

THE TEACHERS' VISION

"Where there is no vision the people perish."

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THE CREED.

I believe in the education of the whole community wholly financed by the State.

I believe in the efficiency and ability of my people to rise to the highest standard of learning.

I believe in equality of opportunity, equal pay for equal work.

I believe the best for my people will be attained when they are represented by their own people in Advisory, Governing Councils, School Committees, and any other bodies exerting influence on African uplift.

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(Please mention "The Teachers' Vision" in your order).

A Message to New Teachers

I GLADLY ACCEPT the invitation extended to me by the Editor to welcome those young men and women who have lately joined the teaching profession. I wish them every joy and success in their work and hope that they will make a real contribution towards the progress of their people.

When the excitement caused by the news of your success at the examinations held last December has died down, you will realise for the first time that you will have to face the world with its many problems. No doubt your teachers in school did their very best to arm you for the daily struggle against what will appear at times to be overwhelming odds. You will perhaps have such confidence in your ability to effect far-reaching changes that you may be tempted to be indiscreet and make yourself objectionable by trying to introduce sweeping reforms all round. When you find that your well-meant schemes are not received with enthusiasm by those who have been longer in the field, you will impatiently accuse them of conservatism, and will bitterly refer to them as fossils that should be adorning the interior of a museum instead of disgracing the teaching profession. A word of advice to the recruits is necessary: "Remember my son, that you have not yet learned everything." You have certainly studied many theories and are itching to put them into practice, but you must be careful how you go about it, lest the old feud between the so-called progressives and conservatives should break out afresh. In case you should enter the lists blindly, let me remind you that there is truth on both sides of the controversy. The conservative is right in holding that the customary and traditional element within group life is of value and in insisting that that value should be preserved. And it is equally clear that the progressive's demand for an open air in which the free mind may breathe and flourish is amply warranted. The conservative pleads for stability, the progressive for progress. The error to which each is liable is the error of neglecting the truth in the other's position. A society without prophets and priests heads for disaster. As a young teacher, guard against the danger of broadcasting the real and imaginary shortcomings of your older colleagues in the hope of obtaining popularity at their expense. Such conduct is unprofessional and deserves the greatest censure.

In a large community such as a school, the best results are obtained only when loyalty and co-operation are in evidence. For the better ordering and direction of the family, the responsibility rests on the principal, and his work is most exacting. You will do well to endeavour at all times to lighten rather than increase his burden. He has the welfare of the school at heart and aims at 100 per cent. efficiency among his Staff members. He has a wealth of experience; you are armed with paper qualifications and you have still to prove your worth as a teacher. Discuss your difficulties with him, and if you have any suggestion to offer, he will be glad to listen to it. You will be rightly snubbed if you put on airs.

As a teacher you will be expected to take an active interest in the community you are called upon to serve. Remember that your work begins in school but does not end there. A great deal of tact will be required in all your dealings with the parents of your charges. Avoid

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anything that will tend to tarnish instead of enhancing your reputation. Above all, remember that there is an association which tries to safeguard your interests. It looks forward to your support and so you must take immediate steps to become a member of the Cape African Teachers' Association. You will probably draw a higher commencing salary than most of the older teachers did. I hope you will appreciate the fact that some of the benefits that accrue to you were fought for by the older generation. There is much that remains to be done—the introduction of compulsory education; the improvement of the "holding power" of the school; the erection of sound school buildings; the acceptance by the authorities of the principle of equal pay for equal work, and the removal of a host of other disabilities under which African teachers have to work. There is therefore a crying need for concerted action and every African teacher is needed in this fight for better conditions. Teaching is a full-time job; you will get from it in proportion as you give to it.

Good luck and a happy and successful year to you all!

I. D. MKIZE,
President, C.A.T.A.

Names of Branch Associations which have Paid their Subscriptions According to the New Constitution

In the interest of the members of the C.A.T.A. we publish hereunder the names of all Branch Associations which have fulfilled Clause 10 Sub. Sec. (a). I have elsewhere in this issue also published a list of Branch Secretaries which correspond more or less to the number of Branches we have in the Cape African Teachers' Association. These should be studied and compared carefully so as to be able to gauge the response of the Cape African Teachers. Much as we would like to do, space will not allow us to write down the names of the subscribers as well! but we have put down the numbers of teachers who have subscribed in each Branch. I shall arrange these in the order in which they subscribed.

1. Lusikisiki District African Teachers' Association	15
2. Engcobo African Teachers' Association	22
3. Midlands African Teachers' Association	15
4. Western Province Bantu Teachers' League	32
5. Tiger Kloof-Vryburg Branch of N.W.D.T.U.	38
6. Tsolo African Teachers' Association	14
7. Pondoland West-Inter Teachers' Association Union	25
8. United Mt Frere African Teachers' Association	34
9. Keiskama Hoek African Teachers' Association	12
10. Lower Umzimkulu African Teachers' Association	42
11. Ox-kraal African Teachers' Association	26
12. Idutywa African Teachers' Association (Old Association)	19
12. Idutywa African Teachers' Association	8
14. Taungs Branch of N.W.D.T.U.	16

15. Kentani African Teachers' Association	10
16. Barkly West Branch N.W.D.T.U.	22
17. Setlagoli Mafeking Branch of N.W.D.T.U.	13
18. Queenstown African Teachers' Association	11
19. Mt. Ayliff African Teachers' Association	42
20. Matatiele African Teachers' Association	63
21. Qumbu African Teachers' Association	53
22. Umtata African Teachers' Association	9
23. Stockenströöm African Teachers' Association	15
24. Nqamakwe African Teachers' Association	64
25. Willowvale African Teachers' Association	62

Let me take this opportunity of congratulating the above Associations which have played their part in the important campaign of improving the coffers of the CATA. However, I must warn them not to rest on their laurels as many of their members have not yet paid up. Lusiki must be commended for heading the list of those Associations which have paid; but I must not be mistaken to mean they have done their best, they have still much leeway to make up. It is disappointing to note that some of the oldest and most influential Associations have not subscribed as much as a penny. Shall I remind the Associations that members who fail to pay by April shall forfeit all membership rights and privileges.

It will be noticed that there are altogether—to take a round figure 700 teachers who are paid-up members of the C.A.T.A.—a very deplorable state of affairs especially having regard to the fact that there are over 5,000 African teachers in the Cape Province. This disgracefully low figure represents 14 per cent. of African Teachers of this Province. What can we do about Teachers! They are not interested in the political struggle of their people, in the economic strangulation of the less fortunate of their lot, in the social uplift of their own race, in the work for which they are paid and to crown the worst in their own organisation. Some cynic has said teachers have lived so long with children that they are inclined to be childish in outlook and cannot see much beyond their noses. How much of this statement is true, teachers alone by actions and not words, will tell. Actions always speak louder than words.—Editor.

DANGERFIELD'S REMEDIES

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African Rural Secondary Education in the Cape

(By a Rural Secondary Teacher).

Rural Secondary Education in the Cape Province has developed in a most astounding manner. In a space of less than 6 years there have sprung up mushroom-like no fewer than 16 Government Aided Rural Secondary Schools most of which are in the Transkei and no less than 8 are struggling to make their appearance. In addition to these there are also Urban Secondary or High Schools about which I do not propose to say anything at present. All these schools are attempting to fulfil a burning need for Secondary education among the African people of this province. Unfortunately they have not been able to satisfy that need because there are too many children wanting education. One has to live among the African people to witness a pathetic scene of children crying bitterly for their parents to send them to school. These schools would go a long way towards solving the question of accommodation had the government been responsible for putting up buildings.

Rural Secondary education which has originated entirely from the people is a revolutionary move on the part of the Africans—it is an indication that the people have more than ever before fully realized the importance of education, that they are prepared to spend all they have, if only to educate their children—the men and women of tomorrow. They are fully aware that education, the panacea for all things, is one of the strongest weapons in the world, but no child will be able to survive in this differentiated world unless he is educated according to modern standards, that in providing their children with education they want the younger generation to stand firm under the pressure of life.

Our people desire to take education to the homes of the children—to the masses who live in the backveld those who are said to be still in the state of barbarism. The African people have wholly accepted the thesis that every child should have, if at all possible, within daily reach of his home both primary and secondary school opportunities. As one American puts it: "In rural communities we still think of the family and the home as the most fundamental institution in society. Whether the problems are of economical, social or educational origin, we first look to the home for their solution." In these rural schools children walk from their homes to school and back again. No doubt there is going to be more affinity between the school and the community as the children will apply to their homes the lessons learnt in school. For example the lessons of hygiene imbibed in school will be able to find their way to the homes of the pupils. These schools, unlike the old educational centres will be a stronger link between the school and the community—an idea which is daily preached by the educationists.

The existing educational institutions are doing a great deal for our people; but while they almost confine their attention to the pupils themselves, the rural secondary schools may become more and more the universal centre of the community. There may be projected from these schools library services for the whole community, adult education may find its inspiration from here, the centre of organised sports and games for the community may be here, the Parent-Teacher Association may find its strength here. The parents will press more and more for opportunities to participate in the running of the schools. It will be very difficult for the sceptres to stem that tide for the school and the community are two concomitants.

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At present our rural secondary schools are practically the same as others. They have the same type of curriculum and are run by the same kind of personnel as run our old centres. That is they are run by the religious bodies which are not keen to allow the people to have a say in the control of the schools. For example churches are against the establishment of school committees with legal status.

The burden of establishing and maintaining rural secondary schools is so great that churches which have hitherto been the sponsors cannot be expected to shoulder it. The churches on the whole have reached saturation point in this regard. The Methodist Church which has done so much for African education has made its policy clear in connection with rural secondary education. I shall quote its resolution of October, 1946. "In view of the fact that it is the declared policy of the Education Departments to foster the growth of secondary education for Africans and that the financial resources of the Church are limited the conference resolves:—(a) That the Church's policy with regard to African Secondary Education should be the consolidation and improvement of its existing secondary schools, the avoidance of any further large commitments in this field, and the erection of hostels to serve Methodist scholars attending secondary schools. (b) To bring to the notice of the Central Government its responsibility in the field of African Secondary Education, and urge upon it the provision of adequate facilities for African children in this connection." This is a straight talk—a clear indication that it is time the government took over its work which it has shirked for 50 years. One has to visit these schools and see their buildings which tell a very sad story of the neglect of rural secondary education.

In our next issue we shall confine our remarks to the oldest of these schools. We shall have the opportunity to tell in details where it is, what its name is, what it is doing and what the future holds in store for it.

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Loan Bursary Form

(This Form has been published in order to draw the attention of all concerned to the Loan Bursaries issued by the Cape Education Department. See Education Gazette 4-12-47.—Editor).

E.42.

DEPARTMENT OF PUBLIC EDUCATION—CAPE OF GOOD HOPE.

LOANS TO NATIVE STUDENT-TEACHERS.

(This form when completed should be forwarded to the Superintendent General of Education, P.O. Box 13, Cape Town).

A. APPLICANT.

1. Full Name
2. Pupil or Student-teacher at
3. Age.....Date of Birth.....
4. Standard, or student-teacher examination passed (and date)
.....
.....at.....
..... School.
5. Training School or college which the applicant proposes to attend.—
 - (a) For Native Primary Lower Course
 - (b) For Native Primary Higher Course
 - (c) For Special Course (Nature of Course to be indicated)
 - (d) For Post-Graduate Teachers' Diploma
6. Amount of loan desired.—£.....per annum for.....
years. Total
7. Commencement of loan

B. UNDERTAKING OF APPLICANT.

I, the undersigned, hereby undertake, immediately on completion of my course of training, to work as a teacher in a school under the Department until the amount of the loan made to me as a result of this application has been fully repaid. I further undertake to repay the loan at the rate applicable to me, and unless employed otherwise than as a teacher, I agree to the repayment of the loan being effected by deduction from any salary due to me as from the date of my appointment as a teacher.

