



# TEACHERS' VISION.

*"Where there is no vision the people perish."*

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D. D. T. JABAVU, B.A.

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All correspondence for publication must be clearly written on one side of the foolscap only, and must be in the hands of the Editor not later than the second week of the second month of the quarter.

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Branch Associations are expected to send brief reports of their quarterly meetings to the Editor for publication. Such reports are not to exceed two pages of foolscap.

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## EDITORIAL.

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### *No Salary Scales for Native Teachers!*

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In its previous issues the "Teachers' Vision" examined critically several aspects of Native education and tried to express the Native teachers' views on them. Our criticisms have not been viewed objectively and without resentment

by those who expect nothing but unending gratitude from the Native, and from the Native teachers in particular. The Vision is not unaware of the sacrifices of both money and comforts by the pioneers and overseas benefactors whose donations and Christ-like attitude made possible educational facilities for the black folk of Southern Africa in the dark days of past Africa. To them we offer our deepest gratitude; for we believe that even when they erred—speaking broadly—it was with the sincerest wish to do good.

With growth and fast development, however, there has come a change with regard to the major financial support of these educational facilities; the Native public, in spite of their acknowledged poverty, have now been called upon to contribute enormously towards State funds and to bear unaided the whole financial burden for the education of their children. Following upon that change there has grown a keen desire by the people to look scrutinously into the whole of their educational machinery with the view to getting a square deal. It is logical that this should be so. Their criticism has everything to justify it, and needs to be tolerated by them who mean to do good. We make this general remark about our previous editorials because of the utterances, mostly indirect, which have been made with reference to them. So much for our critics. This time we wish to touch yet another unjustifiable phase of Native education, the absence of salary scales for those employed on State duty.

In public services, paid for out of public funds, the existence of salary scales which rise in proportion to educational qualifications and ability of the employee, taking regard of experience and efficiency, is taken as a matter of course. The presence and publicity of such scales indicate public interest and deep concern with which they wish their duties executed. Furthermore, the psychological effect, on both employee and employer, of known scales of remuneration are too evident to need comment. And education is a State concern.

Native teachers in Native education, in contrast with European teachers in Native work and with European education, have no salary scales, except a comparatively inadequate scale which applies to a negligible drop made of graduates who serve as assistants in post-primary education. For these same graduates no scales have been drawn for principalships of primary or post primary posts; and recent cases are known of graduates whose applica-

tions have been turned down on the plea that no scale exists for them in primary school work. The importance of the existence of salary scales and their effect on efficiency is evinced by their appearance in every issue of the "Gazette" where posts in European schools are advertised; but in the case of Native education the only definite scale that appears for Native teachers is :

"Salary to be assessed by the Department;"

convincing proof that the 1928 scale was never meant to come into effect. In 1935-36 the Inter-departmental Committee on Native Education suggested another salary scale for Native teachers. We know its fate.

When the first Departmental Visiting Teachers were appointed they themselves, and the public generally, did not know what remuneration they would receive! It was not until later that a scale was drawn for them.

Among the threadbare arguments advanced for this unjustifiable state of affairs is one which says there is no money available! Last September, "The Vision" showed indisputably that the Native paid into State coffers, directly and indirectly, far more than was spent on their exclusive services.

Another is that Native principals of practising schools, secondary and training schools, and graduate principals of primary schools, do not at present exist to warrant the immediate drawing up of scales for these posts. Such an argument lacks truth and foresight; and pre-supposes that Native education is not advancing. This is proof that Natives are neither expected nor desired to appear in these responsible posts in the services of other Natives. The salary scale and the teacher to be paid thereon are not interdependent to such an extent that a scale could not be drawn beforehand.

The absence of salary scales for Native teachers and the presence of the non-operative and inadequate 1928 salary scale in the renowned liberal Cape Province, together with the indefinite "scale to be assessed by the Department," are genuine indices of the regard given to Native education in this Province by that Department of state which was created exclusively for Native Affairs.

The "Vision" tries to be reasonable in its demands, but views with disapproval the application of a principle equal to the Darwinian theory of the survival of the fittest and of self-preservation under the cloak of a civilized labour policy.

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## THOUGHT FOR THE QUARTER.

### *The Future.*

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"The Future is not something that comes to meet us from ahead; it comes streaming from behind over our heads. It is the result of our thoughts, our words, and our deeds."

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## NOTES AND NOTICES.

### *Easing the Parlous Plight of Native Education.*

Following upon the happy news from the proceedings of the N.R.C. at its last session in Pretoria, the present Union Minister of Finance, Mr. J. H. Hofmeyr, proposes to divert an additional amount of £90,000 to the Native Trust from the revenue derived from the Native Poll tax, to ease somewhat the parlous plight of Native education. This sum will thus be available for Native education for the current year.

To quote the words of the "C.A.T.A. (see March, 1937 issue) now known as "The Teachers' Vision": "We have never failed to be grateful for the tinnest offer from the Government, and we are glad to repeat once more that we are thankful for these additional grants which will ease somewhat the present financial stringency in Native education.

"But in expressing our gratitude, we are not unaware of how disappointingly inadequate this amount is, to meet the multifarious needs of Native education. As representing a porportion of State revenue, which the Government has specially earmarked for 'education' services of six and a half million Natives, the amount reflects no credit upon the State. Still less does it speak of the justice due to millions of Natives upon whose cheap labour the prosperity of the country depends."

\* \* \* \*

As we are going to press we learn that the President of the C.A.T.A. has accepted the principalship of the Langa Secondary School, as from the 1st July next.

We congratulate both Mr. Mkize for this deserved promotion, and the School Committee responsible for the nomination, on their choice. It will be remembered that Langa Secondary School is one of the only two secondary schools in the Province to have an African principal. May their number increase.

These words show how grateful the C.A.T.A. is to the Government for these periodical offers; but that association must be pardoned when the poor and inadequate housing of Native schools, with the effects of overcrowding; the lack of school medical facilities which other sections of the country enjoy; the high school quota per teacher; the low salaries and the absence of salary scales; the absence of proper pension rights and funds, and other similar matters too many to enumerate, blind it to these gestures of consideration.

We congratulate all those who were successful in their last year's university exams. Fort Hare turned out no less than 29 B.A.s and B.Sc. To those of their number who have since joined the teaching profession, we extend our right hand of fellowship.

\* \* \* \*

We congratulate, in particular, two of our own men—African teachers who have already proved their worth in the field, and who have made themselves indispensable both to the schools they teach in and the people they serve—who have been successful in their exams. I refer to our C.A.T.A. President, Mr. I. D. Mkize, B.A. (Hons.), L.C.P. (Lond.), and Mr. W. Tsotsi, B.A., of Blythwood Secondary School. The President is the first Union African to pass the written portion of the M.Ed. exams. He is at present busy compiling material for his thesis. We wish him well.

Mr. W. Tsotsi, too, is the first Bantu African to pass the U.E.D. (General) exam. "Phambili maAfrika!"

\* \* \* \*

From Kroonstad we learn that the Bantu United School, whose principal is Mr. R. Cingo, B.A., and who is assisted by a 100 per cent. African staff of graduates and other professionally and academically qualified African sons and daughters, the University J.C. successes were the best in the Province, viz.: 100 per cent. passes. One first class, seven second classes and three third classes. This is one of those instances which prove that, given free scope and ample opportunity, the African is the best suited to teach other Africans. We heartily congratulate these worthy men and women.

## THE PROJECT PLAN.

*By Miss E. Imray.*

In modern educational circles much is heard of the project system of teaching. In schools or classes which use the project plan the whole of the curriculum revolves round one interest which, ideally, should be chosen by the children.

If a class had been thrilled by the exhibits at an agricultural show they might ask to have a duck project. They would have to read up all about the varieties of ducks and the way to rear them. They would have to cultivate a garden plot and get green food growing for the ducks. They would then construct a duck run, which would involve plenty of arithmetic as well as handwork. Then would come the purchase of the ducks, the feeding and the cleaning, the food and egg records, the careful study of habits and structure—reading, writing, arithmetic and biology!

It has been proved that children taught in this way gain an extraordinary amount of knowledge and skill in a short time because all they learn and do is for some definite end, closely connected with their lives and interests.

It would be very difficult to run an ordinary primary school entirely on the project plan. The size of the classes, the poverty of equipment and the lack of vernacular literature would all combine against its success. It is possible, however, to adapt the system to our needs. Several simple but interesting projects have been worked out in the lower standards of some schools by letting a group of children work at the project for a portion of each day.

The teacher suggested possible subjects:—the village, a store, the post office, the church, a school—and the children choose one which they would like to do. All these subjects cry out for models, so the first step was to decide what the model ought to contain. The class discussed this and the teacher wrote their suggestions on the blackboard. They copied this list and made drawings of what they thought the various objects should look like. Then the work was divided up, the older children doing the more difficult jobs, the younger ones the easier, the teacher giving help when asked. She also gave one or

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two set lessons on difficult problems, such as how to construct square houses out of paper. The children grew very eager, helping each other, bringing additions that they had made at home, working in break to finish off a job. They made many mistakes, but they found them out themselves and would not rest till things were put right.

By the time the model was finished all the children had done real measuring, counting and calculating, when they had cut out doors and windows, fixed shelves and counters, put up candles into packets, cut out dresses for paper dolls and roofs for paper houses. They had all written real words—labels, names, etc., and done plenty of real handwork.

Language training had been real; the children seized the correct word to describe what they were doing, they stood up and gave each other very good accounts of what they had done or of what they wanted to do and had arguments over the best way to secure results (friendly arguments give excellent language training!).

The finished models were in great request for oral and written composition and for arithmetic lessons, and supplied unexpected hygiene teaching as the little girls insisted on dusting the model every day and a boy was heard to say, "But houses must have windows on two sides!"

In higher standards it would have been easy to base history and geography lessons on the model. Each child might well have made its own little book about the project; incidentally what splendid supplementary readers these would make!

Every school needs a toy shop, needs it for Arithmetic and English. Why not make yours on the project plan and, having made it, use it?

The next article will give the detailed working out in school of one project.

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## QUESTIONS AND ANSWERS.

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1. *If a teacher holds a first grade teacher's certificate, does he receive higher remuneration than the teacher who has passed his examination in the second grade?*

No. The only instance I know of which makes a differentiation in salary scales according to whether the agricultural demonstrator holds a first class or second class diploma is the Bunga.

2. *If the grade in which a teacher's examination is passed does not entitle him to a higher salary, of what benefit is the grading of successful candidates?*

While students who pass in the first grade do not necessarily become the best teachers—in some cases they are hopeless failures—yet there can be no question about the psychological effect such grading has on the efforts of the students. It acts as an incentive to producing the very best that one is capable of, and this is one of the most important lessons to be learnt by an aspirant to the teaching profession. The questioner will perhaps remember that when the N.P.H. Course was introduced, those who had passed the N.P.L. 3 (or T 3 Jun.) in the First Grade were allowed to do the course in one year instead of in two! Where certain exemptions are granted, universities always give preference to those who have passed the previous examinations with distinction.

\* \* \* \*

3. *What steps must be taken before one receives the Good Service Allowance?*

To reply to this question, I shall quote from pamphlet No. 9, "Instructions regarding Good Service Allowance and Pension":—

"To be eligible for a place on the Good Service List, a teacher must have completed five years' *continuous* and reasonably *meritorious* service in connection with the Department of Public Education, and the Superintendent-General has, in addition, to satisfy himself that the school or department conducted by such teacher is in a satisfactory state as regards the standard of instruction, school apparatus, registers, and general efficiency.

Any candidate for G.S.A. must be recommended in the first instance by the Inspector of the Circuit in which his or her school is situated. A teacher desiring to make application to be placed on the Good Service List should therefore apply to the Circuit Inspector; and should the inspector see his way clear to recommend that the teacher's name be placed on the list, the application form should then be completed and forwarded to the Department for consideration."

