gordon (who appeared for the two teachers) the S.G.E. had adjourned the enquiry to consider the point. The S.G.E. had found a similar instance in which Judge Tindall had ruled that there was nothing wrong with the principle.

In reply to the allegation that summary dismissal was too severe a penalty and that a warning could have been given, the Administrator said that one of the first cases brought to him was brought by the member for Cape Flats years ago and concerned one of the two teachers dismissed. There had been discussions in the Executive Committee on this matter "years and years ago". The S.G.E. had warned teachers. He had warned them when articles were written and had called them in and told them "please to be more moderate in their utterances".

The Teachers' League has instructed its lawyers to contest the dismissal of our two officials. At the time of writing the papers were being prepared and summons would be issued in a trial action, which will probably come before the Supreme Court by the end of this year. The teachers will ask the Court to review the dismissals on certain legal grounds. Once summons has been issued the matter becomes

sub judice.

But members and others are not thereby precluded from collecting and raising funds towards the Defence Fund of the League. Thus far the response to the appeal has been Province-wide: everywhere teachers, parents and students have been busy collecting in such earnest that the first £1,000 has been raised

during the past six weeks. In some instances, support has come from the most unexpected quarters. Every penny has been welcome. At this rate we are certain that our initial target of £2,000 will be reached well before the end of this term. To all who have collected and donated we say, "Thank you!"

Voorgeskrewe Boeke

JAN. BONTEKOE

Die Senior Sertifikaat-leerplan (Afrikaans) se die volgende oor die doelstellings van literatuur-onderwys: „Die uitgangspunt van alle letterkunde-onderwys op skool behoort nie in die eerste plek kultuur-historiese studie te wees nie, maar kennismaking met goeie verteenwoordigers van die belangrikste literatuur-soorte, die ontwikkeling van 'n gesonde letterkundige smaak en die opwekking van die liefde en belangstelling vir die goeie boek.”

In die Engelse leerplan word verder gesê:

"To introduce them (pupils) to great books with the object of training their imagination, developing their taste, and generally enriching their lives," en "of all subjects (English) literature is probably that which demands most of the teacher . . . To transmit something of his own love of English literature to others may be a highly exacting task . . . but he will have given them the means to fuller living as well as an unsurpassed aid to their *intellectual and emotional development.*" (Ons kursiveer.)

Nou wil ons uit die staanspoor beweer dat Afrikaanse boeke wat voorgeskryf word skaars by die onderwyser liefde kan laat ontstaan (soms geld dit ook vir die Engelse boek), en waar die liefde ontbreek, kan geen liefde oorgedra word nie. Verder wil ons beweer dat die Afrikaanse boek selde die lewe voller maak, laat staan maar dien as "an unsurpassed aid to intellectual and emotional development"!

As daar in Engels te kla is, dan is die klag teen die gepasheid van die boek, want die opstellers het 'n letterkunde wat groot en wyd genoeg is om die doelstelling van literatuur-onderwys te verwesenlik. Soms skryf opstellers boeke voor wat nie by die emosionele en intellektuele peil van die leerling pas nie. Soms is die keuses onbevredigend omdat die taalvorm en styl te ver staan van die waaraan die moderne kind gewend is. By 'n groot kunstenaar, soos 'n Shakespeare, word die leerling ryklik vergoed vir die inspanning om by die kern te kom; maar by kleinere geeste, soos 'n Walter Scott, is daar weinig vergoeding in 'n styl wat trag om swaar, pedanties en deftig te wees en soms bederf deur die skrywer se vertoon van sy kennis van die gewoontes, kleredrag, wapenrusting ens. van 'n bepaalde historiese tydperk (vgl. "The Talisman").

Wat Afrikaans aangaan, „kennismaking met die goeie" veronderstel dat die leerling die goeie gegee word. In Afrikaans, egter, ontbreek die waaragtige

goeie wat 'n mens in groot kuns kry, en is die beste soms slegs gedeeltelik goed—selfs uit Afrikaanse standpunt beskou en volgens die Afrikaner se eie opinie—lees maar die kritiek oor hul prosa deur hul vername kritici.