The rates of repayment are.—

Primary Lower, Primary Higher, and Specialist Courses at Training School is..... per month. Post-Graduate teachers course £ per month.

I make this application subject to the rules that are printed on this form and with which I am fully acquainted.

.....
Witness.

.....
Signature of Applicant.

Date Revenue Stamp (to be defaced by authorised Revenue Officer). 6d. Rev. Stamp to be affixed.

6d. for loan up to £ 50.
1s. for loan up to £100
1s. 6d. for loan over £100

C. PARENT OR GUARDIAN.

1. Full Name
2. Occupation
3. Postal Address
4. Clear Statement of annual income
5. Brief statement of (i) Assets
- (ii) Liabilities

I, the undersigned, parent (or guardian) hereby declare that the above is a true statement of my income, assets and liabilities, and that

..... has made the above application for a loan of £..... in accordance with the terms and conditions as published in the EDUCATION GAZETTE of 4th December, 1947 with my full knowledge and consent, and I undertake so far as may be necessary to assist in the discharge of the obligation entered into by the said.....

.....
Witness.

.....
Signature of Parent (or Guardian).

D. CERTIFICATE OF CONDUCT AND PROGRESS.

This is to certify that has been a pupil (or student) in the school from to and has passed the examination, that his/her conduct and progress throughout this period have been satisfactory, and that I consider him/her a suitable candidate for the loan now applied for.

.....
Principal Teacher of the

Date

..... School.

F. RECOMMENDATION OF MANAGER OR SCHOOL BOARD.

I hereby certify that I have examined this application for a student-teacher loan for and I am satisfied that the loan should be issued and recommend accordingly

.....
Manager, Training School,

or Chairman, School Board of

E. CERTIFICATE IN REGARD TO NEED FOR LOAN.

I hereby certify that I am personally acquainted with the circumstances of the applicant, and I am satisfied that he/she is unable to provide for his/her further education without the assistance applied for.

.....
Minister of Religion, Magistrate, Justice of the Peace
Commissioner of Oaths.

RULES.

1. Every application for a loan shall be made on a form prescribed by the Department.
2. Every application for a loan shall be made to the Superintendent-General of Education, and the granting or refusal of such application shall be at his discretion. No interest shall be charged upon any loan granted.
3. The loan shall be paid in quarterly instalments in arrear.
4. A certificate of regular attendance and satisfactory work of the student is required before any quarterly payment.
5. The applicant shall sign an undertaking to repay the loan at the rate stipulated in the table set forth in the second page of this application from the date of his/her appointment under the Department after the completion of the course of training.
6. If, through the failure of a student-teacher to pass the annual examination, or through any cause whatsoever, such student-teacher does not obtain a certificate, or fails to obtain an appointment as a teacher under the Department, the repayment of the loan actually made shall be effected in such instalments or recovered in such a manner as the Controller of education finance shall decide.

7. If, through serious and continued illness, the student-tacher is prevented from completing the course, the Controller of Education Finance shall decide how amounts already paid are to be refunded.
 I,....., hereby certify that I have carefully read the above rules, and undertake to abide by them.

.....
 Signature of Applicant.
 Date.....
 Place.....

Training Scheme for Native Builders etc. at Zwelitsha, King Williams Town

KING WILLIAM'S TOWN,
 6th February, 1948.

The Principal,
 Nqabara Secondary School,
 P.O. IDUTYWA.

Sir,—

TRAINING SCHEME FOR NATIVE BUILDERS ETC, AT ZWELITSHA, KING WILLIAM'S TOWN.

I have to acknowledge the receipt of your letter of the 3rd instant, and to inform you that forms of application are available at this Office.

Intensive training will be given in Building, Carpentry, Plumbing, Painting and Electrical wiring, and the Courses will last from 4 to 6 months; thereafter trainees, if offered employment, will continue their training by carrying on work under supervision at the following rates of pay:—

Period of training	Rate per month.	C.O.L. allowance per month.
1st year	£10	£3 0 8
2nd year	£11	£3 5 0
3rd year	£12	£3 5 0
4th year	£13	£3 9 4
Thereafter	£15	£3 11 6

During the initial 4 to 6 months intensive training, trainees will be provided with free board and lodging, but thereafter only free lodging will be provided by the Department.

Yours faithfully,

J. H. C. VAN HEERDEN,
 Native Commissioner

(The above letter is included for your/our information—read it critically and see what is wanting or good in the course outlined.—Editor).

Cape African Teachers' Association : Annual Conference, June 1948.

The tentative arrangements for the C.A.T.A. Conference Meeting at QUEENSTOWN in JUNE 1948 are as follows :

Conference Days : June 29th to 2nd July, 1948.

Day of Arrival : Tuesday, June 29th. Reception at 8.00 p.m. Up Country train arrives at 8.25 a.m.
Down Country train arrives at 6.10 p.m.

Wed., Thurs., Friday, Saturday 2nd July : Conference-Business.

Conference business will be carried on at the Mallett Hall. Boarding and Lodging will be at the rate of 7s. 6d. a day.

Queenstown is severely cold, so teachers and delegates should bring with them warm blankets, bed linen and pillows.

Applications for accommodation, enclosed therein an addressed and stamped envelope should be sent to :

Mr. H. C. ZET. MQHAYI, 505 Location, Queenstown, as early as possible. Accommodation may be limited.

Book your S.A.R. seats early to avoid disappointment.

MAX. MAC. L. MESATYWA,
General Secretary, C.A.T.A.

Why I Feel Optimistic About the Future of the African

By J. T. SCOTT.

I am writing this article in the Transkei. A few weeks ago I was in the Transvaal and what I saw and heard there is what I see and hear here in the Transkei. As a result my heart is filled with hope, joy and courage.

I am happy because in cities, towns and villages I have visited, I was struck and greatly impressed by the spirit shown by the Africans of discontent and determination to fight and to win full democratic rights for themselves and the coming generations. Never before have I witnessed such close co-operation among Africans, Teachers, Ministers of religion, policemen, labourers, clerks, tradesmen, farmers, students and even children. They are all united in their mental outlook and struggle for freedom and a place in the South African sun.

Another encouraging sign is that shown by the ruling race. We see how panicky both the Government and the white public opinion are. They are beginning to realise the African discontent and what it means to the future relationship between black and white. Even the reckless Malanites are afraid to publish their Native Policy which would safeguard the so-called 'white supremacy' in this country.

Also there is the wonderful progress made by the Africans since 1938. Today they are bolder, more determined and courageous, more organised and more hopeful. They are also more daring in enterprise (here in the Transkei I have seen up-to-date bus services run by Africans. Notice also the increasing number of doctors, lawyers and business men among Africans throughout the Union and witness also the frantic efforts of the Government to stem the tide).

We have been particularly fortunate in that at this critical juncture in our National life we have been blessed with not only capable but far-sighted and courageous leaders.

Our hope lies in giving these leaders 100 per cent. support and also in remaining loyal at all times to the African cause.

As teachers, we must remember always that our struggle is not with the Department of Education but with the Native Policy. Native Education and its shortcomings is but one of the many aspects of the problem. The main issue is the Native Policy of this country.

Therefore it is the duty of every Teachers' Organisation to join forces with the National Organisation in supporting the N.R.C. in its courageous stand. We have, as individuals and as an organisation to give these gallant men of destiny 100 per cent. support so that the whole of white South Africa and the rest of the world may see that this time the Africans mean real business. They must not only realise that we have endorsed their action but also we mean to follow them wherever they lead so long as they do not capitulate.

1948 is going to be a fateful year for South Africa. It's going to witness a big change in the Native Policy. It's going to witness growth of the liberal forces at the expense of the tyrannical forces. Watch the course of events this year very closely and be prepared. Above all watch

the next session of Parliament. The Native Question is going to play the major role and if we have done what we should do this year namely, to close-in our ranks, we shall see some definite changes for the better in the present Native policy.

But the ultimate aim is to see to the abolition of the Native Affairs Department and Native Education. So long as we have these so long will there be discriminatory laws in this country. What is good for a European is also good for the African. So why these Departments for Native Affairs unless they stand for discrimination?

(We appreciate this article from one of our regular contributors—Editor).

“Oondisacinga !”

(Wesley Qali, Readsdales, Stockenström)

“Ndisacinga ndobe ndikwazise.” Le yintetho egelekileyo pakati kwee titshara, zezwe lako wethu, kuba ququzeleli beentlanganiso zetitshara.

Yafika indoda isisiphekepheke. “Mfondini ndineengxhaki, isikolo sam simi kakubi.” “Kautsho” “Hayi ayinye, ngu Mfundisi, yi-Komiti, ngabazali baya ndichitha.” Into eyothi iphawuleke kweli xura luloyiko novalo, kuba intaka ingathi inga kutshwa emlonyeni.

Mhlaumbi uhambise wenje nje. “Ke uthi ma ndithini ndoda kuthi?” Wokawuleza ukuphendula ngathi akange azukise ukucinga. Hayi ndifuna icebo kuni bantu bahamba ezi ntlanganiso zee titshara.” Ngcambazisa ke wena ubuze. “Wena ke mwethu ubanjwe yintoni, uzenza inkomo esonye nje, yona inga dibaniyo nomhlambi?” Uya kuyi fumana ke impendulo egelekileyo. “Hayi bendisacinga.”

Ufihla intloko ukhakhakha lo, umqolo wonke upandle. Uthe akufumana iinkathazo, wazi ukuba usindiso lusentlanganisweni zee titshara. Usaya kucinga ntoni ke?

Yathi enye intokazi, yay! sele yendile, nendoda isaphila. Yanikwa umsebenzi yi “manager” ngandlela ithile. Saba ngayi jikajika sisithi ma ibe lilungu lentlanganiso yee titshara, yamana ukuthi, “kaloku sele ndimkulu ndisa cinga.”

Qapu, ucingo luvela kwa “manager” kuphi njalo. Lusazisa unkosikazi lo ukuba umyeni wake umfuna emzini wake ngoko nangoko. Ke u-Rulumente we mfundo akasenako uku mgcina msebenzini wake. Yathi le nzwakazi ngoko thuka, nokungaqondi, yaya emagqwetheni, nakoo-gqira, mhlawumbi nakoo siyazi, isebenza amacebo okungwa posani nomsebenzi lo. Yangena kuzo zonke iindleko ezingena mbuyiselo.

Ukuba yayi fumene iingcebiso zee zinye iititshala kwimbutsho zazo, ngeyaya zisive ukuba u-Rulumente we mfundo, akamqeshi zigxina umfazi onendoda esa phila.

Enye intwanazana yafundisa iminyaka enga pezu kwesihlanu kwisikolo esinye, inomsebenzi omhle kakulu kwi ngxelo zaba hloli. Kwafika ukungavani pakati kwayo nompoti sikolo eso. Wasebenza icebo lokuyi shenxisa u-manager. Wayi balela incwadi yokuba ufuna ititsharakazi ene N.I.S.T. kweso sikolo. Nayo le nzwakazi yayihlala yodwa kulo ntlanga ka Ndisacinga.”

Yothuka yabalela umfundisi icela sikolo simbi, isilahla eso ibi kuso. Wayi lahla kwesinomhlwa u-“manager” inaka loku nje. Buza ke mlesi, ukuba lowo wavala eso sithuba sayo waye nayo na lo N.I.S.T. Hayi suku ndemba andilo gontsi.

