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As a whole *Apartheid and Education* forms a provocative, if occasionally incomplete argument. The authors have constructed the basis for a viable political economy of education with valuable directives to the issues and concepts in need of critical examination and debate.

APARTHEID AND EDUCATION

The Education of Black South Africans
Edited by Peter Kallaway

Education provides a central focus for anyone concerned about the future of South African Society.

This collection of essays offers the reader a variety of viewpoints in current education research. It provides analytical perspectives on our educational history and injects excitement into the field of educational thinking.

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characteristic of capitalist society
manual labour - school.

manual labour - transforming the world.

struggle for a schooling system
that would produce learning.

Principles for Changing Education school should be put in the context
of society

There is no general blueprint for transforming education. The correct way of going about this task depends on varying local conditions, and on the needs and interests of pupils, parents and teachers, youth workers, etc., is to analyse their own social position, and how to go about it. But to conclude, here are a few ideas which may prove useful in working out strategies.

1. The starting point for education must be the real situation and interests of pupils, teachers and parents. The first task of teachers, youth workers, etc., is to analyse their own social position. Teachers have a contradictory role in society. On the one hand they are servants of the capitalist state. As such they have the task of implementing policies designed to prevent working people becoming aware of their situation and changing it. On the other hand teachers are wage-earners who have an interest in struggling against exploitation and for a better form of society. When teachers try to bring this interest into their professional work they run up against a disciplinary system designed to make them loyal instruments of the state. Teachers have to decide where they stand and

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work out political and trade union strategies to fight for their own interests as wage workers.

2. The second task of teachers and other educators is to study the living conditions of pupils, the work situation of parents, the structure of the neighbourhood and the problems of the community. These factors help to determine the way a teacher works with children, the choice of content matter, the material and methods to be used.

3. If a teacher really wants his or her professional work to help change society, the worst way of going about it is to try to indoctrinate children with the ideas of a particular party, however right it may be. Constant moral lessons are just as bad. The main aim of education for transformation must be that of helping children to understand the material and social world around them. Children should not be educated for the future, but so as to be able to organise their own lives collectively here and now. If children learn to recognise their needs and interests, and to find their own ways of working to realise them, then they will be well prepared for fighting for a share in controlling production and society as grown-ups.

4. The aims and methods of teaching are closely connected. Rigid and abstract teaching methods cannot fit children for running their own lives, however correct the contents of the subjects taught. Education for transformation means that children become the subjects of the learning process and not its passive objects. Learning takes on the character of a collectively determined research process, based on children's needs and interests. The function of the teacher is to help children to organise their work and research.

5. Parents and other working people must be brought into education. A lot of progressive teachers regard parents as reactionary - a stumbling block for the introduction of non-authoritarian methods. But one does children no favour by forcing them into a permanent conflict situation through different types of education at home and at school. In investigating the background of his pupils, a teacher should try to find out what special abilities various parents have, and attempt to bring these into the school. Parents can be asked to help make things the class needs for its work, or to come and tell the children about their jobs, or to take children to visit their place of work. Once productive work becomes part of education parents will more easily be able to see the

value of school and the part they can play in it. Similarly, people whose work is concerned with the school can be made conscious of their role as educators. There is no need for the janitor to be the children's worst enemy. He could be brought into the class to explain his work, and children could learn to help him. Nursery school teachers may discover that the only person who does work which is recognisable as such by smaller children is the cleaning lady. She may already be the main educator in the nursery, without knowing it. It is essential to make her a conscious part of the teaching team.

6. All educators should try to bring questions of production and of social, economic and political relationships into their work. State curricula certainly do not permit polytechnic education in the full sense, but they are rarely so rigid as to preclude all mention of productive work and class structure. This possibility exists in virtually every subject.

7. Education is not confined to school. Children learn a lot at home, in the street and in the community. ~~but they learn in an unplanned and unreflective way.~~ Educators should try to help children become more aware and critical of what they learn, by exchanging information and discussing information at school. Excursions, school travel and work experience schemes can help in this.

8. Educators should help children to take part in community life and local political struggles. This is only possible if the educator becomes aware of what is going on in the community and the extent to which it affects children. Activities and disputes which really concern children's interests and living conditions can be an important instrument of political education. Examples of struggles which may be relevant for children are: slum-clearance and housing schemes, traffic planning, school closures, health service restrictions, playgrounds and cultural facilities, industrial disputes (if their parents are involved).

9. New contents and forms of education cannot be worked out and introduced by a single teacher, in isolation from his or her colleagues. The task is too big for one person, the political vulnerability too great. Teachers must get together and organise themselves if they want to work for change. Teachers' co-operatives on the pattern of the Freinet movement are one possibility. Another is to try to make existing organisations like trade unions into instruments for the transformation of education.

10. One of the most important struggles in which children, parents and teachers can participate is the struggle to change school itself. If teachers get into trouble for using progressive methods, this may help to raise awareness of the class character of education. The support of pupils and parents can be crucial in preventing disciplinary measures and in pressing for teaching which corresponds to the interests of working-class children. Teachers who introduce new methods without securing the understanding and co-operation of pupils and parents will not get their support in a conflict situation. It is vital to develop and introduce new methods in co-operation with children and parents.

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