N.B.—1. The form you fill in when making your application for G.S.A. is S.40.N.

2. Every year when you apply for the payment of G.S.A. you fill in Form F.4.a.

4. *How do teachers contribute to the Teachers' Pension Fund? When do teachers receive payments from this fund?*

Pamphlet No. 9 will again help you. No African teacher contributes to the Pension Fund unless he is in receipt of Good Service Allowance, which is calculated on the following scale :—

(1) For the sixth, seventh, eighth, ninth and tenth years, 25 per cent. of the Government salary grant.

(2) For the eleventh, twelfth, thirteenth, fourteenth and fifteenth years, 35 per cent of the grant.

(3) After the fifteenth year, 40 per cent. Similarly reckoned.

(These percentages, etc., are for teachers engaged in primary schools; a slightly different method of fixing the amount of G.S.A. payable to teachers in post-primary work is employed.)

Five per cent. is deducted from the amount of each payment of Good Service Allowance as a contribution to the Teachers' Pension Fund.

“Every teacher who has completed fifteen years' service in connection with the Department of Public Education, and who is on the Good Service List and is in receipt of the Good Service Allowance, shall on his retirement by reason of his reaching sixty years of age or by being incapacitated by ill-health, continue to receive the annual G.S.A. for the rest of his life, with an addition of 50 per cent. for a service of fifteen years and under twenty years; 75 per cent. for a service of twenty years and under thirty years; 100 per cent. for a service of thirty years and upwards.”

N.B.—The form of application for a Teacher's Pension is numbered C.N.P.I.

5. *How should a principal teacher deal with his assistant's neglect of duty? Should he record it, or report it to the manager or to the circuit inspector?*

Where the tone of the school is good, it will not be necessary to resort to any of these drastic measures. If the assistant neglects her duty, a friendly warning by the principal should be quite sufficient to bring about the desired improvement. If she will not listen, let the principal adopt any one or more of these measures according to the gravity of the situation. Assistants must remember that if their work is bad, the principals are held responsible, and may have to account for the bad work. It is in their interests, therefore, that they should endeavour to maintain the most cordial relations with their princi-

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pals, and these, on the other hand, must not victimise or bully their assistants.

6. *If the principal reports here to the manager, would the manager be acting correctly if he forwarded the charge to the Department without first consulting the circuit inspector?*

Certainly, the manager, as correspondent, must forward to the Department letters that his teachers request him to send to the Department. A good manager, however, will endeavour to discuss the matter with the teachers concerned so as to bring about a satisfactory settlement of the disagreement. It will be only after he also has failed to reconcile the principal and his assistant that he will forward correspondence of this type to the Department. The inspector will come into the picture when he has been instructed by the Department to hold an inquiry. Principals are, however, strongly advised to solicit the assistance of the inspector *before* they report cases of neglect of duty to the Department.

I.D.M.

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## THE TEACHING OF ARITHMETIC.

Sub. Stds to Std. 2.

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*By Miss C. Beal.*

The weakness of the Arithmetic in the Standards is mainly due to the neglect of this subject in the sub. Stds. Therefore it is most important to lay a good foundation in Number Work in these classes.

All Arithmetic, even in the Stds., should be taught through the concrete as far as possible, to give the child a mind picture of what he is doing. The following notes will give a general idea of how this may be done in the classes up to Std. 2.

*Sub. Stds.; Necessary Apparatus.*

- (a) A bag for each child to hold sticks and beans or clay discs.
- (b) Sticks of coarse grass about 5 inches long.
- (c) Beans or clay discs of two colours.

- (d) Strips of brown paper to hang on the wall to show the number pictures and component parts as taught.
- (e) A set of flash cards illustrating the number pictures. These can be used for drawing as well as revision.
- (f) A set of Dominoes; these can be made by the older children in cardboard.
- (g) A set of Tillick's bricks (in wood or strong paper).

During the year many number games should be played to revise the work already taught in an interesting way. The children will make some for themselves, and the teacher must try to invent others. The little children must never be left doing nothing.

Examples of occupations and games—

- Drawings to illustrate sums.
- Counting and matching games.
- Games played with a dice or number top, e.g., Snakes and ladders. Ludo.

#### *Counting.*

This is a very necessary part of the Sub. Std. work, but it should be done in a meaningless way. As far as possible, keep it separate from the Number Lesson. In that lesson, encourage the children to visualise groups rather than units.

The Drill Lesson can be utilised for counting, the children can count as they run out to games, skipping, jumping, hopping, etc. Never lose an opportunity for counting, e.g., giving out slates, books, pencils., etc. Counting games, e.g., the number of steps needed to cross the playground by individual children; the results might be compared.

#### *How to deal with compound parts of each number taught in the Sub-standards.*

The breaking up of numbers must be based on the four rules of Addition, Subtraction, Multiplication and Division.

Use a variety of apparatus. Once the numbers have been dealt with use other things, e.g., shells, stones, leaves, seeds. Stories introducing numbers are good and pictures like the one on the cover. Also let the children act and do little sums.

As each part is learnt it should be drawn on a piece of paper and hung in a prominent position during the time that number is being dealt with. When you have finished with that number put the paper away and so make room for a new number. Each sheet should be hung again when that particular number is being revised. *It is a great mistake to have masses of number sheets hanging up for an indefinite time. The children will learn more from one sheet at a time than many.*

*Example—Number 6.*

1. *Teach the number as a whole.*

Use pictures, drawings and a variety of objects.

2. *Exercises based on Addition and Subtraction.*

(a) Teach each component part using apparatus, 6 is 3 and 3; 6 is 4 and 2; 6 is 5 and 1; 6 is 6 and 0.

(b) Mental exercises in Addition and Subtraction, e.g. 6 children; 2 were boys, how many girls? 3 oranges and 3 oranges, how many? 6 mealies in one hand and none in the other, how many?

(c) Drawing exercises.

3. *Exercises based on Multiplication and Division.*

(a) Teach the grouping of the numbers  $3 \times 2$  is 6;  $2 \times 3$  is 6;  $1 \times 6$  is 6; 6 divided by 2 is 3; 6 divided by 3 is 2; 6 divided by 6 is 1.

(b) Mental Exercises. e.g. I have 3 windows each with two panes of glass. How many panes? How many yokes needed for 6 oxen? How many oxen needed for 3 yokes? Give one pencil to each of 6 children, how many pencils? How many legs have 3 boys? 3 chickens? etc. How many eyes have 3 girls? How many arms?

4. *Simple written exercises should be given in Sub-B in the 3rd and 4th quarters.*

e.g. 12 plus 5 equals ; 19 minus 7 equals ; 15 minus 3 equals ; 4 multiplied by 3 equals . Written should only be given in Sub-A if accompanied by drawings.

*Scheme of Number Work, Sub-A.*

*First Quarter : (1) Teach Number Pictures 1—10.*

(a) The children make the numbers with stones, beans, etc.

(b) The children draw them on slates and put the figure by the drawing.

(2) Teach recognition of groups of objects numbering 1—10. e.g. books, pencils, boys, girls, sheep, horses, etc.

(3) Teach counting 1—10 forwards and backwards.

*Number Pictures* (Each to be added to wall sheet as it is learnt).

N.B.—A. When you begin to teach the children to count make them always follow the order, beginning with 1 at the left bottom corner when counting forwards and with 10 at the top when counting backwards.

B. As soon as the children know each Number Picture perfectly make them arrange stones, leaves, seeds, beans, sticks, etc., in as many different patterns as they can invent so that they get the idea of each number in many different forms. Then make them draw groups of objects, e.g., 4 candles, 4 peaches, 4 mealie cobs, 4 windows.

C. As soon as the children know all the Number Pictures 1—10 give them plenty of practice in quick recognition of number groups by showing for a moment only 6 books, 6 pencils, 6 orange pips, etc., drawings you have made of different objects, e.g., 7 huts on a hill.

*Second Quarter* (1) Teach Analysis of number 1—7 based on Addition and Subtraction only, e.g., 4 is 2 and 2. 3 from 4 is 1.

N.B.—A. The component parts of each number should be drawn on a wall-sheet as soon as they are learnt. Each number should be dealt with fully and known before a new one is taught.

B. Encourage the children to draw. e.g., 5 is 4 and 1. 5 is 3 and 2. 6 is 4 and 2. 6 is 3 and 3.

(2) Teach counting 1—20 forwards and backwards.

N.B.—Let the children count constantly during drill-time.

*Third Quarter*: (1) Teach Analysis of number 8—10 using the method described above (in Notes for Second Quarter).



(2) Teach grouping of 2, 4 based on Multiplication and Division.

N.B.—Use stones, beans, etc., on the ground and pictures on slates thus :—

Questions : 1 How many beans in one kraal? (3)  
2 How many kraals? (2). 3 How many does two threes make them? (6).

(3) Teach counting in twos and threes from 2—20, thus :—2, 4, 6, 8 . . . , etc., and 3, 6, 9, 12 . . . , etc.

Practice also beginning and stopping at any given number, e.g., counting from 5 to 14.

*Fourth Quarter* : (1) Teach grouping of 6, 8, 10 by method shown above.

(2) For Revision give many Mental Arithmetic sums using all the four-rules on numbers up to 10.

N.B.—If written work is given to Sub-A it must always be accompanied by Drawings, e.g. 7 is 5 and 2.

Never forget either to encourage the children to turn to their apparatus for help as much as they like.

#### *Scheme of Number Work, Sub-B.*

*First Quarter* : (1) Revise Sub-A work.

(2) Teach Number Pictures 10—20.

(3) Teach Analysis of numbers 11—13.

(4) Teach counting by ones to 50, by twos and threes to 40.

N.B.—A. In teaching the component parts use the method described in Notes on Sub-A Number Work. As each component part is learnt it should be drawn on paper and put on the wall. Then each number should have its own paper, e.g., on one paper should be the drawings showing all the component parts of 11 (11 is 6 and 5; 11 is 7 and 4; 11 is 8 and 3; 11 is 9 and 2; 11 is 10 and 1); on another the parts of 12, etc.

B. Give the children a large variety of drawings representing each part and let them make them for themselves. Remember that the sum should always be written beside the drawing.

C. Give plenty of Mental Arithmetic to test the children's knowledge, but only after each number has

been broken up by the children, drawn on their slates and memorised.

*Second Quarter* : (1) Teach the component parts of numbers 14—20.

(2) Teach counting by ones to 100, by twos and threes to 60.

(3) Revise constantly.

*Third Quarter* : (1) Revise component parts of numbers 1—20.

(2) Teach grouping of 10, 12, 14, 15, 16, 18, 20.

(3) Counting. Revise counting in ones to 100. Teach counting in twos and threes to 100.

N.B.—A. In teaching the grouping use the method used with Sub-A, but teach the multiplication and division signs. Care must be taken over the writing down of the groups,  $8 \times 2$  is 16 (*not*  $2 \times 8$ ). If this is done from the beginning the children find no difficulty and it helps them in Standard I when doing multiplication sums; the multiplier is always written after  $x$ .

*Fourth Quarter* : (1) Revise.

(2) Build up Tables based on numbers to 20.

(3) Give written exercises on the 4 rules (using numbers 1—20 only).

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## MNEMONICS.

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*By I. D. Mkize.*

“What on earth does this queer word mean?” you will ask. The dictionary will help you, for it gives the meaning of “mnemonics” as “the art or science of assisting the memory.” Many of us would be glad if a kind philosopher were to promise to teach us the art of remembering, unlike Themistocles who preferred the art of forgetting, for, to quote his words, “I remember even what I do not wish to remember, while I cannot forget what I wish to forget.” One hears a great deal nowadays about the uselessness of examinations as a test of real, organised knowledge. We are told that they encourage “cramming”

which really implies excessive reliance upon learning by rote. Although this form of learning is to be deprecated on psychological and pedagogic grounds, yet memory plays such an important part in our lives, and makes such a remarkable difference between success and failure in an examination that ways and means of assisting it may be beneficially devised by all enthusiastic teachers.