Ndikumbula ibali le kati nempungutye. Ekwati kwabe kusiza utshaba, yati ikati icebo linye ma sikwele emthini. Sathi islumko esikhulu u-Mpungutye "Maninzi awam amacebo." I.wafika utshaba ikati ye ngcu esebeni lomti Lwayi hlasela utshaba impungutye. Yaba nga kupha eli icebo, vaba nga kupa eliya, alabi naku yinceda I pose elona cebo ukugwenyela emtini ihlale kwisetyana e'likoyo nokuba libu thathaka.

Sinawo umthi omkhu'u tina zitishara oyi C.A.T.A. Likhona isebe lawo (branch association kulo ndawo ukuyo. Gwenyela kulo uyeke amacebo amaninzi angenakukuphumeza.

Le mfundiso ithi "Indibano ngamandla," kupela kwecebo esinalo lempumelelo.

Usacinga na ?

(A very good advice for drones—read it carefully.—Editor).

A Teacher's Manner of Dress

To begin with, it must be unambiguously clear that there can be no rigid rules governing the way a teacher should dress because the way we dress is essentially an individual idiosyncrasy, though to some extent social behaviour patterns influence it. But there is nothing of a legal involution in it.

While we cannot prescribe how a teacher should dress, at the same time we can agree that there is from commonsense a good or a bad manner of dress.

There is what is called neat dress. By this is meant absence of any slight dirt and an undoubted indication that the teachers' dress was caused to undergo a process of ironing. It also means that the teachers' suit or the mistresses' costume is not ridiculously too big or too small. There should be nothing grotesque about the person of a teacher if his garments fit him well.

Then there is decent dress. We may iron our sports' coat and grey pair of trousers and look quite neat but if they are a poor type of fabric we are said not to have dressed decently. All teachers will agree that one expensive grey pair of trousers will save much more money than ten cheap ones. Not all teachers can afford to be decently dressed but all can try and many can afford.

What a teacher's manner of dress must never be is that of a fop or a dandy. It is high class vanity to be excessively fond of dress, and a teacher ceases to be a teacher if he is a dandy.

I cannot here go fully into the question of whether or not it is right that a teacher should wear an open neck shirt and short trousers. The question is personal, but recommendations one way or another may be made. It is better to wear a tie frequently.

It is my firm belief that a teacher should dress neatly and decently, not only because he must respect himself and his colleagues but also because he must respect the students he teaches.

It would not appear essentially reasonable to expect a headmaster to wear a suit unceasingly. He must of course wear it as often as he can, inasmuch as his assistants should be free to wear their own. After all, a suit is not for Sundays alone; it is for any day.

Was Polonius wrong when he said to his son, "For apparel oft proclaims the man?"

M. L. A. KGASA.

We welcome this advice from one who is very careful about his manner of dress. It will surely teach us something.—Editor).

Things to Remember!

1. The Cape African Teachers' Association will hold its Annual Conference at Queenstown. Preparations are afoot and draft programme has already been presented to the General Secretary.
2. The Regional Organisers were asked at the last Conference to continue their good work and from time to time to send their reports to the General Secretary or the Editor of the Vision for publication.
3. Branch Secretaries will be expected in the next conference to send or bring their annual reports in writing. The latter should reflect the following :—
 - (a) A number of paid-up members in the Branch
 - (b) A total number of teachers in the area.
 - (c) Nature of attendance at meetings—good or bad or fair, give percentage.
 - (d) Activities of the Association.
 - (e) Number of schools in the area—primary and post primary.
 - (f) Progress—increase of numbers over previous year.
4. Those teachers who want concession forms for the forthcoming conference should apply now to the General Secretary. No application should be later than the 25th April. Book your seats well in advance.
5. Discussion of Policy. The last conference decided to postpone the discussion of the policy because the members of the N.W.D.T.U. who had only heard of it for the first time were not fully acquainted with the recommendations. It will be desirable for some of the members who drafted the policy to be present at the next conference for the purpose of elucidating those points that presented some difficulty during discussion.
6. Please send all motions to be discussed in June as early as possible, preferably before the end of April, to the General Secretary.

Vision Notices

(i) The C.A.T.A. Conference meets at Queenstown in June and intending delegates and teachers wishing to attend should apply for Conference Concession Certificates, giving their names, addresses, station of origin, by the end of April, to the C.A.T.A. General Secretary.

(ii) All motions to be discussed at the June Conference must be lodged with the General Secretary by the 30th April.

(iii) Branch Secretaries are reminded to submit full lists of subscribers to the Treasurer, General Secretary and Editor as soon as possible.

(iv) Branches are reminded that their Secretaries cannot be their official correspondents until or unless they have fully paid their subscription for the year they are holding office.

(v) Census Forms are being distributed to all Branch Secretaries and these should be returned to the General Secretary before the end of May. Branches not having received these should apply for them immediately.

(vi) The attention of teachers, who are not bona-fide members of C.A.T.A. is drawn to the fact that they should NOT correspond with the C.A.T.A. Headquarters on any topics affecting them. Only teachers whose names appear on the C.A.T.A. roll are catered for.

MAX MAC. L. MESATYWA,
General Secretary, C.A.T.A.

Teaching Made More Effective

(By E. G. Jijana)

The awakening of race consciousness among the African people throughout the country and the resultant desire to provide for the welfare of the coming generations has found expression not only in political uneasiness but also in increased numbers of children seeking admission in mission schools, seminaries and other places of learning.

Greater numbers of African children either never find their way to the schoolroom or have their education suddenly terminated because of lack of facilities, of accommodation and of schools and teachers. Teachers are powerless to remedy the position, as what is required is not only the spirit of goodwill and self-sacrifice to the service of their people but increased funds. In spite of the fact that parliament votes larger sums for the education of African children the total of even the £4,000,000 recently set aside by the present session of parliament falls far short of the required amount. The plight of our children, however, is so serious that positive action on the part of those who are concerned with educational services is urgently called for. What can we do as individuals, as an association ?

In the past teachers have been asked to assist in the establishment of night schools or of continuation classes to cater for those children who cannot attend the ordinary day classes. Little progress, if any, has been made in this direction. And yet, if we remain indifferent or inactive, much valuable human material will go to waste in increasing measure, until it will be found that what was one time an undesirable situation has become a positive menace to society.

In this short article we wish to bring to the notice of our teachers and of the African public in general the use of a device that will benefit all sections, and particularly the growing generation ; we refer to the use of the film as a medium of instruction. To the majority of African schools the use of the film for school instruction seems to be an ideal beyond the immediate possibilities of reality. Yet there is a growing number of them within municipal areas to which the acquisition of so valuable a teaching aid is not as remote an idea as might strike one on first thoughts.

In our rural schools, where life is proving too monotonous and devoid of interesting activity to keep its hold on the young restless minds, judging by the rate at which young children—boys and girls alike—of school going age find their way to our towns and cities to look for work, for adventure, for change, etc. films would satisfy a much felt want and would be a real link between the school and the community; it would be a means whereby the immediate environment of the country is related to the outside world through which many of our daily needs receive satisfaction. The 'dull' world of nature, so quiet and unobtrusive in its daily reactions on man's mind, so familiar to the casual observer yet so full of messages and so rich with lessons for those who care to benefit by them, for the enrichment of man's soul and knowledge, becomes the source of inspiration and joy that the Great Creator and Teacher meant it to be. The medium we all require to bring our minds back to these possibilities is the film.

There can be no dull History, Geography, Hygiene or even Writing lesson where the minds of the pupils have been prepared beforehand by showing a suitable film. Many cultural subjects beyond the limited scope of time and means of an ordinary school are easily and effectively presented in as brief a period as ten minutes. Hence education becomes a study of our past and present environment and a true preparation for the life of the future. School lessons cease to be merely the means to fill the growing mind with matter, dead matter most of it or made dull by poor presentation, that has been our unfortunate heritage from some genius now long forgotten or even dead, but sparkle with life.

In a recent issue of an American journal a writer relates some of his experiences of the great work and value of projectors to school children, particularly in rural areas. He says "in a primary school classroom in New England 50 children sat spellbound watching "The Story of Dr. Carver." The life of the Negro slave boy who became a great agricultural scientist was packed into a fascinating film to teach a threefold lesson—in crop rotation, chemistry and race relations. In the lively discussion afterwards, there was no trace of that dull routine too often associated with classrooms. . . . The animated-cartoon techniques which made Mickey Mouse a household name now enable students to grasp quickly the miraculous working of the human nervous system or blood stream or the majestic rhythms of the solar system. Through time-lapse photography, biology students can watch a frog egg grow into a mature frog: 15 weeks of nature's condensed into ten minutes. As one school superintendent said, "I can't go to the South Pole but the cameras can bring it to me."

"Education is not merely the acquisition of a vast assortment of unrelated facts," the writer continues. "Facts are sterile until they are woven into the larger pattern of life's purposes, possibilities and ideal. That is, in essence, the vision of true education held by all great educators. The teaching film makes it easier to translate their vision into reality. It provides better tools, enabling every good teacher to be a better teacher."

The story of what is being done in Nebraska will interest the African teachers of this province, because the peculiarities of that country are the commonplace in our midst. "That rural state has more than 500 secondary schools, 160 of them with less than 100 pupils, many with no more than three teachers. How can the small country school compensate for the facilities available to the city schools ?

"Selected schools in Nebraska are seeking to answer that question through the use of films. Preliminary reports show more learning in a given time, greater retention of what the students learn, more alert interest in subjects studied. For the teacher they show fewer disciplinary problems, greater results for the effort invested, and a greater satisfaction in teaching.

"Thus the "animated blackboard"—the film—is justifying itself. Already the achievements of educators, working to perfect this new tool, make it certain that the entire public will be the beneficiaries of their pioneering zeal."

What teacher will not say that this new teaching force is not what he had been dreaming of from the time he began to take his work as seriously as he should always do, to bring to the notice and the knowledge of his pupils, and through them, to educate the whole public in his little world of influence, the benefits that other men and women the world over have done and continue to do to make this world a better place to live in? No pains should be spared, and no expense shunned, by any teacher, in rural or in town schools to procure a 16 millimetre projector for his school and community. A group of schools situated within easy distance should investigate the possibility of clubbing together for a projector. Departmental assistance and, I believe, Government aid in the form of subsidies can be procured. Write at once and open the wider world of Nature, of books, of knowledge, of life to the generation of fellowmen under your care.

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African Education In Danger

AS is always the case in all matters vitally affecting Africans there was a heated debate in the last session of Parliament when discussion on African education vote took place. Some of the arguments raised by the Government revealed clearly the attitude of white South Africa towards Africans in general and African education in particular. For example they argued that it was not right for the white tax-payer to pay for the social services of Africans and they cited the feeding scheme which they said induced African children to attend school instead of working on the farms and further suggested that the scheme should be scrapped. What do we infer from these arguments? That the African contributes nothing towards the general revenue of the country. This of course is far from being correct since the African pays direct and indirect taxes and if he does not contribute much by way of Income and Provincial taxes the Government alone is to blame. Another deduction from the above arguments is that the education of the African child is not as important as farm labour, that the Government would rather deprive him of education than that there should be a shortage of farm labour. Put in other words it means that African education is detrimental to farm labour. If the increased enrolment in African schools has alarmed the Government to the extent of blaming the feeding scheme can we ever hope for compulsory education?