Die „goeie" word gevind in taal, styl (aanbieding), vorm, inhoud, toon (skrywer se kyk op sake): van die standpunt van 'n ewewigtige, gesonde, normale persoon sonder komplekse en vooroordele, wat nie noodsaaklik in alles 'n *status quo* soek te handhaaf nie en 'n bestaan wil beveilig nie, ontken ons hewig dat daar so iets as 'n goeie inhoud in die Afrikaanse roman te vind is: en waar die inhoud nie van die goeie is nie, kan die vorm nie van die goeie wees nie: vorm en inhoud is een—'n kunswerk is 'n eenheid, die onderdele is onafskeidelik verbonde. (Die Afrikaanse kritici moet gedurig wys op die gebrekkige vorm van 'n roman in hul resensies). Vgl. die insleep van sogenaamde stukkies „Kleurling realisme" (D. F. Malherbe, C. M. van den Heever, ens.) by wyse van afwisseling, en dit in werk andersins romanties—Afrikaanse karakters mooies, forser ens. gesien. Die gevolg: gebrek aan eenheid van handeling en toon en van smaak, en 'n vervalsing van die waarheid.

Vir die Junior Sertifikaat en laer peil, meen ons, is daar geskikte boeke slegs om die leeslus aan te wakker, vir ontspanning en tydverdryf, maar bepaald geen "great books to develop the pupils' taste and to generally enrich their lives" nie. Maar selfs hierdie boekies, slegs vir genoemde doel geskik, is geskryf van uit 'n bepaalde *Herrenvolk*groep se standpunt en kan moeilik vir skoolgebruik aanbeveel word.

Vir die res is wat geskryf is en voorgeskryf word, beïnvloed: eerder „ideologiese" romans, waarin 'n skrywer se idee van die witman (as baas en heerser) teenoor sy idee van die nie-blanke (as klaas en minderwaardige) gepropageer word. In die jongste tyd verskyn daar nogal „romans" wat eerder politieke

pamflette is dan letterkunde (bv. „Swart Pelgrim” van Venter). Die wêreld wat vir die leerling uitgebeeld word is dus verwronge—'n wêreld volgens 'n verwerplike ideologie.

Verder is die Afrikaanse roman tematologies beperk: aanvanklik en tot vervelens toe die plaasroman met die Afrikaner, patriagaal, 'n sukkelbestaan voerende teen die natuurkragte, sonder dat die grootsheid bereik word wat die tema bied; daarna die „stadsroman” met die Afrikaner in stryd met vir hom kastige vyandige magte van 'n veranderende en onbekende maatskappy; met intussen vol-op „nie-blanke romans”, romans oor die sogenaamde probleem van blanke en nie-blanke vermenging, of die roman deur die „kenner”-tipe van skrywer, bv. G. H. Franz se „Moeder Poulin”, P. G. Schoeman oor Boesmans, Mikro oor Kleurlinge, Du Plessis oor Maleiers—almal deur 'n lid van die *Herrenvolk* se bevooroordeelde oë; en K.A.D.-N.A.D. roman-pamfletjies oor die „ontaarding” van die nie-blanke buite die kraalmure van sy „eie” volk en „kultuur”.

Romans soos genoemdes het geen hoop om 'n groot leserskring te bereik nie tensy hulle voorgeskryf word. Hulle word dus voorgeskryf om publikasie lonend te maak, d.w.s. leerlinge moet ly sodat 'n skrywer 'n verdienste of 'n bietjie sakgeld kan maak.

In Afrikaans is daar so min wat as 'n geheel esteties bevredig: geen groot idees of karakter wat blywende indruk maak nie; m.a.w. nie geskik om bogenoemde doelstellinge te realiseer nie. 'n Kunstwerk moet genot van die hoogste soort verskaf, moet ophef, moet ten goede beïnvloed, moet geestelike sowel as intellektuele voedsel gee. Die Afrikaanse roman skiet in hierdie opsigte kort.