In memory there are three distinct stages, namely (i) the original impression or impressions; (ii) the intermediate retention, and (iii) the ultimate recall or attempt to recall. The teacher can influence the first impressions by the manner and means adopted for the first presentation of the material, and can also assist the recall by pointing out certain rules deduced from the laws of association. If any ideas are contiguous in space or in time, or are similar or dissimilar, the recall of one tends to bring about the recall of the other. Why is it that whenever you see John you think of Jane? Is it not because when you first saw them they were taking a stroll together? Whenever you see Charles, you cannot help thinking of Sarah owing to their striking resemblance which is all the more evident because of your interest in Sarah! In order, however, to achieve good results, it has been found that the secondary laws of association, namely those of frequency, recency, priority and vividness of the previous impression are even more reliable, and so a wise teacher will make use of them whenever an opportunity presents itself. But despite all these aids to learning, it occasionally becomes necessary to assist the memory by certain means, particularly where there is likely to be confusion. Here are some ways in which this may be done :—

(i) By framing *suitable sentences* which will act as reminders. In this connection, I remember how our teacher (now an inspector of schools) solved the problem of the arrangement of flat and sharp keys, i.e., the number of "flats" or "sharps" each key has. For the sequence. Db Ab Eb Bb F C G D A E B we learnt Do All Early Boys Find Cups Given Daily At Each Breakfast! Here is another, which will be useful to teachers of physiology in secondary schools. It is sometimes difficult for students to remember what diseases are accompanied by a rash, and on what day the rash usually appears. Here is a useful sentence :—

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Very	Sick	People	Must	Take	Ease.
Varicella	Scarlet	Pox	Measles	Typhus	Enteric
(Chicken pox)	(Small-pox)				

*Explanation.* The first letter of each word in the sentence stands for the first letter of the following words: Varicella (Chicken pox), Scarlet (Small) Pox, Measles, Typhus, Enteric.

(ii) The order in which they appear in the sentence stands for the day on which the rash usually appears after the onset of the disease. Thus the "m" of "must" stands for "measles," and this is the fourth word in the sentence, so the rash usually appears on the fourth day in an attack of measles.

(ii) *Single Words* are often very helpful. Thus students of Abnormal Psychology may find it useful to learn that the introvert ARGUES, while the extrovert LAUGHS. Schematically we get :—

The introvert Argues	The extrovert Laughs
Reddens (blushes)	Accommodating
Gloomy; glum	Untidy
Unattractive	Generous
Embarrassed	Hustles
Slow	Speaker

Or again, taking the signs *Psycathenia* (lit. a mind weakness), we get the words TOPICS as follows :—

- Tics (motor agitations)
- Obsessions
- Phobias
- Inadequacy (depersonalisation and unreality)
- Compulsions
- Scruples and doubts.

(iii) *Common Letters* are also very useful. It is helpful to remember that the TRICUSPID valve is situated on the RIGHT side of the heart, or that the AZTECS were conquered (in 1521) by Cortez.

(iv) *Rhyme and Rhythm* are a real boon in a great many cases. There are many people who find it so very difficult to remember the number of days in each month that they wholly rely on the familiar rhyme :—

Thirty days hath September,  
 April, June and November.  
 All the rest have thirty-one,  
 Excepting February alone,  
 Which has but twenty-eight days clear,  
 And twenty-nine in each leap year.

Or again, Latin scholars will remember :—

“With ask, command, advise and strive  
 By ut translate infinitive.”

My students found such great difficulty with the length of the incubation period of the commonest infectious diseases that I ultimately tried my hand at making a helpful (though rhythmically incorrect) mnemonic :—

Incubation Period.	Mnemonic.
Common cold a few hours to days.	
Influenza : 1—3 days.	From a few hours to 2 days we are told,
Measles : 10—14 days.	Is the incubation period of the common cold.
German Measles : 17 days.	That of Influenza you see,
Scarlet Fever : 3—7 days.	Varies from one day to three.
Whooping Cough : 10 days.	Meningitis, Diphtheria and Scarlet,
Mumps : 17 days.	All share three days to eight.
Diphtheria : 3—8 days.	Measles and Malaria nearly always,
Enteric : 8—14 days.	Take ten to fourteen days.
Malaria : 10—14 days.	While Typhoid has from eight to fourteen.
Typhus : 12 days.	*Rubella and mumps go up to seventeen,
Meningitis : 3—8 days.	And so ten days there are for †Pertussio.

(From von Bonde and de

Villiers' "Physiology and Hygiene."

N.B.—Chicken Pox with the incubation period of 2—3 weeks can be learnt by itself.

(v) A teacher of 20 years' experience in teaching Xhosa made his pupils remember the forms assumed by the relative particles by singing :—

.. M : m | m : d.r. | m.m : m | r.r : d ||  
 A E O are the relative particles.

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## REPORTS OF BRANCH ASSOCIATION MEETINGS.

---

Branch associations report fair progress, regular attendance by a few constant supporters and occasional periods of revival of interest amongst the indolent, indifferent and parasitic fellow teachers.

Qumbu reports a fair attendance of teachers in its February meeting, a strength of over 60 members, and subs, which amounted to £2 2s. 3d. One of its foundation members, Mr. R. R. Simane, addressed the teachers on "The Teaching of Time." Sulenkama is the venue of their next meeting.

Engcobo has affiliated in Class B. In its February meeting at Emjanyana it had an attendance of 37 teachers. A slight change in the office bearers was made. They will be meeting at Nyanga School next month.

Umtata is preparing for the C.A.T.A. June Conference. Over 30 teachers attended its last meeting at Baziya. The next meeting will be at Mqekzeweni E.C. School, when they hope to be addressed by their Circuit Inspector, Mr. W. Thurlbeck.

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## AFRICAN TERMINOLOGIES FOR SCHOOL SUBJECTS.

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*By Mr. P. R. Mosaka, B.A.*

"However much Africans may be opposed to the wholesale introduction of the Vernaculars as teaching media throughout the Primary School, the education principle seems to be fairly established, even if reluctantly accepted by the majority of African teachers, that education *must begin with the child's home language.*



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There is reason to believe that except in urban areas where several African languages are spoken, the vernacular as a medium of instruction will extend gradually to the upper classes of the primary school. Whether that is desirable or not, especially in view of the status of the African as a hewer of wood and a drawer of water in this country, is a matter which Africans must decide for themselves.

There may be very weighty reasons against such a policy as is pursued in the Free State, where Std. VI examination candidates are permitted to answer all questions in the mother tongue, yet very real difficulties, which can only be partially overcome by the more extensive use of the vernacular as a teaching medium in the primary school, continue to exist. If we are to make the education of the Native child as worth-while to him as far as it goes, there's no gainsaying that English and Afrikaans must receive their due share, but the vernacular must under the present circumstances receive increased recognition as a medium of instruction.

The matter of suitable African terminologies for school subjects constitutes the main difficulty wherever the vernacular is employed as a medium of instruction. This difficulty is however not confined to the schools. European culture has ideas and thought-forms, abstract and technical terms which have no equivalents in our Native languages; ideas which can only be expressed in our vernaculars through cumbersome circumlocutions and sometimes misleading analogies. If African languages are to be raised to the level of effective vehicles of thought and ideas in an environment which has rapidly outstripped language development in growth, the translator and the educator must address themselves to the all important task of finding by adaptation and coinage, appropriate equivalents which will enrich African languages.

The emphasis of the Native Economic Commission, on education, was that the most desirable form of education for the Africans was "mass education." Now this is only possible if the vernacular is used as the channel by which the masses can be reached.

(Extract from "ITIRELENG.")

# C.A.T.A. CONFERENCE AT UMTATA.

---

25th JUNE TO 28th JUNE, 1940.

The attention of Delegates and Visiting Teachers is drawn to the following :—

1. Venue of Conference Session : St. John's College, Umtata.
2. Charges for Boarding and Lodging : 3s. a day.
3. Date of arrival : Tuesday, 25th June, 1940.
4. Reception : Tuesday night, 25th June, in Jubilee Hall.
5. Farewell Function : Friday, 28th June, in Jubilee Hall.
6. Taxi Fare from Station : 6d. per head.
7. Arrival of Trains :—
  - (1) Through Amabele : 6 p.m., Tuesday and 7 a.m., Wednesday.
  - (2) Bus from Kokstad : 4 p.m. Daily.

N.B.—Motions must reach the General Secretary of C.A.T.A. not later than 30th April, 1940.

*All Correspondence re Conference :*

Arrangements to be addressed to :

H. N. YAKO, Esq.,  
General Secretary, C.A.T.A.,  
P.O. Box 207,  
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**COME! ALL COME!!!**

(Signed) H. N. YAKO (Secretary, C.A.T.).

Tiger Kloof,  
Near Vryburg,  
Cape Province,  
12th Dec., 1939.

The Editor.

"The Teachers' Vision."

Sir,—Will you allow me to comment on the letter from Messrs. D. D. T. Jabavu and Z. K. Matthews which appeared in the issue of "The South African Outlook" of 1st December?

May I say a word or two about my own case first? I came out to South Africa in order to teach in a European school. It seemed to me that the Natives of this country were not receiving a fair deal. While still engaged in the teaching of Europeans I tried to take some interest in them, and finally, because my interest had become greater as time went on, I decided to take up teaching in a Native institution. I feel sure that many of the European teachers at present engaged in teaching Natives also originally took up this work out of sympathy with and a desire to help the Native people to progress.

From par 1. (b) of Messrs. Jabavu's and Matthews' letter the misleading impression may be obtained that a European teacher engaged in Native work can at any time give it up and resume teaching among Europeans. Perhaps if one has only taught Natives for a year or two it is not difficult to re-enter European schools again as a teacher, but after a man has spent more than five years among Native pupils it is very difficult indeed for him to obtain work as a teacher in a European school again. He is not wanted. I know that exceptions to this statement can be quoted, but in general it is only too true. In a very real sense such teachers have burnt their boats behind them.

In par. 1 (c) it is stated that the Natives have to find the money to pay for these European teachers by means of special taxation. Is this the fault of these same European teachers? And why should a European teacher be penalised for teaching Natives by having to accept a lower salary than he would receive were he teaching Europeans? One hardly expects to find Messrs. Jabavu and Matthews however unintentionally, on the side of

those who consider the teaching of Natives an inferior work to the teaching of Europeans.

Perhaps the least I say about the relative efficiency of Native and European teachers the better. One point in connection with the appointment of Native teachers to Native Secondary Schools is however worthy of mention. Our experience at Tiger Kloof has shown that it is very difficult to obtain sufficiently highly qualified Native teachers when a post in the Secondary School falls vacant. We have tried on more than one occasion to get a graduate with reasonably high professional qualifications, but have been unable to do so. I wonder if other Native Institutions have had similar difficulty.

As regards par. 7 let me say that sacrifice is involved by Europeans who enter Native institutions as teachers. Social and living conditions are far more congenial in towns than in Native institutions, cost of living (apart from rents) is often less, and above all there is no need to send one's children away to boarding schools. The cost of this alone is tremendous. Whether chances of advancement in European education have been sacrificed depends so much on individuals and on circumstances that it is impossible to make any very definite statement on this point. Certainly it would be foolish to imply that no chances of advancement have been sacrificed.

However it seems to be the wish of Messrs. Jabavu and Matthews and those who think with them to get rid of Europeans engaged in teaching Natives either in institutions or elsewhere. I for one would welcome this. Nothing would please me more than for the Government or the Provincial Administrations of the Union of South Africa to pass a law forbidding the entry of any more European teachers into Native education, and for the gradual absorption of those teachers who are already in Native schools and institutions (including Fort Hare) back into European schools again. Perhaps even Messrs. Jabavu and Matthews would hardly wish us all to be given a quarter's notice as from 1st January next.