The Government further contended that the amount voted for African education which at present is £4,900,000 should be reduced considerably. This is a most staggering suggestion when we take into consideration the fact that out of over 2,000 schools in the Cape Province only 12 belong to the Government which means that the Cape has an acute shortage of school buildings. Of late there has been a rapid development of day secondary schools, particularly in the territories, and the latter are hopelessly off in regard to classroom accommodation. Owing to lack of buildings and compulsory education about 70 per cent. of African children are denied education. How on earth can there be a suggestion that the vote should be reduced when the money can scarcely touch the fringe of African education? Is it any wonder that the African people as a whole have lost confidence in the Government?

There is another reason other than that of farm labour why the Government wants to cripple and render inferior African education. Education is a mighty weapon in the hands of Africans—a sharp weapon which the user is not prepared to sheathe so long as the enemy is at his doorsteps. The use of this weapon has earned for the African many names. He is dubbed an agitator, a Communist, a swollen-headed fellow, to mention only a few. An educated African refuses to be dominated. Professor Hoernle hits the nail on the head when he says: "At bottom . . . the dominant white community, whilst it does not actually prevent Native education, is not willing to provide for Native children the same educational facilities which it provides for its own children. And the reason for this unwillingness again, is the tacit recognition that a Native population educated to the same level as the white population can no longer be dominated." How can one be dominated when one has the same weapon as the opponent unless one lacks the technique in the proper use of the weapon. Is it because the African wields this weapon properly that the Government threatens to give him a weaker one?

What of Dr. Stals who has been showered with encomiums for the stand he took during the debate on the African education vote to the extent of being spoken of by the opposition newspapers as "The most dispassionate and objective of all ministers . . . a good man struggling against adversity!" Notwithstanding what he said and did in favour of the African, Dr. Stals is one with those of his kind in the view that the African must be given an inferior type of education such as will suit his subordinate economic structure—an education which will be consistent with his environment—one designed "for a subordinate society." The African cannot and dare not subscribe to this point of view which purports to keep him back from advancing towards higher civilization. He is now wide awake and shall not accept the type of education which Prospero gave to Caliban—just enough education to make a good servant of him so that he may forever remain as a hewer of wood and drawer of water for the master race. Was it not Dr. Stals who said during the same debate that the present type of education given to the Africans was not the best "for ensuring that future which we and they are striving?" We firmly believe that education is fundamentally the same. If it is good for one section it is good for another also. He arouses our suspicion when he talks of investigating the syllabus of African schools as though it is any different from that of the European schools. The nett result of all these investigations which are invariably carried out without consulting African opinion is not racial harmony but increased racial animosity and colour prejudice.

A word or two in connection with university education and the Non-European might be said. In South Africa there are ten universities—an alarming figure having regard to the size of the population—two million whites for whom they cater. It has been said that there is probably no country in the world endowed with so many university institutions for so small a population as South Africa. In other words there are enough universities to accommodate Europeans as well as Non-European but most unfortunately the majority of them have closed their doors against Non-Europeans because they have been influenced by the segregation policy of the Government. At present Dr. Stals is busy planning to put up a segregated Non-European medical school in Natal. The establishment of this institution augurs ill for Non-Europeans who cannot help thinking that this school may not train the doctors of the same calibre as are trained at Witwatersrand and Capetown. "We fear the Greeks even when they offer us gifts." Let us not for a moment think the idea of the envisaged medical school emanated from the present Government. Dr. Stals said that he would continue from where Hofmeyr left off. This brings home to us the truth that segregation or separation or apartheid is not anything new.

The CATA which is opposed to apartheid and discrimination is definitely against the establishment of this Kaffir medical school. It is of opinion that there is no need for such since there are enough medical schools in the country some of which admit Non-Europeans, a school of this kind which will require millions of pounds will, as is the case with African education generally, be influenced by political considerations and suffer from financial limitations, universities have always been centres of learning for all students of all races of the world and the narrow-minded policy of apartheid cuts across the best traditions of university life. The CATA is a strong ally of the T.L.S.A. and other organizations which are determined to resist apartheid and all its ramifications.

OF Interest To Teachers

From time to time, I receive inquiries from teachers who contemplate joining the service of other Departments to what extent they are likely to benefit or suffer so far as their pension contributions are concerned. Are they in danger of forfeiting them, or are they entitled to their refund? This is the information I have been able to ascertain in respect of those teachers who resign in order to teach in schools under the Union Education Department or in a University or to join the public service.

SECTIONS 18 (1) AND (11) OF ACT 21 OF 1923.

PAYMENT TO TREASURY OF DOUBLE PENSION CONTRIBUTIONS ON TRANSFER OF TEACHERS TO SCHOOLS UNDER UNION EDUCATION DEPARTMENT.

18. (1) Where any teacher employed in the service of the administration of any province or of the mandated territory of South-West Africa is appointed to the Staff of any school under the control of the Union Department of Education and elects to reckon his past continuous service as pensionable service under the Public Service and Pensions Act, 1923 (Act No. 27 of 1923), the administration concerned shall pay to the Treasury for the purpose of being credited to such teacher in the Union Pension Fund established under the said Act an amount equal to twice such teacher's contributions in respect of pension and an amount equal to any arrear contributions in respect of pension due by him but unpaid at the date of such appointment, together with interest at the rate of five per cent. compounded annually, or if such teacher was not liable to make any such contributions, such amount as may be determined by the Treasury :

Provided that if the amount so paid over is more or less than the requirements of the said fund in relation to such teacher the excess shall be dealt with or the deficit shall be made good in such manner as the Treasury may determine.

(2) Where any teacher employed in the service of the Administration of any province or of the mandated territory of South-West Africa is appointed to the Staff of a university or college as defined in the Higher Education Additional Provision Act, 1917 (Act No. 20 of 1917) or to the staff of an institution under the Higher Education Act, 1923 (Act No. 30 of 1923), and elects to transfer his interest under any pension or retirement scheme to the Provident Fund established in terms of one or other of the said Acts as the case may be, the Administration concerned shall pay to the Minister of Education for the purpose of being credited to such teacher in the said fund an amount equal to twice such teacher's contributions in respect of pension and an amount equal to any arrear contributions in respect of pension due by him but unpaid at the date of such appointment together with interest at the rate of five per cent. compounded annually, or if such teacher was not liable to make any such contributions, such amount as may be determined by the Treasury.

SECTION 26 OF ACT 32 OF 1936.

TEACHERS AND OTHERS TRANSFERRED TO THE PUBLIC SERVICES.

26. (1) Any teacher in the service of a provincial administration, the administration of the mandated territory, a department of

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education or any institution of higher education, and any officer in the service of any other institution or body who is subject to a law relating to pensions administered by any such administration or department, and who—

- (a) is transferred from such service to a post in the public service, or is appointed directly from such service to such a post without any break in his service; and
- (b) is less than fifty years of age at the date of such transfer or appointment or, if his age at that date is fifty years or more, has had pensionable service before he reached the age of fifty years and elects in terms of Sub-section (2) to reckon his past pensionable service under this Act,

shall, subject to the provisions of section **thirty-eight**, contribute to the fund in accordance with the scale set forth in section **twelve**.

(2) Any teacher or officer so transferred or appointed may elect in writing, within a period of three months from the date of such transfer or appointment, to reckon his past pensionable service, on such conditions as the Treasury may determine, as pensionable service under this Act; and if he elects so to reckon his past pensionable service the administration, department, institution or body, as the case may be, shall pay to the fund out of the appropriate fund or from its revenue, the aggregate of—

- (a) twice the amount of all contributions paid by such teacher or officer;
- (b) an amount equal to any arrear contributions due by the teacher or officer and unpaid at the date of such transfer or appointment; and
- (c) interest, annually compounded, calculated at the rate of five per cent. per annum on twice the amount of the contributions which became payable by the teacher or officer from the date of the commencement of his pensionable service up to the date of such transfer or appointment, and as if all such contributions had been paid upon the due dates;

or if such teacher or officer did not make any contributions, such amount as may be determined by the Treasury:

Provided that—

- (i) the amount so paid to the fund in the case of any teacher or officer so transferred or appointed shall not be less than the amount of the said aggregate would be if such teacher or officer had, upon the due dates, paid contributions at the rate of four per cent. of his salary and pensionable allowances;
- (ii) If the contributions paid by any such administration, department, institution or body exceed those of the teacher or officer, such administration, department, institution or body shall, in lieu of the amount referred to in paragraph (a), pay to the fund the amount of the contributions paid by it and by such teacher or officer, and the interest referred to in paragraph (c) shall be calculated upon the amount of the contributions which became payable by such administration, department, institution or body and by such teacher or officer, instead of upon twice the amount of the contributions which became payable by such teacher or officer;
- (iii) if the teacher or officer was contributing to a provident fund or in terms of any other similar scheme the amount payable

to the fund shall, instead of the amount specified in paragraphs (a), (b) and (c), be the amount standing to the credit of the teacher or officer;

- (iv) if, under the provisions regulating such provident fund or scheme, a policy of insurance formed part of the provision made for the teacher or officer, he shall have the option of having the policy transferred to him free of any charge or of surrendering the policy for cash, and in the latter event the amount of the surrender value of such policy shall be added to any such amount standing to his credit and be paid to the fund;
 - (v) if, under the said provisions, the teacher or officer is entitled to an annuity upon retirement, there shall be paid to the fund, in addition to any other payment, the capitalized value of such annuity at the date of such transfer or appointment, as computed by the Treasury.
 - (vi) if the amount paid to the fund is more or less than the amount which is required in respect of such teacher's or officer's past pensionable service for the purposes of the fund, the excess shall be dealt with or the deficit shall be made good in such manner as the Treasury may determine.
- (3) If any such teacher or officer does not elect, in terms of subsection (2) to reckon his past pensionable service as pensionable service under this Act, he may elect in writing within a period of three months from the date of his transfer or appointment either—
- (a) to be dealt with in accordance with the provisions applicable to the service in which he previously served, as if he had resigned voluntarily; or
 - (b) to be granted out of such appropriate fund or from the revenue of such administration, department, institution or other body, as the case may be, if for any reason he retires or is retired or discharged from the public service, the pension to which he would have been entitled at the date of such transfer or appointment in respect of his service under such administration, department, institution or body, had he at that date retired or been retired or discharged from the service of such administration, department, institution or body for the same reason;

Provided that if such teacher or officer so retires or is so retired in terms of section **nineteen**, any such annuity shall only be payable as from the date on which he attains an age at which he could have claimed to be retired from the service of such administration, department, institution or body: Provided further that if such teacher or officer elects to receive the benefits under this paragraph any policy of insurance which forms part of the provision made for him by such administration, department, institution or body, shall be transferred to him forthwith free of charge.

PRECEPTOR.

(From time to time teachers will see this type of contribution appearing in *The Vision*. Please study it carefully, it will answer some of your problems.—Editor).

“ A Peep Behind The Scenes ”

(An Address delivered by Rev. J. Jolobe to Fort Beaufort and Victoria East A.T.A.)

In connection with play acting there is what is called “a peep behind the scenes” where in contrast to the order which is seen on the stage by the audience one sees disorder, anxiety and dishabille. In like manner I propose to give you very briefly a peep behind the scenes in connection with the making of books.

The first thing that an aspirant to writing must decide on is the field he wishes to enter. Literature is divided into two main divisions—verse and prose. Under verse come poetry and drama and under prose fall the essay, fiction, biography and many other kinds of prose writings. Some people, however, may have the aptitude for both these kinds of literature. Having decided what field he wants to enter the intending writer must make up his mind as to which particular section he intends to make his contribution. It may be that in prose he wants to specialise in fiction. If however he can turn his hand to any section with equal ease it would be wise to choose that section whose needs have not yet been adequately met. This might give his manuscript a better chance to be accepted and published quickly as publishers sometimes are guided by the need of closing these gaps, in their acceptance and publication of material.