Dat die Afrikaanse kritici en „kunstenaars” hiervan bewus is, word beruig deur die aard van die Afrikaanse literêre kritiek wat weinig sê oor die intrinsieke waarde van 'n werk, maar veral toege-spits is op ekstrinsieke kwessies d.w.s. bykomstigheid. Groot gedoente is daar oor *tegniek* van die verskeie letterkundige genres, die bou en eienskappe van 'n roman, en van 'n kortverhaal, die „wese” van 'n drama, rym, ritme en maat van 'n gedig ens.—m.a.w. 'n kapstok met geen hoed om daarop te hang nie!

Byna elke voorgeskrewe boek begin met 'n apologia in die vorm van 'n inleiding oor die tegniek van die letterkundige soort wat ingelei word. Nou moet 'n onderwyser by gebrek aan die estetiese voedsel wat die boek self moet verskaf, geleerdhede kwyt raak oor „eienskappe”, „bou”, „karakters en tipes”, „milieu” en dergelyke meer, en dit toets aan werke wat skaars daarvoor aangewend kan word.

Watter konstruktiewe werk kan ons onderwysers wel doen onder dié heersende omstandighede? Bo en behalwe bespreking van tegniek sover die leerling daarvoor vatbaar is moet ons ons oë vir die gebreke oophou en sodoende 'n kritiese sin aanwakker en as maatstaf maar die Engelse boek gebruik (bv. waar jy verplig is om in Afrikaans oor elegies en odes ens. te gesels, moet jy maar Engelse voorbeelde van hierdie digsoorte lees, naas wat daar moontlik in Afrikaans bestaan). Ons moet die inhoud gebruik om prikkelende diskussies te voer oor hoe ver die lewe in die behandelde boek wel vergelyk met die lewe in 'n gesonde, ewewigtige maatskappy. Ons moet die gedagtes en idees van die skrywer steeds toets aan 'n kriterium van die universele en algemeen-menslike. Dit alles om die leerling te vrywaar teen geestelike verwringing deur idees en voorstellings wat vals en onwaar is.

POST-CONFERENCE DISCUSSION COURSES:

Discussion Courses will be held in Kimberley after Conference. All Branches and members are invited to send all suggestions and requests in connection with topics to the Convener, Post-Conference Discussion Courses, c/o General Secretary. As soon as possible, please.

CONVENER.

WE OFFER
an intelligent, reliable
and speedy service
to all who use books
Consult us.

BOOK SHOP

Stuttafords

ADDERLEY STREET,
CAPE TOWN.

I

Dear N.J.,

I have received your interesting letter. The reaction of our members generally has been much the same. They all remain solid with the League and their determination to prosecute its aims is as strong as ever. If anything at all, our membership has increased and there are healthy signs of renewed activity in several parts of the country. There is all the evidence to show that, as has been proved so often in the past, the members of the League have enough resilience to take the knocks that come their way and still continue to fight for their ideals. I am, however, aware of the questions that face us and I may tell you that the League has not baulked the issues in any way. The Amended Ordinance, while it goes a long way in that direction, certainly does not strip the teachers of all rights. No, you are not prevented from publicly criticising legislation before Parliament and even when Bills become Acts of Parliament you still have the right to criticise the laws of the land, provided your criticism does not cause or promote antagonism or hostility against any section of the population. In that respect, of course, the League is, in any case, a non-racial organisation and is certainly neither anti-White nor anti-African. It is important to note that the Amended Ordinance refers to the "activities" of the Provincial Administration and the State Departments and does not include the work of Parliament or the Provincial Councils, as such. You may certainly discuss the Industrial Conciliation Act and the Tomlinson Commission's Report. To become vulnerable the effect of a teacher's action must be to *undermine, obstruct or impede the activities* of, for example, the Cape Education Department or the Native Affairs Department. Yes, you may criticise the Environment Studies Syllabus and the Social Studies Syllabus and you need not be afraid to do so before an inspector. I agree that the terms of the Ordinance are vague and ill-defined but they certainly do not turn the teachers into a group of civil service automatons.