We who teach Natives are looked upon with a good deal of suspicion, if not scorn, by the majority of Europeans of this country. They feel that we are preparing a rod for the backs of all Europeans in South Africa. Now

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it appears that the Natives themselves (at least if some of their spokesmen are to be believed) do not want our services. In that case the best thing that we can do, and the thing that the Government ought to make it possible for us to do without our becoming unemployed, is to confess to our European fellow citizens our past errors, to give our best in future to the education of European youth in this country, and to leave the Natives to themselves.

The Europeans would not suffer as a result.

I am, Sir, Yours faithfully,

G.W.S., Headmaster,  
Tiger Kloof Native Secondary School.

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# THE TEACHERS' VISION.

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All correspondence for publication must be clearly written on one side of the foolscap only, and must be in the hands of the Editor not later than the second week of the second month of the quarter.

Branch Associations are expected to send brief reports of their quarterly meetings to the Editor for publication. Such reports are not to exceed two pages of foolscap.

## EDITORIAL.

### THE SCHOOL-FARM IN NATIVE EDUCATION.

There is perhaps no phase of life that is undergoing in a very short space of time, as numerous changes as Native education in Southern Africa; it is belief, based on common experience, that every European theorist who needs a field for experimentation finds ready permission from the Education Department (Native Branch), to test the success or failure of any unseasoned idea in Native primary education. Experiments are useful only in so far as they are a means

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to something better and higher; when they are a search after the unknown secrets of life, and it is only on these grounds that they can be justified; but to experiment on the education, the life, of one section of the population can only help to engender suspicion and hatred, especially when there is nothing to justify such experiment. In the previous issues of the "Vision," we have examined several changes that have come about in Native education in the Cape Province, and we have felt that these changes have been in accordance with the Government's Native policy of suspicion, even though the Inter-Departmental Committee tried to deny such an assertion when reference was made to their report. The Native teachers are not against new ideas in education, but they like to be convinced by logical reasoning that these new experiments, these new ideas are born of a sincere desire to do good; that they satisfy the demands of the present life of the people; that they suit the country and its natural resources; that they aim at the highest ideals of life that can possibly be conceived by an objective observer. We wish to examine the school-farm idea in Native primary education and we hope it will be possible to justify it as a sound course of education in South Africa.

The idea is taking root in three places, at Butterworth, at Nyanga and at Lady Frere, the Freemantle School Farm; and it is hoped that the erection of similar schools will multiply and finally cover the whole of the Cape Province. In our examination of these schools, we shall leave out what may be regarded as a selfish motive, the gross injustice done to Native teachers of Stds. V and VI schools in the vicinity of these new schools, teachers who have been compelled to give up their classes and therefore lose part of their already small salaries to make possible these new experiments.

At the school-farm the boys' school day is divided into 2 halves of four hours each; one half is to be spent doing one or other of the various farm activities, field work, piggery, poultry, dairy, etc., and the other half to be spent in the class room carrying out the school syllabus as drawn by the Depart. for all primary schools, but very closely relating it to their farm activities. This seems a point in favour of this type of school, the combination of classroom activities with the practical realities of open air life in the struggle for life, this giving vividness and interest to the three R's. The pupil will not only talk of an acre of ground in the abstract, but will actually measure it out and plough it, measure the seed and calculate the gain or loss at the end of the year. The Vision maintains that this only **seems** a point in favour of

this new school. Would not the same amount of vividness and interest be attained by the proper use of apparatus in school? Would gardening or any other practical subject not give the same practical interest to academic training? We do not need a farm to prove the value of deep cultivation!

There is yet another point to bear in mind with regard to these schools. The age of standard V and VI Native pupils has dropped tremendously within the last decade and is continuing to fall rapidly; so that these pupils are hardly more than mere children. The school-farm idea expects that these boys can do four hours' hard physical labour, and thereafter keep sufficiently alert mentally to imbibe classroom instruction in **one hour less than is normally estimated**. It was stated last December at the U.T.A.T.A. that actually the school-farm boys do better than pupils from other schools in their annual Std. V, VI tests. It is encouraging to note that Native pupils can acquit themselves so creditably in spite of physical handicaps; it is unusual for a South African European to accept such ability from native pupils! To give strength to this assertion, the Stds. V and VI examinations would need to be conducted under different auspices.

The geographical structure of South Africa, its build, the natural poverty of its soil for agricultural purposes, the not uncommon spells of droughts, the absence of level stretches of land and similar factors found in productive lands; these facts deny agriculture to the country generally except in negligibly small European-owned parts. And even in these latter parts the cost of production is so high that the Government is compelled to give subsidies to enable the grain farmer to sell below cost overseas; subsidies which have helped to impoverish to poorest of the poor inhabitants of South Africa.

The Transkeian Blue Book for the year 1937—38 shows unquestionably that the agricultural schools at Tsolo, Flagstaff, and Teko, schools which have not only agriculturally well-qualified staffs, but further advantages of pupils of mature age, of Bunga subsidies, of complete agricultural equipment, etc., etc., these schools have been run at huge deficits for the last 10 to 28 years (See Bunga Blue Book, 1937—38). It is amazing that the Transkeian Council still continues to vote money for the maintainance of these schools. "Operations at these schools and farms," says the report, "are primarily of an educational nature, and, while every endeavour is made to increase revenue and reduce expenditure, the question of profit must necessarily be of secondary consideration." Evidently in their arithmetic, if they were taught arithmetic, the question of profit would never appear! It is

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worthy of note that the Freemantle School-Farm in Lady Frere, there is employed a full-time agricultural demonstrator, an ex-student of one of the Transkeian schools of agriculture.

Primary education is up to Std. VI and even to matriculation stage should be a free field where each individual pupil is allowed, within unavoidable limitations of our schools, to unfold his propensities and show his capacity which, after that stage, may be allowed to develop to its fullest for the benefit of man. This we visualise not only as a sound theory of education but one in keeping with nature's law of life and growth. We are not unaware of the difficulties of the attainment of this ideal in Native education. The school-farm idea in Native primary education, with its strongly biased attitude, not only denies this natural law of self realisation, but throttles the growing soul and natural talents of the boy, and with arguments which are not educational forces down his throat farm education which is foreign to both the Native and to South Africa; an industry much too costly to bring profit. Why have European farmers been selling their land recently? What can be the motive behind the school-farm idea in a land so poorly equipped agriculturally?

The C.A.T.A. and the "Vision" are well aware of South Africa's Native policy and its working, but we do not propose to enter the political arena; however, there can be no justification for a deferential system of education in a non-homogenous country other than Darwinians' moral theory.

---

### Thought For The Quarter.

Prof. Westermann, of Berlin, from his wide experience of Africans, affirms that "the African is fully capable of responding to demands made upon him, provided he is given a fair chance." The proviso is all-important: does the African get a fair chance to reach out to higher education when he has the ability for it, or to make use of his qualifications when he has achieved them? Clearly, there is much work still to be done by the spirit of trusteeship in the sphere of Native Education.

(R. F. A. Hoernle in the "South African Native Policy and the Liberal Spirit").

## THE PRESIDENT'S NOTES

---

1. We are sorry to hear that the Native Affairs Commission will not be able to attend our conference owing to a previous engagement. Mr. J. M. Smithen, B.A., principal of the Umtata Training School has kindly consented to read a paper at 4.15 p.m. on Thursday on "The Future of African Education."

\* \* \*

2. Wednesday night has been set aside for a symposium on the economic, political and educational future of the African. Papers will be read by three very brilliant speakers who are recognised experts in their particular field. Invitations have been sent to all the leading Chiefs, headmen, ministers of religion and other outstanding men and women. A most educative and interesting night is anticipated.

\* \* \*

3. The programme is so full that delegates are advised that it may be necessary to close the conference on Saturday at 1 p.m. A very interesting sight-seeing programme, arranged in conjunction with the United Transkeian Territories General Council, has been drawn up.

\* \* \*

4. The Presidential Address will be delivered at 2 p.m. on Wednesday the 26th. Its subject will be : "The Training of Cape African Teachers." It is hoped that delegates will make a point of studying the present Training School Courses with a view to their making useful and concrete suggestions as to how they could be improved upon.

\* \* \*

5. Mr. J. J. Dandala of the Clarkebury High School has kindly drawn up a very detailed questionnaire on the African teachers' earnings, expenditure and debts. Teachers are requested to supply the required information as accurately as possible so that the case for the granting of the cost of living allowance to teachers in rural areas may be established.

\* \* \*

6. Subscriptions to the "Teachers' Vision" normally expire in June. We take this opportunity of thanking all the past year's subscribers for their esteemed patronage, and hope that they will be kind enough to renew their subscriptions during the coming year. There can be no question about the useful purpose served by this magazine; it has al-

ways fearlessly championed the cause of the African teacher, and deserves every support from those whose rights it is jealously guarding. A play will be staged during conference by an amateur dramatic company under the direction of Mr. Rajuili in aid of the "Vision" funds. Do not miss it!

\* \* \*

7. From the 1st. August, my address will be : Langa Secondary School, Cape Town, and all questions must be sent to that address in future.

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## LANGUAGE IN THE INFANT SCHOOL

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(By Miss C. Dippenaar, Departmental Instructress on Infant School Method.)

On entering school at six years of age, most children possess a fair vocabulary in their mother tongue with which they can express their immediate needs. Children from some homes already have a good command of language, but in order to give them opportunity to welcome new words and the other children to improve their vocabulary, the teacher's first object, therefore, is, to help them to gain power in using oral language intelligently and effectively.

### Oral Training

As language is primarily acquired by imitation, the teacher must take great care that her own thoughts are expressed in simple, direct and beautiful language and the words used are within the understanding of the children. In order that passive imitation can be superseded by creative imitation the teacher should aim at clear thinking and clear expression on the part of the pupil. Training the child to talk freely and distinctly may be described as the primary task of the Infant School. The teaching of the mother tongue forms an important part of the school instruction. From the first, the children should be encouraged to ask questions since they will show most clearly in what direction their vocabulary needs supplementing. The teacher will not ignore the language gained at home, nor does she try to replace it by something more formal, but rather does she concentrate on gradually expanding, strengthening and purifying it.

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Informal conversations or talks should be encouraged at this stage and it will be found that they are most effective when they are spontaneous and unstudied. The early morning talks about the weather, home doings, pets, plants, gardens, specimens brought by children, with the corresponding records of observations should not be omitted; it should be the result of sheer joy in life—joy which comes from keen activity and observation.

When choosing subjects for conversation it is advisable that the subject matter should be such as to appeal to all the spheres of the child's mental life, his understanding, his feelings and his will. Draw on the home, the school, society and pictures for the formal daily conversation lesson, and bear in mind that the child should not speak without a struggle with the subject matter.

All oral work, whether informal talks as mentioned above, or the daily conversation lesson, should be according to a fixed scheme and with a definite purpose, and should at the same time show which words have been added to the child's store of words.

### Stories

Stories can be used as a means of relaxing the school-room atmosphere, of enlarging the child's experience and sympathy, of exercising the imagination and finally as a means of increasing vocabulary and power of intelligent use of language.

When telling stories to children it is a mistake to break the unity of the impression by overmuch explanation and detail, as long as the children have appreciated the spirit of the story. The desire to avoid language difficulties at this stage should certainly not lead teachers to choose stories devoid of literary merit. Unfamiliar animals and objects in a story can perhaps be explained and illustrated by means of pictures before the story begins.

Teachers can easily detect whether the children have managed to understand the contents of the story when it comes (1) to telling it, or (2) when a picture about the story is put up afterwards and children asked to talk about it. These are good language exercises.

(3) The dramatisation of stories is one use of the judicious introduction of play in the development of speech. As the purpose of this exercise is the enlargement of the vocabulary and the attainment of fluency in speech, the child's efforts at continuous narration should be interrupted as little as possible.