Again it is expedient for many who desire to write to read as widely as possible classical works connected with the line they wish to follow. This helps to give an idea of the standard to be aimed at. Moreover if a person wants to write a novel he should make up his mind that his volume will be entirely a novel. I think the day is past for a mixture of many kinds of writing in one volume, like poetry, essays and history. Another consideration that must be made by an aspiring writer is in connection with the medium he is going to employ. If he intends to write in Xhosa he should read all the books written in very good Xhosa. I think nothing can equal the Xhosa version of the Pilgrim's Progress, ImiBengo and the Union Version of the Xhosa Bible in giving one the feel for good Xhosa. But in addition to this preparation for writing one must be well posted in the orthography of the language he is going to use. For those who want to write in Xhosa I think that Dr. W. G. Bennie's booklet on the new orthography and the reading of standard works written in the orthography should enable them to master this new way of writing Xhosa. A thorough knowledge of the new orthography is essential to a writer.

Having observed this suggested preparation for writing, the next thing is to go ahead and write down your thoughts, but always remember that since the publication of Jordan's “IngQumbo yemiNyanya” the day of small books in Xhosa especially in the line of fiction is passing. The reading public reasonably expects that all serious novelists will be writing books of at least that size if not larger. Perhaps it may be a helpful guide to intending writers to know that for every page of printed matter one must have three exercise-book pages of hand-written matter. Often when they have filled about three exercise books of about thirty papers each some people think that they have written matter which will make a fairly big book and they are consequently surprised and discouraged when they are told that their material will produce only a pamphlet of about thirty pages when printed.

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If you intend to consult friends for suggestions on your manuscript later on, you may write the first draft on both sides of the paper as the very fact of your intending to get some other opinion means that you are prepared to make alterations should the suggestions be forthcoming. But the final draft must be written on one side only of the paper and you must be careful to see that your manuscript is in its final and finished form before you submit it to the publishers. Some people sometimes send manuscript to friends for their comments or to publishers to assess its worth with a pathetic rider that they will be sending the last chapters later on. It is impossible to assess the value of a piece of work before it is presented in its complete form.

When you have completed your manuscript the next thing to do is to decide whether you want to pay for its publication yourself or you want the publishers to shoulder the responsibility. If you pay, this means that the proceeds of the sale of your book will come to you after the deduction of the commission for distribution services, that is, advertising and selling the book for you. If the publishers take the risk of printing the book without any cost to you, as they often do if the manuscript attains to the standard they require and is of the nature that is on demand by the reading public, you will only get royalties from the sale of your book, which means, a certain percentage of the selling price of each copy. The larger percentage of the proceeds of the sale will accrue to the publishers. This is fair, as they have to re-imburse themselves not only for the distribution expenses but also for the cost of printing which entails not only the labour but also paper and ink and many other expenses. The arrangements for the payment of royalty are usually about 10 per cent. per copy on the first edition, 12 per cent. on the second and 15 per cent. on any subsequent editions. Some publishers, I understand, arrange to buy the manuscript they accept in which case should the writer agree to sell he loses all claim to his book. If you can pay for the printing of your manuscript by the publishers that is the best arrangement. I think, and the next best is to allow the publishers to take the full responsibility of seeing it through the Press and you accept the royalty arrangement. The arrangement of buying manuscript although alluring by reason of its dangling of a lump sum is inimical, I think, to the best interests of a writer. When you have decided on the arrangement you would prefer for the printing of your work the next thing is to look for the publisher. The name and the standing of a publisher is no small matter because the failure or success of your book may depend upon these factors. Some people think that they can go even to the ordinary newspaper printing presses and get their manuscript printed there and that all will be well after that. But that may handicap the sale of your book. Once the printers finish their work they have no further interest in the book and publishers are different in that they go farther than just printing only. They try to make your book known. Many publishers are usually connected with selling agencies throughout the country who are notified as soon as your book is published. In this way it is made available to people in various parts of the country. In other words it gets into the market more quickly than it would be the case if you had entrusted your work to mere printers to get it through the Press. So always send your manuscript to publishers and the publishers too are not of the same standing. Some are better known than others and it is an advantage to get your manuscript published by a reputable house.

When the publishers receive your manuscript they pass it on to their reader, a person who will make a critical perusal of it and pass considered opinion as to whether it measures up to the standard

required by that particular Press. Many things will determine the judgment that he will arrive at. The most important will be the matter, the manner of presenting it, the plot, if it is a novel, characterisation, the language and the orthography. Some aspiring writers often under-estimate the intelligence of the publishers. When they see the busy and hardworking men who run the machinery they mistakenly think those are the only people they have to reckon with in a Press. Behind every publishing house there is expert opinion, people who know what they are talking about. The best way to meet this difficulty is to be mercilessly strict on yourself. Give of your very best in writing as judged by the highest standard you know. Never allow any slovenly work, thought or expression to find a place in your writing. A frequent appearance of such blemishes might prejudice the acceptance of your manuscript. Publishers are always on the lookout for good manuscript but they cannot accept any kind of written matter sent to them. If they did that their good name would vanish and consequently their business would suffer.

If the publishers accept your manuscript they will write and tell you so and at the same time inform you of their conditions. At this stage you may have to sign an imposing document in which the agreement is outlined. The writer keeps a copy of this and the other copy is kept by the publishers. After this the Press proceed to make arrangements for printing. But these days there is still a shortage of paper and other material used in the printing industry while on the other hand there is a great demand for school books and under the circumstances the first preference is given to these books. After the printing has been commenced the next thing you will receive is the proofs, that is, the first draft of your printed book. These proofs are sent to you to correct, that is, to see that the printers have printed exactly as you wrote. You must read the proofs with great care. On the margin write the corrections of the mistakes the printers have made. If you pass uncorrected some of the mis-prints when the proofs have been sent to you you are sure to see them re-produced in your printed volume and you will be held responsible and not the printers. Many printing errors mar the beauty of a book. Some printers may send you the final proofs and after that they print and bind your book and in no time the reading public hear that a new book has been published and they see it in the book stalls in its finished and acceptable form while behind the scenes there has been hard work and anxiety.

One word more. One does not get rich on writing. Occasionally we hear of "best sellers" among books published in English or other languages of advanced people in civilisation but this is not a common thing even among these people although their reading public is wide. Our people are still largely illiterate. A modest edition still takes a long time to sell although there is a marked improvement. You may get a little money from the sale of your books if they are acceptable to the reading public and perhaps get to be used as prescribed books in the schools but even then it will not be much. The greatest and most satisfying reward to a writer is to know that he is giving pleasure or enlightenment to many who read his books and thus is raising the standard of life and the culture of his people.

There are many fields of literature that cry out to be served. We need more collections of poems. We need essays. We need more of the good and larger works of fiction. Biography is another field that has hardly been touched. There is also a crying need for drama. There is hardly a concert today worth the name without a sketch item

on its programme. This shows that the audiences are hungering for this form of entertainment. Our potential play-wrights have a field here which needs to be explored. We need literary critics, people whose aim will be not so much to criticise as to interpret for the reading public what is found in the books that have been published. These have to be highly cultured and well read people with a high standard of judgment. Their work will include not only exposition but also the disclosure of the strong and the weak parts of a book at the same time calling attention to the beauty of language or description wherever it is found. This is an art in itself and is a section of literature also. Some intending writers may not be interested in the creative side of literature and yet may have the intellect that can turn out text books. These are needed in the African languages for all the subjects and grades of our schools. The people in the churches are also waiting for religious books in their tongues. We need writers by the thousand. There is "so much to do and so little done."

C.A.T.A. On The New Road

The recent decision of the C.A.T.A. to affiliate with the All African Convention is the climax of a five year struggle which must surely rank as one of the most momentous in the history of the Association. When the news was reported to me, I read through my files of the now defunct "UCATA Bulletin." I make no apology for quoting the following passages which I hope will be of interest to old as well as new teachers :-

1. **Reactionaries and Progressives** : At P.E. the teachers got down seriously to the fundamental question of the policy of the association. The whole conference may be summarised as one continuous fight between the Reactionaries and the Progressives.

The Reactionaries are those who belong to the old school of thought. Their whole method of fighting consists only in framing well worded resolutions and forwarding them to the authorities. If the authorities ignore their "humble requests" it is unfortunate. All that can be done is to "hope for a change of heart" on the part of the masters during the recess and then resubmit the same resolutions at the next conference, and so on indefinitely. The reactionaries think that the Government is not really aware that it is oppressing us. If only we "educate" the Government and the white public to see that our position is really bad, as "good Christians" they will have mercy on us and treat us better. The reactionaries oppose anything that suggests a struggle because it falls outside their accepted methods of "pious resolutions" and "hollow telegrams." They accept Segregation and Trusteeship and regard as "reasonable" or "practical" only those demands which do not conflict with this policy. This attitude of mind determines their whole approach to any issue.

The Progressives on the other hand reject Segregation and Trusteeship. They say Segregation means discrimination i.e. separating the Africans for the sole purpose of "exploitation." For example, Native Education exists so that Africans can be taught to be willing servants

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of the European. Trusteeship means that we are a child race quite incapable of exercising democratic rights. This theory was invented to justify our oppression which is not accidental but a result of a "deliberate policy" to make us slaves. Our disabilities as teachers such as inadequate financing of Native Education, low salaries for African teachers, shortage of equipment, lack of schools, overcrowding, understaffing etc., are as a result of a deliberate policy of the ruling class to keep us in "perpetual servitude." The progressives, therefore, argue that it is foolish and childish to talk of "educating the authorities" and to hope for a "change of heart" on the part of the masters. In view of this they maintain that the only course open to us is a "mass struggle for full democratic rights." This attitude of mind determines their whole approach to any issue under consideration.

2. **Discussion of the G.G.A.T.A. Motion for Affiliation with the A.A.C.** Still more clearly demonstrated was the conflict between the reactionaries and the progressives in the discussion of the G.G.A.T.A. motion which sought to affiliate the UCATA with the AAC. (All African Convention). One of the chief spokesmen of the reactionaries significantly said in opposing the motion, "We do not want to be tied down to the policy of any organisation." Quite so. They do **not** want to be tied down to any definite policy, not even that of their own organisation, the UCATA. That is why all through the conference they either avoided any reference to the decided policy of the UCATA or they pretended that there was no such policy. They even tried to deny that the Nqabara Conference had decided that the UCATA should co-operate with other African Organisations in the struggle for full democratic rights. Naturally such an admission would have led automatically to affiliation with the AAC, the only African body which seeks to federate all African organisations, political, economic, educational, religious, sporting civic etc. But then the AAC has since 1943 adopted a new and militant policy known as the "New Road." This policy rejects Trusteeship and Segregation. It has abandoned the old method of sending pious resolutions, hollow telegrams, cringing deputations, and cowish petitions. It has turned its face to the people to organise and prepare them for a mass struggle. It is this new policy of the AAC that our reactionaries are mortally afraid of. Do you wonder they "do not want to be tied down" to it? Such a policy implies the rejection not only of Kaffir scales but also of Kaffir N.R.Cs. That is why the reactionaries threw their whole weight against the motion for affiliation with the AAC even forgetting in their panic to "conform to a high standard of decency and dignity." They stand exposed for all to see. (July-Aug. 1945).