II

THE DECISION OF THE LEAGUE to contest the dismissals of Messrs. van Schoor and Kies in the Courts flows partly from the need to have clarity on the exact meaning of the Ordinance and to establish quite definitely the rights of the teachers. All that is known at the moment is that three charges were laid against them and that a total of 32 passages from the Presidential Address were cited as the basis for the charges. And, having been found guilty, the

penalty of dismissal from the service was imposed. Whether they were found guilty on all three charges and, if not, on which particular charge(s) is not known. And whether all 32 or only certain of the passages contravened the terms of the Ordinance is also not known. According to the provisions of the main Ordinance the Administrator is required to table all papers connected with the case at the Provincial Council meeting but the papers which were tabled did not make these points clear. In addition, of course, the words used in the Amended Ordinance—such as "calculated to" (*„daarop bereken is"*), "*impede, obstruct or undermine*" are legal phrases the exact meaning of which obviously require judicial interpretation and decision. The Court case, therefore, is of the greatest importance to all teachers and the decisions given will go a long way towards making quite plain what teachers may and may not do, besides, quite naturally, providing a vital step in the effort to reinstate the two teachers.

III

IT IS QUITE APPARENT that this is realised by everybody. Support for the case has come from far and wide and the special drive for money has met with admirable success. Within a matter of a month over a thousand pounds has been collected and more and more is still coming in. The fund of goodwill is enormous and there are the clearest indications that the prestige of the Teachers' League is very high indeed. There seems little doubt, therefore, that the target will be reached and that the Court action will not be hampered by a shortage of money. It is difficult, of course, to say definitely when the case will be heard because there is much preliminary legal work to be done and it is not easy to find a place on the busy Court rolls. It may be, therefore, that we will have to wait until near the end of the year although, of course, summons will be issued in the very near future. Immediately that is done the whole matter becomes what the lawyers refer to as *sub judice* and comment on the case is not allowed. That should be somewhere around the end of April or the beginning of May. But being *sub judice* certainly does not mean that you are precluded from informing everybody that there is such a case and stating what the case is all about. You are fully entitled to give all the factual publicity the case deserves and, above all, you may continue to raise all the money that is required. In other words, you may continue to publicise the charges against the two teachers and the penalty imposed on them; you may say that the matter

is now in the hands of the Courts and you may collect all the donations that are being offered so freely.

IV

THE TEACHERS' LEAGUE FETE in the Drill Hall, Cape Town, showed once again what can be done by the co-operative effort of our members. The Fête has now gained for itself a fixed position in the Teachers' League diary and has come to take its place with the Annual Conference, the Music Festival, the Discussion Courses and the like. True, it hasn't yet reached the pinnacle of organisational perfection and it is possible for more and more persons to play a bigger and bigger part and, indeed, for some to begin to play their part. Room for improvement in these things will always exist and no Branch can ever be fully satisfied with its effort. Some of the stalls didn't make all the money they might have made, and some, perhaps, could have done a little better. But it certainly was very pleasing to see the Bellville Branch coming to the fore once again, and perhaps a special word of congratulation is due to them for the splendid effort they made this year. All in all, it was a good day. The old favourites were there once again—Delicatessen, Groceries, Needlework, Vegetables, Flowers, Dinner, Children's Corner, Rummage and Books, etc., etc. The Cape Town ladies sold their sugar and jellies without any sort of feeling for the Price Controller; the South Peninsula gentlemen quite disregarded the dictionary definition of "Books" and of "Rummage"; the Bellville teachers (quite erroneously, if profitably) acted on the principle that all children are by nature interested in Needlework; the Wynberg Branch thought all mothers were working mothers and laid in too large a stock of over size aprons; while the salt brought all the way from Athlone for the Dinner Stall had somehow lost its savour by the time it reached the Drill Hall kitchen. The people were there in large numbers and generously emptied their purses at the invitation of the enticing wares. Our thanks go to all concerned—the Peninsula Branches, the Country Branches, the public and to the band of willing and industrious workers in the enlarged Finance Committee.