The choice of stories should be a very good one as they open avenues of thought through language, literature, and introduce the child to the literature of his own country and through that to world literature.

When drawing up a scheme for stories teachers can aim at including the following types: Nursery stories, fables and folk-lore, fairy tales, nature stories, legends, historical stories, myths and some of the classics.

### Recitations

We teach recitations primarily because it cultivates and satisfies the child's instinctive love for rhythm, for its aesthetic and emotional values. Recitation is at the same time a very important form of language training. Learning a poem by heart is of little value unless in the process the memory is enriched with a store of beautiful words, which will incidentally improve the child's own way of expression and also give him great joy.

The recitation period should include the reading of poems to children as they take a great delight in listening to poetry if well read.

The choice of recitations should be simple but good, rhythmic and graceful. Children should be lead to delight in the jingle of nursery rhyme but also find pleasure in the poems by the well-known writers.

### Speech Training

The teaching of modern language includes in its curriculum also speech training because (1) it develops the natural powers of speech of the child so that he can communicate freely with others; (2) It helps to make speech better and richer. The child must be given a measure of delight and interest without making him feel artificial. (3) The articulation is improved; the voice becomes pleasant and children realise that they can make themselves heard without shouting.

This training gives definite breathing and pronunciation exercises with directions as to position of tongue, teeth, lips, etc.; so aiming at producing clear, intelligent, lively and unselfconscious speech.

1. The breathing exercises can be given in the form of imaginative suggestions on the part of the teacher, e.g., smelling flowers, blowing away feathers, woo—blowing out a candle, saying words starting with the same sound—fetch fresh fish, etc. The correct use of the organs of speech ought to be the chief aim of instruction in the preparatory year.

2. Exercises for the tongue are such as (a) turning the tongue round and round in the mouth; (b) putting two fingers in the mouth and pronouncing the long vowels; (c) then one finger in the mouth for the short vowels; (d) the feeling of the hard ridges behind the teeth; (e) the position of the tongue in the initial and final "l"; (f) pushing tongues out, up towards the nose.

All these exercises are included in interesting and suitable rhymes which are said by the children after they have overcome their specific difficulties.

3. Exercises especially designed for ear training are important. Those which should receive frequent revision are the very similar ones like **m, n** and **th, f** and **th, v**. Teachers will find that these lend themselves very well to simple games such as guessing games.

Recitations based on the different sounds can be said by children in many varied ways, interpreting the actions and also frequenting themselves with verse movement—e.g. actions to hush-a-bye, keeping time to tippy tippie tiptoe, moving knees to time of verse while teacher recites.

(To be continued.)

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## THE CHIEF INSPECTOR ADDRESSES THE TRANSKEIAN BUNGA.

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When Mr. G. H. Welsh, Chief Inspector for Native Education, addressed the United Transkeian Territories General Council last month, he mentioned the following points :—

### (1) Control of Native Education

That owing to the present International situation, the Government had decided to abandon for the present the scheme for the full control of Native Education.

### (2) Increase on Native Education Vote

It was proposed that the contribution from the General Revenue of £340,000 per annum should be continued as in the past, but instead of only 60 per cent. of the receipts from the Native General Tax being paid to the Trust Fund, the proportion was raised to 66 per cent. That meant in cash, that for this year it was estimated that £90,000 extra

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would accrue to the fund. Under this arrangement there was available for Native development this year a total of £1,254,000, of that approximately £274,000 was for so-called general purposes—hospitals, agriculture and so on. Of the the remainder, £980,000 was available for education.

### (3) Native Education Estimates

Coming to the Native Education estimates for the present year as already approved by the Minister of Native Affairs, the division of the fund was as follows:—Cape, £474,000; Transvaal, £216,000; Natal, £195,000; Free State, £82,000. That left a balance of £13,000 which would remain as a reserve. The amount given this year was £28,000 more for general services than was given last year. The money would be spent in two main directions. In the first place, the salary of every Native teacher in primary schools who had three years' service in the Department would be increased by £3. (Teachers with more than three years' service would not receive any special consideration for purposes of increment.—Ed.). This would cost approximately £11,000. Secondly, the rest of the money would enable them to appoint about 180 new teachers, of which the great majority—150—would be in primary schools.

### (4) Special Grants

Apart from the ordinary estimates, provision had been made in two special grants from the Trust Fund of the Cape and other provinces. Firstly, a grant of £84,000 had been made available for the erection of school buildings in certain urban areas. This money had been allocated as follows: Cape, £30,000 (being spent on buildings at Port Elizabeth, Kimberley, King William's Town and East London); Natal, £24,000; Transvaal, £20,000; Free State, £10,000.

### (5) On Equipment

To improve the standard of equipment in schools, the Government had also given £60,000, of which the allocation would be: Cape, £20,000; Transvaal, £18,000; Natal £15,000; Free State, £7,000. This money would be spent entirely on purchasing desks for the schools.

### (6) Comparative Expenditure

For the whole Union during 1940—41, expenditure was as follows on the different branches of Native Education: On primary education, £712,000; on teacher training,

£100,000; on secondary education, £51,000; on school instruction, supervision and examinations, £43,000; and on technical and industrial education, £26,000. From this it will be seen that £77,000 out of every £100,000 was spent on elementary education.

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## HOW A JEANES TEACHER SPENDS HER WEEK

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By Miss C. T. Sihlali.

A Jeanes teacher has five or six schools which she visits once in a quarter, spending eight to ten days in each school and location per visit. Her week is spent between the school and the home, say, in the following manner :—

Monday : Now this is Monday morning. She visits one of her schools fully equipped for the lessons she has decided to demonstrate. First lesson is, say, Arithmetic: How to teach the No. pictures in Sub A. Language: Xhosa reading with beginners. Reading games in Standards.

Drill and Games : Activity, trunk, balance and imitative exercises. One game. Cleanliness parade taken during this period. Hygiene : Clinic. A hygiene story, e.g. "Louse and Leopard" taken from "Talking Woman."

Tuesday : This day she visits the parents in the location, where she draws their attention to (1) school attendance, if this is bad at school. (2) Cleanliness (a) sweeping and dusting the hut, cleaning the surroundings. She knows just exactly where to look for faults, e.g. refuse behind the cupboard; (b) How to make and use rubbish pits; (c) cleanliness of bodies and hands. One cannot be as personal here as with the younger children without risking annoyance, followed probably by something unpleasant to oneself. (d) How to dress school children. Under this heading the evils of under-dressing in cold weather and over-dressing in warm weather, are stressed.

Wednesday : She goes to school again and demonstrates : Writing: How to make writing patterns. Nature Study. Plants used as medicine (it is surprising how many know "amaqwili" and vegetable-growing in the school surroundings. English : The teaching of oral English lessons. Manual : Tidying the schoolroom and its surroundings.

Thursday: This morning she holds a meeting at school or in the location with the women. Mothers have been anxious to have mothercraft lessons given to them. She intends to give lessons on "Preparation for the Confinement" and "The Accouchement." She does not pay any heed to the whispering heard from, and the common remarks which are often passed by, mothers, that an unmarried woman can't tell them anything of childbirth, as she has never had any experience of that sort. This is rather a strenuous day of her week, because mothers have ever so many questions to ask, especially in connection with mothercraft lessons.

Friday : She visits the school, watches and sees if the methods she has been demonstrating have been grasped and corrects errors where necessary. She suggests and advises accordingly the planting of trees, the fencing of the school site if these are not already in view; the planting of different vegetables in the school garden. She helps the teachers with schemes and the filling of record books wherever necessary.

Saturday: This is the day when she has to fill in her weekly diary and write out a full report of the work she has done in that school and location, if she does not intend to visit it the following week, for that quarter. That having been done, it is time for a little rest after a strenuous but interesting week.

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## QUESTIONS AND ANSWERS

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1. Is the time not yet ripe for our graduates to be eligible for appointments as Inspectors of schools?

It is absolutely ripe. The questioner is referred to a resolution on this point passed at the Kimberley Conference last year. In my opinion, the reply given by the Department purposely side-tracks the issue.

2. Why is it that only principals of Higher Mission schools or of schools of higher grade are eligible for appointment as Departmental Visiting Teachers?

The work of D.V.T's is confined to the primary school from the Sub-Stds right up to Std. VI. It is considered advisable to appoint for this work only such men as are ex-

perienced in the organisation, supervision and control of primary schools, as their advice on these matters will carry far greater weight than it would if they lacked such experience. It may interest the questioner to know that in the appointment of Inspectors of Schools the Department's policy is to appoint men who have served as principals of High or Training Schools.

3. Why are teachers not graded according to their abilities to suit the grades of schools?

As I found it difficult to know exactly what the questioner meant, I asked him to explain his question. His idea is that teachers ought to be graded very much like magistrates who, according to their experience, merit and efficiency, are promoted after serving in second-class and first-class magistracies to the special advanced grade. If this were feasible, it would be an excellent scheme, but among the difficulties that would immediately crop up, we may mention the following :—

- (a) The nomination of teachers for appointment is the manager's right, and the S.G.E. only approves or disapproves of the appointment.
- (b) It would hardly be possible for a teacher to be promoted to a school of higher grade under another manager, except with the full consent of both managers concerned, since 90 per cent of the schools are denominational schools.
- (c) Only a negligibly small number of teachers under each manager would ever reach the highest grade as there are very few Higher Mission Schools (in most cases less than 10 per cent.) under any one manager.
- (d) For the successful carrying out of duties in connection with the higher-grade posts, proper training in educational institutions is more important than experience. That is why the Department insists upon all professional examinations being taken after prescribed courses of training at recognised institutions.

It would appear advisable, therefore, for teachers who aspire to higher positions to obtain higher qualifications in the first instance, and then their chances for promotion will be greatly increased.—I.D.M.



## PROPOSED JUNIOR CERTIFICATE COURSE FOR NATIVE SECONDARY SCHOOLS

---

(By "Aquila")

The last three years have seen some four or five Native Secondary Schools spring up in some of the urban centres of the Cape Province. It is welcome news to hear of more that will soon come to birth.

The question at once arises : What course ought to be followed by Natives in these schools? One school of thought believes such schools would be a good soil for much experimentation. It believes that it is unnecessary for these schools merely to follow slavishly the European syllabuses as Native Secondary and High Schools have done before them. The courses followed in the latter schools often leave out much to be desired as far as the recipients are concerned. For one thing the courses do not take into consideration the more immediate needs of the students upon their leaving such schools. The bulk of the students who pass the J.C. swell the ranks of the Training Schools. Even in the two largest Native High Schools the highest number of Std. X candidates has been under thirty.

In sympathy with this point of view it must be frankly admitted that the mathematics, Latin and Physical Science often taken by J.C. students are of no direct benefit in the P. H. course, and their benefit to the P.H. teacher afterwards in his teaching is a matter of opinion. Therefore it is argued that the J.C. course followed in the new Secondary schools must avoid the pitfalls into which their predecessors fell, and must endeavour to cater first and foremost for the needs of the majority, keeping in view their more immediate needs.

In passing, we may remark that the difficulty is to say what subjects in the J.C. curriculum will directly render a student more useful to his urban community, 90 per cent. of whom are servants of the local European community. To render him more useful to his community would mean either he should then be in a better position to free his people from such servitude, as it were, or that he should execute his duties of serfdom with greater efficiency and should help his people to do likewise. The first alternative speaks for itself. The second founders by putting the cart before the horse. It presupposes that the life of the community is at

an ideal stage (which it is not), and therefore the student must go to move in the same groove where his father moved before. But must not education lead the community? Why must Native education follow in the wake of an admittedly illiterate community? Why go to unearth such a hoary-headed ancient ghost—"the submergence of the Man in the Citizen," under the camouflage of "correlating education with life," alias, "realism in education"? Moreover, it is just as well to remember that the J.C. is only an entrance qualification for most people; it is at best merely a preparatory class.