3. **Our Progressive Future.** Whether the reactionaries like it or not, the future of the Association is with the Progressives . . . The oppressed everywhere in the world are rising and demanding their freedom. Have we become so used to our chains that we have lost the vision of freedom? . . . This brings us to a discussion of what our teachers will be as a progressive Association. First of all what they will **not** be. Many desperadoes (usually disillusioned reactionaries) swing from their passivity to the opposite extreme of blind militancy. From being lambs they suddenly become bulls brought to bay, and charge furiously against odds to certain destruction. We must be certain to keep our sense of proportion. Anger and frothing at the mouth are mere luxuries which we can ill afford to indulge at this stage. The South African Teachers' Federation provides us with a good example of this anger of despair. . . Being made to realise through pressure from below that our present

methods of begging for our rights are ineffective, the S.A.A.T.F. has suggested the following variations:—(1) Every teacher should send a telegram to the Government. (2) Telegrams should be so timed that they flood the Govt. offices just before the arrival of a teachers' deputation. This will frighten the Govt. into making concessions to the deputation. (How childish reactionaries can become). (3) Simultaneous resignation of all teachers. (4) Demonstrations. All these proposals sound militant, but they are really useless. They all flow from the mistaken assumption:—(1) That teachers can by independent action alter the situation materially. (2) That the Govt. is unaware of our weak organisation and will pay attention to a bark which has no prospect of developing into a bite. (3) That deputations without a mass backing can be really successful. (4) That spasmodic resignations and demonstrations have anything more than a temporary nuisance value.

We should have learnt by now from the experience of the African Teachers of the Northern Provinces that demonstrations which are not part and parcel of a co-ordinated and sustained programme defeat their own ends because people tend to look to them for results and not beyond to the fruition of their programme. In short, telegrams, deputations, resignations, demonstrations will not achieve much unless they are directed and integrated by a liberatory movement of ALL the oppressed people. Otherwise they are a bark without a bite and when they fizzle out they will leave the people more despondent than ever . . .

So that our first and most urgent task is that of co-ordinating our struggle as an oppressed people. An essential precondition of a successful struggle is to create a body which brings together all organised bodies striving for liberation. We agreed upon this at Glen Grey, at Nqabara and P.E. But this resolution is meaningless unless we decide upon a definite national organisation to which we shall send our delegations such as we send them to the SAATF and Missionary Council. We know of only one national organisation which federates African organisations and has a progressive programme. It is the All African Convention. The AAC stands for the New Road in the struggle for our rights. It has rejected the old road of passivity and humble petitions. It stands for active leadership. It is the mouthpiece of the African people in the determined struggle for liberation.

T. W. MLUNGISI.

Official Statement On Apartheid And Segregation In Education

(Issued by the Action Committee, T.L.S.A., 9th October, 1948)

The Teachers' League of South Africa is opposed to all forms of colour and race discrimination. It views apartheid and segregation as having no other purpose but the complete subjugation of the Non-Europeans. The policy is intended to perpetuate the position of inferiority to which the Non-Europeans have been relegated in this country. The application of the policy in the life of the country has always meant the abrogation of right from the Non-Europeans, and its application in the future will continue that process. In the political, social and economic life of South Africa, segregation has always been the agency for the enforced inferiority of the Non-Europeans. And in the educational system this has been particularly apparent. The system has always been used for the maintenance of white domination and the subjection of

the Non-Europeans to the place intended for them by the rulers of the country. The purpose of education is the fullest and freest development of the individual, but with the prescriptions laid down by the policy of segregation and apartheid that purpose is wholly defeated.

The policy has been legislatively and administratively applied for many years in primary, secondary and teacher education. The races and colours of South Africa have been kept apart in the whole system of education as administered by the various Provincial Councils. And it has been a noteworthy feature of the policy that the systems have not only been separate but unequal. In educational finance, compulsion and teachers' salaries, for example, the policy of apartheid and segregation has always meant that the Non-Europeans were given inferior treatment. The mission-school system, which has always been the vehicle for the education of the Non-Europeans, has thrown upon them—the poorest section of the population—the onus of erecting their own school buildings, while the State school system has been universally adopted for the Europeans. Compulsory education has been applied to Europeans in all four Provinces, while the complete lack of compulsion for Non-Europeans has caused more than a million Non-Europeans to be robbed of even the most elementary school education. European teachers have always been paid salaries very much higher than Non-European teachers of similar qualifications. In the Cape, which has the nearest approximation, Coloured teachers receive only 80% of the salaries of European teachers with similar qualifications. The salaries of African teachers bear no comparison whatever to those of the Europeans.

We are convinced that the policy of educational segregation has not been in the best interests of South Africa generally and the Non-Europeans in particular. On the one hand it has led to the increase of race hatred and colour prejudice, and on the other hand it has meant the denial of education to the majority and an inferior education for a small minority of the Non-Europeans. The policy of segregation and apartheid in education has been used to fit the Non-European into the place intended for him in the South African social system and we regard the intention of Dr. Stals, the Minister of Education to investigate the syllabus of African Schools, as a further attempt to mould the education of the Non-Europeans more completely to the social pattern which it is the intention of the Government to perpetuate.

In University education there has also been a patent denial of the claims of the Non-Europeans. On the one hand the poverty of the Non-Europeans generally precludes their attendance at University and, on the other, 6 of the 10 university institutions enforce a rigid colour bar. Fort Hare has always been a wholly Non-European institution and the independence of the University of Natal was marked last year by the application of the policy of segregation. It is significant that that policy received the blessing of all parties represented in Parliament. Only the Universities of Witwatersrand and Cape Town have remained free of academic segregation and the intention is to apply the policy of apartheid at these universities. We are determined to oppose any curtailment of our rights at these institutions and to struggle for entry to those universities at present closed to the Non-Europeans.

The Teachers' League of South Africa once again declares its firm opposition to educational segregation and apartheid and expresses its determination to fight for equal education for all the people of South Africa.

On behalf of the Action Committee,

A. FATAAR, General Secretary,
Surrey Street, Claremont, Cape.

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Comments On The C.A.T.A. Creed

(By C. N. Siyengo).

In the last issue of the Teachers' Vision there is a mention by the Editor that the 1943 conference of the UCATA held at Freemantle will long be remembered in the minds of our African educationalists, because it was on this particular occasion that the Creed was born. Surely, one is very much struck by the high aims and ideals contained in the said Creed, but at the same time one begins to wonder whether his belief in the Creed is right or wrong, having considered the period during which he has been a true believer, and during which period he has failed to achieve the least objective. Briefly it means it is very difficult to believe in the C.A.T.A. Creed for the simple reason that it has, during the past five years failed to fulfil any of the high aims it contains.

In order to throw more light on this matter I would like to draw the attention of the CATA to the present status of the African teachers politically and educationally. Our representation in parliamentary affairs is negligible and the same thing applies in the case of advisory Governing Councils. Strictly speaking we have either no voice in matters affecting us as teachers politically and educationally, or our voice is inaudible. Until we are represented by our own folks in all Governmental affairs, our efforts will be doomed, and the only goal of success, equality of opportunity, is too distant to be reached.

With special reference to the slogan of the CATA, Equal-Pay for Equal Work, I may point out that this tune, if I may call it, has been repeatedly sung over and again, but it has borne no realistic meaning to a thoughtful teacher. How often have we seen scales of salaries for European and Coloured teachers being raised? Have they not been raised in accordance with the recommendations of the teachers concerned? The answer to the question is an emphatic 'yes.' But what has been the case with African teachers? The salary scales for African teachers have, from time to time, been raised according to the recommendations made, not by African teachers, but by those of the ruling race, simply because the African teachers have been, and are still represented by the white race in their Salaries Committee. Do all these things serve to make one believe in the slogan of equal pay for equal work? The answer is definitely "no". If you consider the discrimination in the forthcoming scales of salaries for African teachers, whereby some grades have been excluded, you begin to doubt the truth of the Creed especially when you know that the CATA has not taken the least step in eliminating this terrible anomaly.

Just now it appears as though the Minister of Education, Dr. Stals, is on the point of appointing a special committee to investigate the syllabus for Africans. I wonder if such investigation is effected, who is going to adjust our African education to our taste. We have seen articles in the press wherein some people have tried to make a contrast between the former Government and the present one. Some share the belief that the former Government was better, while others prefer Malan's to Gen. Smuts' cabinet. But, in spite of all these comments on parliamentary differences, my opinion is that a European, whoever he is, is a European, and as such he stands for his European brothers and sisters and not for you Africans. And the colour in South Africa counts a lot. Concerning our representation in parliament, the United Party under Gen. Smuts believes in the maintenance of the 1936 Act and

whereas the Nationalist Party has declared that racial segregation has to be made complete. Under such circumstances to which end should we drive? Should we still press for equality of opportunity when we know very well that it is impossible? Or, should we accept the Colour Bar policy whereby the Government of the Africans, for the Africans, and by the Africans will be brought about.

Surely, it is high time we arrived at our final decision—either to urge for equality of opportunity or to accept Colour Bar. I wish Mr. Editor, the forthcoming conference of the C.A.T.A. paves the way. Let us be abreast of the times. Of the past we have benefited nothing under the doctrines of the Creed. Once we accept Segregation, we shall have our own Inspectors of schools, our own government, and our own educational system conducted by Africans. European traders in Native reserves will have to shift to towns. No mention will be made of Europeans running buses in Native reserves. If we abide by the doctrines of the Creed, let us rest assured that a European is there for a European, and not for an African. Under such conditions we shall never achieve any success.

(Your suggestion as to how the way should be paved will be welcome.—Editor).

A General Review Of The First Annual Conference Of The C.A.T.A. HELD AT QUEENSTOWN, JUNE, 1948

As one listened to and watched the deliberations of the 1st annual conference of the C.A.T.A., it was most gratifying indeed to know that we had gone a long way towards the realisation of our ideals and aims to have all the African Teachers in the Cape Province speaking in one united voice; giving vent to their disabilities of which there are a legion.

Having gone so far, one would ask. Are we moving in one united force? Are all those who profess to be members of this body really sincere? Are we progressing or retrogressing?

It is very hard indeed to answer all the above questions in the affirmative.

There are those of us who were once full-fledged members fired with zeal. They had never missed a conference and they worked and lived in the hope that all their aspirations would soon be realised; but they met with disappointments for the realisation of their wishes seemed to recede further and further away. Because they lacked moral courage and perseverance, they let go and grew indifferent and did not care which way the wind blew. Therefore instead of consolidating our ranks, they helped to thin them.

Some of us because we no longer held offices in the association have chosen to let things drift any way. Again some of us because they met with a rebuff in their goodearnest conscientious aims are disappointed to the verge of letting all go to the dogs.

Again some of our young men have joined the ranks of the C.A.T.A. They attend conference, speak eloquently and tabulate very sound ideas and resolutions but simply because they imagine we can reach the heavens on wings, they bubble over and soon simmer down and sink into obscurity never to be heard of again, except that you hear one has left teaching and is serving articles under a certain lawyer never to attend conference or associate himself with the teachers' body.

Our fight is hard, arduous and long; and the realisation of our ambitions and aspirations is far beyond the tenacity and the cling of a bull-dog. We can achieve very little when our veterans lag behind only to allow the impetuosity of the few unseasoned youth to lead the way.

A. NOVUKELA.

Africans As Headmasters

That African education is slowly but certainly improving is beyond any shadow of doubt and already the Honourable the Minister of Education, Dr. Stals, has voted a sum of £4,920,000 towards it.