V

EVERY CONFERENCE OF THE Teachers' League is an historic Conference. In the times through which we have lived, are living and will continue to live that statement is no hackneyed cliché. For it was already so in the years just prior to 1943 and it has continued to be so every year for the last 13 years. Each year the general social and political conditions and the vital issues that have faced the Non-European people have given the Conference of the Teachers' League a special historical significance and the intensification of the attacks on the oppressed in this country during the last few years has thrown the historical meaning and importance of the Annual Conferences into bold relief. You have only to look

back at the subjects which have formed the themes of Conference for the last three or four years to realise all this: *Content and Control of Education; Child, Teacher, Parent in the Struggle for Citizenship; Education: Slave or Free; New Trends in Education*, etc. This year we will be meeting in Kimberley at a most momentous period in the lives of the Non-European people generally and the Cape Coloured people in particular. Jobs to be reserved specially for Coloured people, new Coloured M.P.s and M.P.C.s, a new Coloured Advisory Council and the rest. Above all, the Report of the De Vos Malan Commission will be out by the end of May and its recommendations will have been considered by the Cape Provincial Council. For the Coloured people it will truly be the cross-roads and the discussions and decisions of the Conference must point the way.

VI

THE THINGS THEY SAY:

The Commission is convinced that the Bantu can only be guided towards a higher spiritual and material existence if the anchoring roots of the good, true and beautiful in his own culture are preserved and fructified in response to the demands and conditions of modern life. Education must be OF the Bantu, BY the Bantu and FOR the Bantu.

Summary of the Report of the Commission for the socio-economic development of the Bantu Areas within the Union of South Africa (Tomlinson Commission), p. 168, par. 35.

**READ
The
T
O
R
C
H**

NEW BOOKS FOR PRIMARY SCHOOLS

ENGLISH

*Junior English: J. J. Redgrave. Second Language.

C.P.R.S. Catalogue Numbers

A.0330	Standard I	A.0333	Standard IV
A.0331	Standard II	A.0334	Standard V
A.0332	Standard III		

*A Progressive English Course Junior (Std. VI) — C. A. McLeod.

ENVIRONMENT STUDY

A.0557 The Cape Peninsula. Mabbutt. A complete guide to all aspects of Nature and Man in the Cape Peninsula.
A.2165 Die Ronde Wêreld. Saunders. Stories van die lewe in ander lande.
A.0576 Tuis in 25 Lande. Clarke. Stories van kinders van ander lande.

GESKIEDENIS — HISTORY

A.0833 Lewe in die Oertyd.
The Path of History. T. Blyth. South Africa's Story for Little Ones.

TEACHERS' HANDBOOK

A.2628 School Administration in the Cape Province. With special reference to committee procedure.
A.2629 Skool-Administrasie in die Kaapprovinsie. Met besondere verwysing na komiteeprosedure.

HANDWORK

*A Woodwork Notebook — H. and W. de la Bellingan.

N.B. The Publishers will consider sending free inspection copies of these (*) books to teachers.

MASKEW MILLER LIMITED

P.O. BOX 396

CAPE TOWN

Introducing

Messrs W. P. van SCHOOR

&

ARTHUR E. BENSKIN

Representatives For

**Union Guarantee & Insurance
Coy., Ltd.**

(Associate Company of British & Overseas)

Box 1786, Cape Town

We offer sound advice on all your Insurance
requirements

Phones: Office Hours: 3-7231

After Hours: 5-3055, 97-7774
7-7380

Collection Number: AD2533

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

PUBLISHER:

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

Location: Johannesburg

©2017

LEGAL NOTICES:

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

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

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