The other school of thought believes that time is not yet opportune for Africans to follow their own pattern in education. Why, many still doubt the very educability of the African's mental faculties. Great experimental work in this field is being carried out by eminent figures as Dr. M. L. Fick, Dr. P.A.W. Cook and Dr. J. van Rensburg of Stellenbosch University. Were it not better, therefore, for the African to content himself for some generations merely with "aping" European syllabuses until such time as external forces now handicapping him, for instance, environment, etc., will leave him free to demonstrate beyond dispute that he can hold his own equally well against the European. Surely, the dawn of such a day will herald a greater glory for Bantudom than, say, the day when all Bantu educational centres will turn out students equipped with a full knowledge of agriculture and domestic economy, because most Bantu are engaged in elementary agricultural pursuits, either, as independent peasants, or as European farm labourers, while most Bantu mothers are the "girls" of European "ladies."

It may be pointed out in criticism of this view that it errs by sacrificing the needs of the majority for a mere pittance of Africans who are lucky enough to reach the university stage through following European syllabuses. Be that as it may, but education must aim at the highest summit if it is ever to achieve anything. Africans are a subject nation, with a crying need for leaders fully equipped for their hazardous journey. Although leaders are born and not made, the most successful, however, are those who are born as well as made.

May we now then dare to answer the question: What course must be followed in the J.C. in the new Native Secondary schools? We suggest the following subjects:—Eng-

lish (higher), Native Language, History, Geography, Arithmetic, Biology and Physiology and Hygiene. Here are our reasons :

- (1) The usually small staff of these new schools will find a fair distribution of these subjects quite easy and very little equipment is required.
- (2) The subjects will admirably suit the majority that will necessarily cross over to Training schools. The course about the so-called excellent P.H. course of today is that it foolishly accepts any student with the J.C., irrespective of the particular subjects taken. The result is that many students, who have passed the J.C. (some 1st class), in subjects like Mathematics, Latin, book-keeping, Shorthand, etc., join the P.H. class which studiously spends 2 yrs concentrating on English School Method and Native Languages. Such students, upon completion of the P.H. course, are then confronted with the difficult task of teaching Arithmetic and Geography to Std VI candidates, while they last met these subjects when they themselves were in that class. We could quote several cases of P.H. teachers who have been "found wanting" because their barks foundered on this rock. Our proposed choice of subjects avoids this very discrepancy, and bridges a rivulet whose tide has swept downstream. Moreover, it caters for the majority.
- (3) The course easily leads to the Nursing Course, and possibly even to the Fort Hare Medical Aid Course.
- (4) It easily leads to an Arts degree of the University of South Africa. It therefore should satisfy, in a measure, even those who feel that the salvation of the African lies in higher education.
- (5) When the question of understaffing shall have been solved, we consider that quite two-thirds of **Native** students could manage this course in two years, thus eliminating the usual preparatory year.
- (6) Those who desire the full academic course, say, for the medical or legal profession, will still be at liberty to go to Native Institutions, for, indeed, they must be of a higher economic status than the usual urban Native to have such high ambitions.

"Was it a vision, or a waking dream?  
... Do I wake or sleep?"

(In a fast Europeanising world such as we find ourselves in these days, it is futile to fight against such forces by creating in imagination an ideal system of Native educa-

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tion when the hard facts of reality point to an extension of the discrimination policy even to Secondary and Higher education of the African. Moreover, the world's conception of the ideal is changing hourly. The whole system of Native education in this country is wrong, not only because it prepares the African "for a subordinate society," but also it subserves a policy prejudicial to the African cause. The word "adaptation" in this country has been given the meaning of "differentiation" against the black man. The notorious Chapter VI of the Report of the Inter-Departmental Committee on Native Education should scare away any well-meaning African from trying to compromise with this degrading policy of Bantuization of the content of Native Education in this country. We seek nothing more than equal opportunity to prove ourselves capable of assimilating Western culture and of contributing substantially to its further development. Full scope must be given to talent wherever it may lead.—Ed.).

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## A BUS PROJECT

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(By Miss Elizabeth Imray).

In a previous article on the project plan possibilities were suggested for working out a project in school. This article is an attempt to show how one project may be utilised as a focus for much of the routine work of the whole school. It must be remembered that it is essential that the work should centre round a subject in which the children are genuinely interested and that the project be finished before the children get bored.

The railway bus is now a very common source of interest to many of our school children, so it has been chosen as the theme of a detailed plan. Teachers whose schools lie far off the bus routes may adapt much of the work to a post car, lorry or motor car.

Begin with an informal conversational lesson on the bus. Let the children pour out all they know about buses, then ask them if they would like to learn about them, if they wish to, begin straight away. Show them any pictures you can find of buses in other places and let them compare these with those they know. Help them to realise that motor buses are still comparatively new things; the first buses were drawn

by horses and ran in London in 1829; the first motor bus ran in London in 1904, it was some years later before one appeared in Cape Town. In England they are often called "the poor man's car." Why? Bus is the short form of omnibus—"for all."

After this work take a free modelling lesson—a display of bits of glass, cellophane, tin foil from cigarette boxes, and shoe polish tins beside the clay, may lead to some very ingenious models. Get the children to talk as they work, about what they are doing, but be very sparing of criticism unless an elder child asks for it.

Supply yourself with a bus time-table. Write up routes (but not times) on the blackboard; let little children learn to read, spell and write these names and older children make a sand model of the route. The little ones can make clay or paper huts and houses to mark halts and towns or stations. This is regional geography.

Now begin stories of travellers who get on and off at different places, working out the distances they travel with the younger children and the cost of their tickets at the correct rate, with the elder ones:

Miles	1st Class	2nd Class
1-2	£0 0 6	£0 0 3
3	0 0 6	0 0 6
4	0 0 9	0 0 6
5-6	0 1 0	0 0 9
7	0 1 3	0 0 9
8-9	0 1 6	0 1 0
10	0 1 9	0 1 3
20-21	0 3 6	0 2 3
29-30	0 5 0	0 3 3

Here arithmetic creeps in and, if you have individual clock faces for the most advanced pupils, they will be eager to work out grand time sums. "Mrs. X was 30 mins. early for the bus at Roma. It waited 10 mins. there, and then went on to Clarkebury, which is 12 miles away, at 10 miles an hour. What time did Mrs. X spend in getting to Clarkebury?" Or if that is beyond them: "Mr. M arrived at Qamata at 11 a.m., just in time to catch the bust for Tsomo. It took 1 hour getting to Cofimvaba and then waited there for 15 minutes. Then it took  $1\frac{1}{2}$  hours to get to Tsomo. What time did Mr. M reach Tsomo?"

Let the children invent sums for each other. "I walked 4 miles to Munyu, then I rode on the bus for 10 miles. I got down and walked across the veld to my Aunt's home, 3

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miles away. How far did I travel?" If the pupils illustrate their sums with diagrams you will find that they get an amazing insight into the meaning of problem sums through this kind of work.

Use the bus project to get a change from shopping sums. The conductor works out fares from the scale and the passengers are ready to require the right change. A cap will help the conductor and the passengers will enjoy having some packages to look after ! Don't forget that buses carry goods which have to be paid for. 100 lbs of wool go at 1d. for 4 miles; the rate for parcels varies according to what they contain; but the minimum is 3d for a small parcel and 6d. for a big one, whether it is carried one mile or twenty miles. Teach your upper classes how to fill in consignment notes and how to label parcels properly. The little ones can share in this bus play by making cardboard coins, writing out tickets and acting as half-fare passengers.

Let us remember whilst we act to teach good manners. Bus driving is very hard work. The drivers have to be able to converse and to do sums in three languages, as well as to drive their buses and mend them when they go wrong. At night the tickets, consignment notes, and receipts have to be handed in and the men have to get their accounts right before they can sit down to supper. With manners teach Safety First, a very necessary hygiene lesson. Get these rules clearly understood.

- (1) Keep animals off the road; if they must be driven along the road, keep them on the left.
- (2) Teach dogs not to bark and run at cars (a driver cannot see a dog when it gets in front of the car, he may swerve and so cause an accident, so a good driver has to try to ignore dogs and think of the safety of his passengers).
- (3) Keep off the road. If you have to cross look each way before you do so and **KEEP ALL TOGETHER**. (If you have just begun to cross the road and see a car or bus coming, stand still till it has passed. If you have reached the middle of the road before you see it, run straight on). Never go first one way and then the other.
- (4) If you see a sharp thing lying in the road, remove it. (It may puncture a tyre and cost time and money; it may cause a bad accident if left in the road).

The children will be more ready to keep these rules if you get them to understand how hard it is to stop suddenly anything that is going fast, even their own legs. Learning something of the cost of the bus ser-



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vice may help them too. The bus itself costs £1,750 and lasts about eight years. The tyres cost £25 each. The running costs, which include petrol, wages and repairs, work out at 1s. 4d. a mile.

If you can get the paper, let the older children make bus books for supplementary readers for the younger children. Preparing the contents on their slate will be excellent for composition and spelling and the transcription will call for their best writing. A folded book—a long strip simply folded like a fan with a cover pasted on to the back is the simplest form to make.

By this time all the knowledge gained may be summed up in a big class model. A directed lesson on making buses and motors and wheels that turn should be given to the bigger children, whilst the smaller ones may supply trees, animals, people and the teacher and a group of the most able children can prepare a good background. A frieze of buses in many lands might decorate the walls and posters of safety first rules would help the children to remember them.

Why not choose "Buses" as the topic for a Parent's Day and convince fathers and mothers that their children really are being prepared for life?

---

### MOTIONS FOR THE C.A.T.A. JUNE CONFERENCE, AT UMTATA

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1. That the Education Department be again respectfully requested to grant representation of the Cape African Teachers on the Departmental Examinations Committee. (Umtata).
2. That in view of the stagnation and retrogression which Native Education will suffer in consequence of the delay in reaching finality on the question of transfer of Native Education, the Education Department be respectfully requested to proceed with all measures and schemes that were shelved pending the settlement of the question of the transfer (vide replies to last year's resolutions, September, 1939 "Vision"), (Umtata).
3. That the attention of the Department be drawn to the discrepancy in the marking of Xhosa Scripts for the Departmental Examinations as compared with that of other subjects, and that the Department be requested to point this out to its examiners in Xhosa. (Umtata).

# C.A.T.A. CONFERENCE AT UMTATA.

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25th JUNE TO 28th JUNE, 1940.