The average African teacher, whether in a primary or a secondary or a training school is very keen to raise the general literacy of his people and although he is not infrequently blamed unjustly for complaining about his meagre salary, yet he does his best to give the pupils of his very best, and when he becomes a headmaster he works even harder.

I want to take my readers to different parts of the Union and see what Africans have done or are doing as headmasters. Let us begin in Natal. For a long time the present Principal of the Ohlange Institution was headmaster of the Adams High School and during his period of headmastership Adams did well, and the fact that he was created an Institution Principal in succession to a great and national leader (the late Dr. Dube) is eloquent testimony of his capability. This man is Mr. D. Mtinkulu, M.A. who at present represents the old Fort Hare students on the Fort Hare Governing Council.

In the Free State we know of Mr. R. Cingo's good work. Mr. Cingo, B.A., LL.B., is doing well as headmaster at Kroonstad and is a very conscientious man. The Free State is a very difficult province and a teacher has to be very tactful and prudent and courageous if he is to be a successful headmaster.

A short flight into the Transvaal brings us into contact with the Wilberforce Institution where Africans have done laudable work. History is truly in the making and quite recently the attention of most of us has been drawn to the Charterston High School under the headmastership of Mr. M. Seboni, B.A., B.Ed., M.Ed. The examination results of this school have been very good and this is only natural as Mr. Seboni is himself a thoroughly able teacher. A few months ago he and eleven of his assistants took about sixty-two of their pupils on a wide tour of not less than four important educational centres in the Cape. A comment on this tour is hardly necessary. Tours of this nature are of more value to our pupils than thoroughly prepared lessons and what is more of a proof of sound headmastership than bringing such a tour to a successful conclusion?

What about the Cape? The editor of this journal, Mr. N. Honono, B.A., is headmaster at Nqabara and as a colleague of mine, I know him as a very capable man whose energy is volcanic. He has cemented the Nqabara Secondary School of moral and academic might. The results of the examinations in this school have been unspeakably good. He is a wonderful organiser and is ex-president of the CATA.

At Queenstown we met Mr. J. M. Noah, B.A., under whose cautious headmastership the Bantu High School there is growing from strength to strength.

Grahamstown introduces us to Mr. B. Mahlasela, B.A. who is doing laudable piece of work as headmaster.


The quiet hills of Herschel whisper to us the name of Mr. W. M. Ncwana, B.A. who has done magnificent work as headmaster. He too is a wonderful organiser and he arranges periodical tours for his pupils. He, of course, is very fortunate to have an African Principal, the Rev. P. S. Mbete, who has turned the Bensonvale Institution into a mighty El Dorado where pupils drink deep of the waters of knowledge, but above all, waters of reverence. Mr. I. Mkize, B.A., M.Ed., is also a mighty pillar at Langa. He is a self-made man.

These are but a few instances of African headmastership in secondary schools. I know very little of African principalship in primary schools to warrant me even a comment on their capability.

We are proud of these men and many other headmasters I have not mentioned.


How true it is that the "Chief among us should be servant of all?"

M. L. A. KGASA.



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Suggested Xhosa Grammatical Terminology

1. GRAMMAR IMIGAQO YENTETHO
2. LANGUAGE INTETHO
3. THE ALPHABET ISIGAMA
4. PARTS OF SPEECH IINDIDI ZAMAZWI
 - Vowel Isivakala sodwa
 - Consonant Isifuna-qabana
 - Implosive Isibizelwa
 - Explosive Isivuthelwa
 - Palatal Elenkalakahla
 - Nasal Ešamaranana
 - Bilabial Isimumathisa-mlomo
 - Click Isiqhakancu
 - Particle Isiqwenga
 - Syllable Isijungqe
 - Contraction Isifinyezo
 - Elision Isishiyelelo
 - Modification Isiguqulo
 - Accent Isicinezelo
 - Tone Isivakalo-lizwi
 - Euphonic Concord Ukunqhinqhana ngokuvakala
5. ORGANS OF SPEECH AMALUNGU ENTETHO
6. THE NOUN ISIBIZO
 - Noun root Ingcambu yesibizo
 - Noun stem Isiqu sesibizo
 - (a) Classes of Nouns Izintlu zezibizo
 - Sub-class Uluhlu olungaphantsi
 - Number Inani
 - Singular Lobuyedwa
 - Plural Lobuqela
 - (b) Prefix of Noun Isima-phambili sesibizo
 - Article or Pre-prefix Iceba
 - Prefix Proper Isima-phambili soqobo
 - Weak Prefix Esibuthathaka
 - Strong Prefix Esomeleleyo
 - Contracted Prefix Esifinyeziweyo
 - (c) Suffix Isima-mva
7. KINDS OF NOUNS INTLOBO ZEZIBIZO
 - Collective Isibizo-wolelo
 - Common Isibizo-qheleko
 - Descriptive Isibizo esichazayo
 - Compound Isibizo-mbaxa
8. FORM OF NOUN ISIMO SESIBIZO

(Note: The use of the word "case" should be discontinued in Xhosa Grammar).

 - (a) Nominative Form Esiyintloko (isimo)
 - (b) Objective Esentsingiselo
 - (c) Vocative Esobizwayo

(d) Possessive	Esomnini
Possessive Particle	Isiqwenga somnini
Emphatic Possessive	Esomnini-lunyanzelo
(e) Locative	Esendawo
Partial inflection	Inguqulo-gama engapheleleyo
Full inflection	Inguqulo-gama epheleleyo
Palatalisation	Unkalakahliso
(f) Locative Noun	Isibizo-ndawo
(g) Diminutive	Isinciphiso
(h) Augmentative	Isandiso
(i) Copulative	Isibizo esineqhina
9. GENDER	ISINI
Masculine	Sobuduna
Feminine	Sobufazi
Neuter	Engenabuni
10. PREPOSITION	ISANDULELA
11. PRONOUN	ISIMELI-SIBIZO
(a) Pronoun Subject	Isimeli-sibizo esiyintloko
(b) Pronoun Object	Sentsingiselo
(c) Pronoun Absolute	Esimi sodwa
(d) Possessive Pronoun	Esomnini
(e) Prepositional Pronoun	Esilandela isandulela
(f) Reflexive Pronoun	Esokuzenza
(g) Copula	Iqhina
(h) Impersonal Pronoun	Esingenabuni
(i) 1st Person	Umthethi
2nd Person	Ekuthethwa kuye
3rd Person	Ekuthethwa ngaye
(j) Distributive	Esocalulo
12. THE DEMONSTRATIVE	ISALATHO
1st Demonstrative	Isalatho kufuphi
2nd Demonstrative	Isalatho njeya
3rd Demonstrative	Isalatho kude
Emphatic Demonstrative	Isalatho-nyanzelo
Predicative Demonstrative	Esixelindawo
13. THE RELATIVE CLAUSE	IGATYA ELIHLOMELAYO
Relative Particle	Isiqwenga selihlomelayo
Antecedent	Isikhokela
Relative suffix -yo	Isima-mva selihlomelayo
Relative Concord	Isinqhinelwano selihlomelayo
14. THE ADJECTIVE	ISIBALULI
Predicative use	Ngokwesenzeko
Attributively	Ngokuchazayo
(a) 1st Class	Uhlobo lokuqala
Adjectival Concord	Isinqhinelwano sesibaluli
(b) 2nd Class	Uhlobo lwesibini
Relative Concord	Isinqhinelwano selihlomelayo
(c) Numeral Adjective	Isibaluli samanani
Cardinal	Elokubala
Ordinal	Elolandelelwano
Adverbial	Elokubala kangaphi
(d) Supply of Adjectives	Amagama asetyenziswa ngokwababaluli
Nouns	Izibizo
Verbs	Abaxeli-senzo
(e) Comparison of	Uthelekiso lwababaluli
Comparative Degree	Ibanga lesithelekiso
Superlative Degree	Ibanga lesithelekiso-ncamisa

(f) Form of Adjectives	Isimo sababaluli
15. THE VERB	UMXELI-SENZO
The verbal stem	Isiqu somxeli-senzo
The verbal root	Ingcambu yomxeli-senzo
Regular verb	Ohamba ngokomthetho
Monosyllabic verb	Osijungqe sinye
Dissyllabic verb	Ozijungqe-bini
Polysyllabic verb	Ozijungqe ziliqela
Vowel verb	Oqala ngesivakala sodwa
Transitive verb	Onentsingiselo
Intransitive verb	Ongenantsingiselo
16. VOICE	UMAHLUKO
Active	Wokwenza
Passive	Wokwenziwa
Affirmative	Ovumayo
Negative	Isilandulo
Negative Particle	Isiqwenga sesilandulo
17. CONJUGATION OF THE VERB	ISIMISO SOMXELI-SENZO
18. MOOD	UHLOBO
(a) Indicative Mood	Uhlobo lokubika nokubuza
Tense	Ixesha
Primary Group	Iqela lokuqala
(1) Present tense	Elimiyo ixesha
Short Form	Elisimo sifuphi
Long Form	Elisimo side
(2) Perfect	Elifezekileyo
(3) Past	Eladlulayo
(4) Future (General	Elizayo (Nokuba kunini na)
Immediate Future	Eliza kufika msinyane
Contingent Future	Elizayo ngokubangwa yimeko
Secondary Group	Iqela lesibini
(1) Near-Past-Progressive	Lozingiso eligqithileyo kufuphi
(2) Near-Past-Perfect	Elifezekileyo kufuphi
(3) Future-in-the-Near-Past	Elofezeka mva kufuphi
(4) Remote-Past-Progressive	Lozingiso eligqithileyo kade
(5) Remote-Past-Perfect	Elifezekileyo kade
(6) Future-in-the-Remote-Past	Elofezeka mva kade
Contracted Forms	Ezifinyeziweyo
(c) Participial Mood	Uhlobo lwenxaxheba
(c) Subjunctive	Lokuqoshelisa
(d) Temporal	Lokumis'ixesha
(e) Imperative	Lokuyaleza
(f) Infinitive	Lokukhankanya
19. DERIVATIVE FORM	ISAKHIWO KWELINYE
(a) Causative	Obangisenzo
(b) Directive or Relative	Ojonge komnye
(c) Reciprocal	Ophindisayo
(d) Reflexive	Isizenza
(e) Stative	Ochazimeko
(f) Intensive	Ocokisisayo
(g) Reduplicated	Ophinda-phindiweyo
(h) Effective or Active	Ochazisenzo
(i) Reversible	Obuyis'umva
(j) Operative	Obikisenzo
(k) Durative	Ozingisayo
(l) Ingressive	Oxelisimo
(m) Punctative	Okhombisenzo
(n) Factitive	Ohlalesenza

	(o) Progressive	Oqhubekayo
20. AUXILIARY VERBS		ABAXELISENZO ABANGABANCE- DISI
	Auxiliary Particle	Isiqwenga-mncedisi
21. ADVERB		ISIHLOMELO
	(a) Adverb of Time	Sexesha
	(b) Adverb of Place	Sendawo
	(c) Adverb of Manner	Sohlobo
	(d) Adverb of Degree	Sebanga
	(e) Adverb of Cause	Sonobangela
22. THE CONJUNCTION		ISIDIBANISI
	(a) Co-ordinative	Esihlanganisayo
	(b) Subordinative	Esayamileyo
	(1) Declarative	Sokubika
	(2) Conditional	Semeko
	(3) Concessive	Sexesha nohlobo nendawo
	(4) Causal	Sonobangela
	(5) Purpose	Sokuchazinjongo
23. THE IDEOPHONE		ELICHAZAYO
24. THE INTERJECTION		ISIKHWAZO
25. THE SENTENCE		ISIVISA-NGCINGA
	(a) Compound	Esimbaxa
	(b) Complex	Esixandileyo
	(c) Analysis	Ucazululo
	(d) Clause	Igaty'a
	(e) Principal Clause	Igaty'a eliyintloko
	(f) Subordinative	Elayamileyo
	(g) Subject	Intloko
	(h) Attribute of Subject	Inkcaza-ntloko
	(i) Predicate	Isenzeko
	(j) Extension of Predicate	Isandiso sesenzeko
	(k) Object	Intsingiselo
	(l) Attribute of Object	Inkcaza-ntsingiselo

(Sgd.) E. W. M. MESATYWA

(Teachers are requested to read the above critically after which they should send suggestions, alterations and emendations to Mr. E. W. M. Mesatywa, P.O. Healdtown, Ed.)