The attention of Delegates and Visiting Teachers is drawn to the following :—

1. Venue of Conference Session : St. John's College, Umtata.
2. Charges for Boarding and Lodging : 3s. a day.
3. Date of arrival : Tuesday, 25th June, 1940.
4. Reception : Tuesday night, 25th June, in Jubilee Hall.
5. Farewell Function : Friday, 28th June, in Jubilee Hall.
6. Taxi Fare from Station : 6d. per head.
7. Arrival of Trains :—
  - (1) Through Amabele : 6 p.m., Tuesday and 7 a.m., Wednesday.
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4. That in view of the fact that the Male Departmental Visiting Teachers have been authorised to inspect and promote Native pupils, a responsibility which they have carried out efficiently, the Department be respectfully requested to appoint suitably qualified and experienced Africans as Inspectors of Schools. (Umtata).
5. That the Department be respectfully requested to expedite the drawing-up of salary scales for African principals of Secondary, Training and Practising Schools, in view of the desirability of increasing the number of African teachers appointed to the posts. (Umtata).
6. That the Department be respectfully requested to instruct managers to state fully in writing the reasons why they are not prepared to recommend the extension of the probationary or the placing of the teacher concerned on fixed establishment, where such is the case, as it is necessary for him to know in what respects he has failed to give satisfaction. (Umtata).
7. That the Department be respectfully requested to place all those teachers who qualified prior to 1922, for salary purposes on the same scale as Native Primary Higher Teachers, as their training was such as to enable them to do the same work as is now done by N.P.H. teachers, viz: to teach up to Std. VI. (Umtata).
8. That the Education Department be requested to supply free bioscope pictures of an educational value to African children in Primary Schools. (Qumbu).
9. That the Education Department be requested to grant increments to all Primary School teachers. (Qumbu).
10. That in order to alleviate the obvious hardships experienced by teachers before they attain the age of pension, the Education Department be respectfully requested to initiate a Pension Contribution Scheme for Native Teachers in a manner similar to that practised in other Government Departments. (E.M.A.T.A.)
11. That the Inspectors of schools be earnestly requested to urge all Native teachers in their circuits to join the Teachers' Associations in their respective districts, so that whatever representations are submitted to the Education Department, shall voice the opinion of all the teachers in the Cape Province and thus have their fullest support. (E.M.A.T.A.)
12. That the Education Department be requested to allow principals of Higher Mission Schools who possess lower certificates than the N.P.H., but have shown ability in teaching Stds. V and VI, and are in receipt of the

- G.S.A., to study privately for the N.P.H. certificate examinations. (Z.B.M.)
13. That, owing to the unhealthy and difficult conditions under which teachers in rural areas live, the Education Department be again requested to direct the Missionary Societies in charge of Native schools to provide buildings for all the teachers under their management. (Z.B.M.)
  14. That, owing to the scarcity of material and the amount of time spent over each handwork model, handwork be abolished in Native Training Schools; the time spent on handwork to be used for making teaching apparatus, drawings and maps. (Okay)
  15. That the Department be requested to save newly-appointed teachers the unnecessary embarrassment and humiliation resulting from the delay in the payment of their salaries. (Okay)
  16. That the practice of recognising, for salary purposes, service under Education Departments outside the Cape, be extended to include the acceptance of such service for purposes of Good Service Allowance as well. (Okay)
  17. That Conference views with great dissatisfaction, the Department's practice of giving preference in examinations in Native languages to people who have neither taken post-matriculation courses in Bantu languages nor have ever taught the languages in Training and Secondary schools, over teachers who possess such qualifications and have taught these languages. (Okay)
  18. That the Department adopt and assist in applying the practice of equal pay for equal work among all its teachers in Native Education, irrespective of colour. (M.E.)
  19. That the Department be requested to discourage the appointment of unqualified teachers (academically or professionally or both) in Post-Primary schools, and should insist on the appointment of African teachers to all future vacancies occurring in Native Training, Secondary and Primary schools, Principalships as well as Assistantships. (M.E.)

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### OOLWIMASHE.

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(NGU-WES. H. H. QALI, "Kwa-Ncaza.")

"Ubani lo unolwimi!" Le yintetho eqhelekileyo kubantu abathetha isiXhosa; phantse yantsokotha, kuba ayalathi kuthi imo le yenyama yolwimi inomahluko kwezabanye ilwimi. 'Suke le ntetho isingisele kumntu ongayigciniyo in-

to ayivileyo nayibonileyo. Bade bathi abanye ukumbiza nokumnyelisa 'akanasifuba.'

Gxebe umntu onolwimi ulixoki na ? Ithi imbali, umalusi othile waphikela ukukwaza esithi, 'Inchuka ! Inchuka !' kwabe kungekho nchuka, engakhohliswanga nto, esazi ukuba akukho nchuka kwelo thuba. Ngathi ke kum naalo ixoki. Ziye zithi iziphatha-mandla zelizwe, 'Soze sininike imali mhla ikhoyo.' Sukuba ingekho ke ? Sisuke sibone ngeminconono emikhulu, iminyaka ngeminyaka, yeemali zeerafu zetu, iya kuhluthisa amahlwempu anhlophe naweBala; yaa-khe iinqanawe namazibuko, ithenge izixhobo, iqeqeshe ama-joni aza kukhusela amalungelo abamhlophe kwiimfazwe ezikude, phesheya kolwandle; esingasoze sizuze nesuntsu, nokuba ngubani owoyisileyo. Yini le ? Lulwimi, bubuxoki kusini na ?

Kambe andizimisele kuthetha ngexoki namhlanje, andazi ngomso. Ndifuna ukuhla ndinyuka noLwimashe lo. Ngathi kum ooLwimishe ngabasindisi besizwe nohlanga. Iimbila zinookhala ngooLwimashe aabo bohlanga lakulo Mbila.

ULwimashe ngumshumayeli omkhulu, ngumlumkisi kwa nanjalo. ULwimashe ngokwakhe akajonge kwenzakalisa bani, kodwa abantu athetha kubo nathetha ngabo, ngabo abathi bezenzakalise. Yena ukutetha oku qha kuya mondla, usasaza iindaba ezo zosindiso. Mhlaumbi uLwimashe uhamba ethetha ngesimilo sakho, wena Titshala. Athi, uya sela, ulinxila, njalo, njalo. 'Suke le nto wena uyive ngomnye uLwimashe. Naako usiya uphala apho kwaBani. Ibe yimfazwe elalini, usilwela igama lakho. Ukuba ngenene umsulwa kwezo zigxeko, uzikhathaza ngani. Besitsho nje ooLwimashe akukude kuloo nto. Athi amaciko, xa ebabonga, "ngoo Nokrauzana, ngamahamba-nandlela, iimpukane eziluhlaza." Into ekufaneleyo wena mnini-gama kukuzikhwebula kweso sikhwasilima sithethekayo ngawe. Kumhla ooLwimashe bahlukana negama lakho. . . . .

U-Lwimashe akayalwa, ufana nomntwana. Ukuba, umhlebele into ngobani, wamyala ukuba ayigcine entliziweni yakhe, uya kusuka axele kubani apho ukuba, ube umyalile. ULwimashe uhlaza abahlebi, nabachikivi, kuba uya ziqhala iintle bendwana. Kanti ngenene uLwimashe ungumpapashi wezinto ezintle neziphilisayo. Zathi iimfama ezimbini, mhlenikwezeni zafumana usindiso ku Yesu, ngokholo lwazo, waziyala ukuba zingaxeleli bani, kodwa zona zaphuma zalubengeza udumo lwakhe kuwo umhlaba. Kwathi emva koko beza bonke abaneentlobo zokufa kwaSirayeli ku Yesu.

Ma sibahlonele ooLwimashe nje ngezithunywa zenKosi. Amaxoki la wona ? Ndiya kubuye ndikuphendule mlesi.

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# THE TEACHERS' VISION

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## EDITORIAL

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### TRUSTEESHIP IN NATIVE EDUCATION

This is one of those terms in the language of the white man, particularly in this country, that have been made flexible enough for varying interpretation to suit a variety of cases and circumstances. Yet, in the field of Native Education, would we be far wrong if we took trusteeship to mean that the ward—the African—should be educated and trained to reach beyond the stage of gradual assumption of responsibility in all departments within Native development, to complete control of all services amongst his people?

In pursuance of that goal, has recent development in Native Education been in accordance with this aim or has it been its denial? Does the fact that still over 10 per cent. of all teachers engaged in Native work, and that, of teachers engaged in Native Post-Primary work (excluding Industrial schools and departments), more than 56 per cent. are Europeans, point to an even gradual handing over of responsibility by the trustee to his ward, of those positions of essential services he has been holding in trust? It seems the discouragement which the African has from time to time met, when asking for the granting of legitimate rights in this direction, is clear proof that the interpretation given to the spirit of trusteeship aims at maintaining white domination over all services in this country.

This, of course, would be in accordance with the notorious declaration of the 1935-1936 Inter-Departmental Committee on Native Education regarding the ultimate aim of Native Education in this country, viz: "The education of the white child prepares him for life in a dominant society and the education of the black child for a subordinate society." The black child must surrender all aspirations and all hopes of being the recognised medium through which the inner-most soul of his people must be expressed. He must resign himself to the unsatisfactory position of hearing his feelings and aspirations, and those of his people

as only a fellow member of the race can know and interpret them, expressed for him by a man whose knowledge, if any, is acquired from outside sources. After all the European teacher in Native work is not on an equal footing with the people he serves, "conforming in all ways to the general habits and standards of the African people among whom he works." He lives a life superior and different from their life; he is at once a foreigner and an outsider who is grouped in the mind of the African, with the rest of the European race, with all that the association means and brings. The ignorant and the less privileged of the African race can never freely confide in him. How is he able, then, to help his Native ward to adjust himself to the changing circumstances of his (Native's) environment when he (the European trustee) is not very conversant with the reactions of the African that result from coming into contact with South African culture.

It is feared that the content of Native Education is purposely framed in such a way as to render the African unfit for independence. Instead of preparing the black child for life as he is to find it after school, he is given an education that is calculated to bind him down to the level of the most uneducated of his fellow men. It is to be the individual who is to be educated to suit the primitive society into which he has the misfortune of being born rather than the society being brought up to standard by educating the individuals, who make up that society, in all that modern life demands. What system of education aiming at harmonising educational methods and content with tribal concepts in a detribalising community can be expected to succeed?

Trusteeship and parallel development of two races as closely settled together as the black and white in this country do not seem to go together. The one must surrender to the other and parallel development cannot succeed. Unity in diversity exists only in the misguided minds of defeated liberals. Common citizenship in a single society is the goal towards which events of natural development must lead us, and it is as futile to prevent the process as it is to prevent the sun from rising or the African from becoming westernised. True trusteeship requires sympathetic guidance and control and the gradual but continual surrender of all responsibility to the ward.

On the question of control by managers and school committees, let it suffice for the time being to say that the parents of the school children are, in many cases, denied

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the privilege of advising and assisting in governing these schools. The Consolidated Education Ordinance leaves it to the managers to form committees if they so desire. In many cases applications for the establishment of committees have met with uncompromising refusal from the managers. The Transkeian Missionary Conference expressed that while it favoured the formation of committees for the safeguarding of the interests of Native schools it did not consider that the time had come for such committees to control the appointment of teachers. When will the time come, what is delaying it, is it not for the purpose of perpetuating the control indefinitely, exercise autocratic powers for as long as it is in their interests and those of their kind, whilst the ward continues to be "taught" without being given a chance to put into practice the lessons he is getting? There is a fly in the ointment here at any rate.

The Cape Education Department takes the view that it would not be practicable throughout the Province to establish controlling schools under their charge, in view of the large number of such schools. After all, two heads are not better than one, and autocracy still holds sway. Our experience is that in schools governed by school committees healthier relations and greater satisfaction and consequently better work prevail among manager, parents, school children and teachers. Herein lies the spirit of true trusteeship.

Differentiation because of cultural attainments does not imply discrimination even in conditions of service, if such differentiation and such discrimination are to be allowed. Yet, the differential treatment suffered by African teachers blots the pages of the Consolidated Education Ordinance. The Daily Dispatch, in its editorial of the 2nd August, 1940, points out the injustice done to Native teachers by the Education Ordinance No. 5 of 1921 and continues as follows :—

"Under the provisions of chapter 15 of this Ordinance, the European teacher is provided with safeguards against wrongful dismissal, and the offences for which a teacher may be dismissed are specifically stated. But before the final decision is reached, the Superintendent-General must give the teacher concerned an opportunity of being heard in his own defence or of submitting an explanation in writing; and before the dismissal of a European teacher can be effected the papers must be laid before the Provincial Council and the penalty does not become effective until

approved by the Administrator. The Native teacher has no such safeguards and can be dismissed for any reason, or no reason at all at the whim of a superior, and he is not provided by the Ordinance with any court of appeal.