Report Of The North Western D.T.U.

Mr. President, Ladies and Gentlemen,

The following is the report of the activities of the above union of your branches in the North-West Cape :

You are aware that your constitution, drawn up at the last conference extended the area originally covered by the N.W.D.T.U. to include De-Aar, Upington and Prieska. As it was not possible to get into touch with the secretaries of the branches established in those areas nor to know the addresses or names of any teachers in the areas they have not yet been included in the union on which it is my duty to report to you. There is every hope that at this conference the officials of the N.W.D.T.U. will contact the representatives concerned and come to some decision about organisation.

Affiliated to the N.W.D.T.U. are the following branches: Barkly West, Hay, Herbert, Kimberley, Kuruman Mafeking/Setlagoli Taungs and Tigerkloof/Vryburg. Representatives from these branches meet in conference annually during the Easter school vacation. This year they met in Kimberley and will meet in Mafeking next March. The attendance is generally good.

Following last year's conference the executive of the Union met at Tigerkloof and amended the constitution to suit our affiliation to the C.A.T.A. and there appointed a special committee with Mr. Malunga as convenor to try to find out how best to recruit the many teachers who did not belong to any association. Together with the branch secretaries this committee did all it could and this year most branches have added a member or two. This will be continued for there is still much to be done, for, apart from the usual disinclination of a certain type of African teacher to associate with his colleagues there are some real difficulties. One is the existence of The Roman Catholic Teachers' Association which takes quite a number. But the biggest difficulty is the fact that the schools and teachers are far from each other and often means of conveyance are poor or non-existent. It is often consoling that while we have teachers who will not attend a meeting 500 yards from their home there are men who travel 30 to 50 miles on a Friday night to attend a meeting and the same on a Saturday night to get home. Altogether there are about 483 teachers in the area at present covered by the Union. 200 have their names in the books of the Union. The rest constitute our problem. Every attempt is being made and will continue to be made to bring them into the fold.

There is of course another problem which this conference should help to solve. That is the results of our labours. Quite a number of teachers inside and outside the associations are not satisfied that the associations are justifying their existence. They feel there is often nothing constructive in the delegates reports. The result is that some members soon fall out and become a great danger. Then again there is the member who is not prepared to do more than pay his subscription. This should help to broaden the outlook of its members here and at home.

Finally, I might mention that the above mentioned branches submitted reports at the last conference and these show that with one or two exceptions attendance at branch meetings is satisfactory considering the distances and means of conveyance. The finances are in good hands and are quite sound. This is true of the finances of the N.W.D.T.U. as well.

COST OF NATIVE EDUCATION

Replying to a motion protesting against the cost of Native education and to complaints that Natives only attended school to obtain meals, the Minister of Education, Dr. A. J. Stals, said the Government's policy of apartheid laid down that the Natives should be given the opportunity to develop, at the Nationalist Party Congress in Pretoria last month.

The Government was not opposed in principle to Native education. He said he seemed to be the scapegoat of the Native education question, which was a matter for which he could not accept sole responsibility. The whole future of Native education was a matter for the Cabinet.

The Minister said that a commission had been appointed to inquire into the Native school feeding system and another to inquire into the

The General Secretary's Post Bag

Sir,—

ANNUAL CONFERENCE OF THE CAPE AFRICAN TEACHERS' ASSOCIATION : INADEQUATE SALARY SCALES.

With reference to your letter of the 23rd ultimo, I have to inform you that the resolution by your Association with regard to the above, will be considered by the Board at its next meeting which takes place on the 21st September, 1948.

Yours faithfully,

M. J. B. PRETORIUS,
for Secretary for Education.

(Union Advisory Board on Native Education).

Union Education Department,
Pretoria, 4-8-48

Sir,

By direction of Dr. Stas I have to refer to your letter of the 22nd October in which you conveyed your Association's resolution regarding additional representation on the Union Advisory Board on Native Education, and to inform you that the matter is receiving the necessary attention.

Yours faithfully,

J. J. VAN ZYL,
Private Secretary,
Ministry of Health.

Pretoria, 30-10-48.

Sir,

ANNUAL CONFERENCE OF THE CAPE AFRICAN TEACHERS' ASSOCIATION : INADEQUATE SALARY SCALES.

With further reference to your letter of the 23rd July, 1948, I sub-join an extract from the minutes of a meeting of the Union Advisory Board on Native Education held at Cape Town on the 20th and 21st September, 1948 :

„Na aan'eiding van 'n brief wat van die 'Cape African Teachers' Association' ontvang is, in verband met bostaande, besluit die Raad dat :

- (a) alle versoekte wat aan die Raad gerig word vir oorweging, cers na die Sekretaris van Onderwys verwys word vir raadpleging met die Minister alvorens dit op die agenda geplaas word ;
- (b) aan die vereniging geantwoord word dat die salarisskaal van onderwysers onlangs hersien is as gevolg van verhoog wat aan die Raad gerig was, en dat die Raad nie bereid is om nou reeds weer oorweging aan hierdie saak te skenk nie."

Yours faithfully,

M. J. B. PRETORIUS,
for Acting Secretary for Education.

Union Education Department,
Pretoria, 8-11-48.

Dear Sir,

On behalf of the recent Conference of the Teachers' League of South Africa, I wish to thank you for your message of good wishes which, I can assure you, was highly appreciated by all who attended the Conference.

With every good wish,

I am,

Yours fraternally,

A. FATAAR.
General Secretary.

Claremont, Cape,
21-7-48.

FEDERAL COUNCIL OF NON-EUROPEAN TEACHERS' ASSOCIATIONS.

Dear Sir

I have to inform you that the meeting of the Council fixed for the 7th instant had to be postponed to December (or January). This deferment was necessary as the Federation of African Teachers' Associations which was expected to meet in Durban on the 5th could not meet. For this reason a decision from the African Federation with regard to the affiliation of its member Associations to our Council was not forthcoming and our meeting would have been futile. It is hoped that there will be no difficulty in finally establishing our Council in the summer vacation.

For your information, an invitation to the S.W. Africa Coloured Teachers' Association to our meeting brought the reply that the matter of that body taking any interest in our Council would be discussed at its forthcoming Conference. Also, the United Cape African Teachers' Association, which was not represented at either the inaugural meeting at Durban or the meeting at Kimberley in December last, submitted the names of gentlemen who were going to be present at the meeting of the 7th. This gives much encouragement.

With all good wishes to your Association,

Yours very sincerely,

N. K. SHAW,
Provisional Secretary.

C/o. Sastri College,
Durban, 30-7-48.

Daily Press Shorts

NATIVE SCHOOL FEEDING GRANT EXHAUSTED

Money In Hand Must Be Stretched To Last About Four Months

Superintendents of Native schools have been informed that, since the Government grant for Native school feeding has been exhausted and an application for a supplementary sum rejected by the Treasury, there will be no money available to them for feeding children at school in the first term of 1949, reports the Star.

This means that whatever balance the schools have in hand up to the end of this term—of which there are 22 days to go—must, somehow, be stretched to last about four months, or feeding will have to be abandoned when the money in hand is exhausted.

This information has reached those concerned with Native school feeding a few days after the announcement of the appointment by the Minister of Education of a committee to inquire into the necessity for a State-aided national feeding scheme for Native school children, taking into account a possible correlation between nourishment and learning ability. The commission's first sitting took place recently.

The Government grant for Native school feeding is at the rate of 2d. a child a day. European schools receive from the Government and the Province a total of 3d. a day or 6d. a day if a "sitdown" meal is provided.

Since the grant was first made in 1944, those concerned with the running of many Native schools have sought to use this 2d. a day to the best advantage. This daily feeding was felt to be of such value to the children that voluntary schemes were started to continue feeding them during the holidays.

Superintendents were told that the grant of £870,000 has been exhausted and that the supplementary estimate of £300,000, to enable feeding to continue in the first quarter of 1949, has been rejected.

NATIONAL FEEDING SCHEME FOR NATIVE SCHOOLS

The Hon. the Minister of Education has appointed a Committee consisting of Mr. Hoal (Chairman), Dr. Fox, Mr. Franz and Dr. P. van Biljon to investigate and report on:—

- (a) The necessity or otherwise of a state-aided national feeding scheme for Native children, having due regard to a possible correlation between nourishment and learning ability. If the Committee should deem such a scheme essential.
- (b) The requirements and limitations of participation which should be attached to such a scheme, especially with a view to the limited financial means of the State.
- (c) The basis for a sound organisation of such a scheme, with special reference to the desirability or otherwise of making it part and parcel of the educational facilities.
- (d) The extent to which the existing scheme should be modified to conform to the findings of the Committee under paragraph (c) above.
- (e) All other aspects relating to the preceding.

The Committee has started its investigations and may have had sittings in your area by the time you receive this information. It is hoped that your branch association has taken an active part in giving the required evidence. In the future our Branch Associations are asked to adopt an alert attitude and collect and present expert evidence to commissions which may visit their areas. Next year a commission will inquire into the general question of Native education and the form it should take. Do not miss this opportunity to give evidence, and in the meantime collect information and be prepared.

The Future Belongs to Those Who Prepare For It!

NEVEN before in our history has the FUTURE been more uncertain ! But it may also be said that the future is no more uncertain than the present. He who fears to suffer, suffers from fear. NOT FAILURE, but LOW AIM, is the crime when preparing for the FUTURE. The rung of the ladder was never meant to rest upon but only to hold a man's feet long enough to enable him to put the other somewhat higher.

Does your attainment in life satisfy you to the extent that you no longer wish to achieve anything? Surely you wish your children to attain greater heights than were permissible to you.

Abraham Lincoln said, while addressing a group of students: "I don't care what my grandfather was; I am much more concerned to know what his grandson will be." This is a thought which we all should shackle to our dreams of the future!

Prepare Now For The Seven Lean Years!

"And the seven years of plenteousness that was in the land of Egypt, were ended. And the seven years of dearth began to come, according as Joseph had said; and the dearth was in all lands; but in all the land of Egypt there was bread."—Gen. 41: 53, 54.

Because of the principle of Insurance found in this Bible Story, Joseph has been called the first president of an Insurance company. Joseph in interpreting Pharaoh's dream, predicted seven years of plenty and seven years of famine. He was appointed by Pharaoh to supervise the saving for the lean years during the seven years of plenty. The savings during the seven years of plenty were the premiums, and the distribution during the lean years represented the benefits.

The WISDOM and NECESSITY of preparing for the years of famine during the years of plenty is just as evident today as it was during the days of Joseph.

We have been going through a period of prosperity. At some time in the future—we do not know how soon—we will perhaps go through another depression. The wise men and women will do all they can NOW in preparation for that lean period. As life Insurance people, we are constantly preaching to our people to provide for the next period of the lean years by purchasing more and more life Insurance. Certainly we should profit by our own gospel.

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