In the chapter relating to European teachers "misconduct" is clearly defined in eight clauses, but in the chapter dealing with Native teachers no interpretation of misconduct is given, and the Superintendent-General is thereby granted unlimited power to interpret what is or is not misconduct. Even a school manager may dismiss a Native teacher for "any good and sufficient reason," though the Ordinance gives no guidance as to what may be good and sufficient reasons, and there have been cases where Native teachers, after long and faithful service in the Cape Education Department, have been dismissed without any proof that they failed in their duty, or violated any of the specific rules governing the conduct of teachers. In Section 184 of the Ordinance it is laid down that no complaint against a European teacher shall be entertained by any school authority or by the Superintendent-General unless it is supported by a sworn declaration, but the Native teacher is not given this protection. Neither sworn declaration nor any other kind of evidence of "misconduct" is necessary to secure the dismissal of a Native teacher.

—But perhaps the most glaring injustice perpetrated by this Ordinance, as we have pointed out on other occasions, is that which withholds from the Native teacher who has been dismissed the contributions he has paid into the pension fund. The Ordinance provides that the pension contributions of a European teacher who is dismissed shall be refunded, but there is no corresponding provision in the chapter dealing with Native teachers; and we understand that the Education Department has refused to refund such contributions when requested to do so, on the ground that there is no section of the Ordinance under which a refund could be legally made. . . ."

Where differentiation of this kind is being purposely fostered the spirit of trusteeship cannot be said to be entertained. Such treatment, we repeat, is calculated to retard the progress of the African teacher and to continue the trusteeship of the white trustee for an indefinite period.

Trusteeship demands the training of the ward to grow to independent modes of thought. He must be trained in the organisation and running of his schools and the control

of finances for his education. It is not in the spirit of true trusteeship to indulge in accusing the ward of lack of initiative, spinelessness, desire to be spoonfed. All these accusations are not justified when all attempts at independence of action are purposely frustrated to safeguard against the African people receiving the necessary education and training to develop initiative and independent modes of thought and action. It should not be the prerogative of Europeans but the privilege of the African, for whom all these institutions are being maintained, to share more and more in the management of African affairs. That is what trusteeship implies.

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### THE TRAINING OF CAPE AFRICAN TEACHERS.

The following is the Presidential Address delivered at the recent C.A.T.A. conference, at Umtata, by Mr. I. Mkize B.A. (Lond.), President of the Association.

July 1934 will be remembered by many of us for several years to come because of the South African Education Conference which was held in Cape Town and Johannesburg under the auspices of the New Education Fellowship. We are indebted to Dr. Malherbe for collating the report which has been published in the form of a large volume entitled "Educational Adaptations in a Changing Society," an extremely educative book, since it brings out into prominence the points of view held by educationists of no mean standing in their particular spheres. While the conclusions reached by a large number of those who read papers are open to severe criticism, the fact that intricate problems of the educational world at the present moment have been tackled with such scientific precision and meticulous detail should encourage us to delve with greater determination and avidity into those problems which are of immediate concern and interest to us. The whole of Part II is devoted to "Education in a Changing African Society," and studied side by side with Victor Murray's "The School in the Bush" and Lord Haile's "African Survey," not only is it a veritable mine of information, but it also provides to a certain extent an aid to the solution of the jig-saw puzzles that the dawning of a new era among the Africans with the penetration of Civilization into the darkest recesses of their social fabric inevitably brings in its train. Of special interest is the chapter dealing with the Training of African Teachers which is divided into (1)

Normal Training, and (2) The Jeanes' System of Visiting Teachers. I propose to deal in this address with the former subject, because it vitally affects the majority of those who are engaged in the Teaching profession, and also because—unlike the latter—it has long passed what may be regarded as an experimental stage. That the training of teachers is one of the most important tasks of education is generally accepted, although opinion is sharply divided as to what subjects should be included in the Training School curricula. A problem peculiar to Native education is that of the low standard of attainment, partly owing to bad attendance in Native primary schools, but chiefly owing to the inferior nature of the Native primary school course when compared with the courses for European or Coloured schools. It is frequently pointed out by those who teach in Training Schools that the product which they get from the primary school is generally of such poor quality that the first year must of necessity be spent on consolidating the work that was done in slipshod, happy-go-lucky manner in the lower classes. My own conviction, backed by the Inspectors' reports which state that in many schools, despite the well-known evils of understaffing, poor equipment, irregular attendance, etc., excellent work is being done in many schools, is that remarkable improvement has taken place in recent years. What we must remember is that despite the conscientiousness of the teachers and their determination to surmount the difficulties peculiar to Native education, with the discriminating legislation ever placing the African at a disadvantage, real progress will be in evidence only when a sincere effort is made to draw up curricula that will tend to bridge up the deep chasm separating European and Coloured Primary School Courses from those of the Native Primary School. No useful purpose can be served by this tacit acquiescence in a policy that retards the progress of the African pupil unduly, making it necessary, even if undesirable, for him to make the full Secondary School Course a five-year, instead of a four-year, course. Any reform, therefore, of the Training School courses, is futile unless it begins with the reform of the primary school courses, to make sure that "the foundation is well and truly laid."

### **THE NATIVE PRIMARY LOWER AND HIGHER COURSES.**

The first year of the present Primary Lower Course came into operation in 1934, and that of the Primary Higher in 1937. The very drastic modifications of the previous cour-



ses were made largely at the instance of the European teachers engaged in Training School work who wished to give effect to the democratic conception in education, rightly avowed the "piece de resistance" of Dewey's educational philosophy, by gaining a greater measure of control in the examination and certification of their students.—A worthy ideal in a country not riddled with colour prejudice and petty jealousies. It does not surprise us, therefore, to see such a regulation as "A certificate shall be furnished each year in regard to candidates entered for Departmental examinations certifying the general fitness for the teaching profession of each candidate entered." Woe betide the unfortunate student who happens to show signs of irrepressible humour and constant pleasantry! How many non-Africans are really able to distinguish between the natural hilarious pranks of a boy and real mischievous insubordination? To return to the courses, these subjects are .—

N.P.L. 1.	N.P.L. 2 & 3.	N.P.H.
Relig. Instr.	Relig. Instr.	Relig. Instr.
An Offic. Lang.	An Offic. Lang.	An Offic. Lang.
Native Lang.	Native Lang.	School Method.
Arithmetic.	School Method.	Native Language.
Indus. Trg.	Indus. Trg.	Indus. Trg.
Phys. & Hygiene.	Phys. & Hyg.	Blackboard Work.
Music.	Blackboard Work.	Physical Exers.
Physical Exerc.	Music.	Music.
Any Two of :	Any two of :	Any two of :
2nd Offic. Lang.	2nd Offic. Lang.	2nd Offic. Lang.
Geography.	Geography.	His. or Elements of Economics.
History	History.	Geography.
Nature Study.	Nature Study.	Phys. & Hygiene. Maths (inc. Arith.)

External examinations are limited to an Official Language Native Language and Arithmetic (N.P.L.1) or Method (in N.P.L.3&N.P.H.). The first year course is mainly academic while the 2nd and 3rd year courses are professional. This means that the purpose of the N.P.L.1 course is to give the students that background which will enable them to concentrate on the professional side of the work in the N.P.L.2 & 3 Courses. A glance at the syllabuses makes one wonder if in reality the students do not get that background which will form a suitable setting for the professional work. My fear is that at the end of the first year the students have added far too little to their store of knowledge to be of much

use. The Natal Education Department has, to my mind, made a better arrangement by insisting on the Std. VII certificate (a one year course after Std VI) as the entrance qualification to the T4, itself a two years' course. This appears to be a sound principle, for undoubtedly the Std. VI certificate is too low an educational qualification to be an open sesame to the teachers' course. Unfortunately there seems to be very little hope of lowering the fees charged in Secondary Schools for Africans in the Cape for a great many years to come and so the only way out of the difficulty would appear to be the raising of the standard of the work for the N.P.L.I course to that of the first year Course of the Secondary School, with such modifications and changes as would better meet the requirements of those who are being trained as teachers.

There has been such a great complaint that Arithmetic is badly taught in the primary schools that it should find a place in every year of the Training School Courses, the aim in N.P.L.I and and N.P.H. I being to give the students general Arithmetical principles, and in the other classes to concentrate on the methods of teaching the subject effectively. Elementary Bookkeeping ought to be included in the final year of the primary lower and primary higher courses to teach the students the correct way of keeping school accounts, as this has frequently led to a great deal of friction and misunderstanding between managers and teachers. There are very cogent reasons why Handwork as such should be scrapped, among them being the difficulty experienced in getting material, the amount of time unprofitably spent on making articles that have very low market value, the difficulty of trying to preserve arts and crafts which find no place in modern civilization, and the fallacy of character-training which Prof. Murray so successfully explodes. It will be interesting to hear at a later stage what the handwork masters have to say on this question. I endorse the contention that the time allocated to Handwork would be more profitably employed for making suitable apparatus to make lessons more interesting and real than I fear is the case at present.

My experience has been that the systematic teaching of Physiology and Hygiene presupposes a knowledge of Elementary Science, otherwise such terms as Oxygen, Nitrogen, Carbonic Acid gas, &c. convey very little meaning. I would therefore advocate the substitution in the N.P.L.I course of Physiology with Elementary Science, so that Physiology

may be taught in N.P.L. 2 and Hygiene in N.P.L. 3. Greater attention should be paid to the teaching of music; it is amazing to see the number of teachers who leave the Training Schools with no idea of the use of the tuning fork. Some elementary theory of music might also be taught, with a view to making the interpretation of musical terms and expression marks more intelligible. Now that many of our young men are trying their hand at composing, technical knowledge with regard to correct harmony is absolutely essential. It is a grave reflection on the teaching of this subject in Training Schools that so many teachers find themselves on completing their training badly equipped for preparing their scholars for competitions. Nature Study and Geography have so much in common that they should be regarded as one subject which should be taught in all Primary Lower and Higher classes, as should History.

The fact that many students take subjects in the Secondary School that do not prepare them adequately for the Primary Higher Course has been severely criticised by several people. It is stressed that the Academic Course is useless for those who wish to take the N.P.H. course after passing J.C., as it is really intended for those who proceed to the S.C. stage. I wholly agree with Prof. Murray who says, "There is a certain meanness about a good deal of African Education. The Native is looked upon as a tool to be fashioned rather than as a new partner in the age long process of bringing the world out of darkness into light. And so everything is so utilitarian, so very much ad hoc, so patronising." I firmly believe that there is a place for the purely Academic subjects even for those who take the J.C. course solely for admission to the Primary Higher Course. To confine the scope of education within the narrow limits of the immediate needs is to forget that the world is dynamic not static, for, as Prof. Dewey is led to conclude, "Education is that reconstruction or reorganisation of experience which adds to the meaning of experience, and which increases ability to direct the course of subsequent experience." The wholesale condemnation of Mathematics in favour of Arithmetic for these pupils would appear to be unsound for the proper understanding of fundamental principles of Arithmetic really depends upon the clear conception of generalised Arithmetic, namely Algebra. For this type of pupil, while I agree that Arithmetic is a sine qua non, yet I am strongly of opinion that in the first year of the J.C. course these pupils should take Elementary Mathematics, so that they may have the remaining two years for

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Arithmetic. Problems that can be worked with ease when the algebraic methods are employed often prostrate one when arithmetical computations are attempted. I also believe that the study of Physiology and Hygiene after doing Physical Science gives greater meaning to the chemical operations going on in the body. My suggested subjects for the Teacher-Training Courses are therefore :—

N.P.L.1 : Religious Instruction, an Official Language, Native Language, Arithmetic, Modified Hand-work, Gardening or Domestic Science, Theory and Practice of Music, Physical Exercises, Geography and Nature Study, History and Second Official Language (All compulsory).

N.P.L.2&3 : Substitute Physiology and Hygiene for Elementary Science, and add School Method, and Social Studies.

N.P.H.1&2 : As at present, but all the subjects compulsory.

The time for these extra subjects will be obtained by giving less periods per week to the first official Language, School Method and Industrial Training.

In Natal and in the Orange Free State, they have more subjects than I have suggested, yet I am not persuaded that the teaching of these subjects suffers in any way.

### EXAMINATIONS.

It seems necessary from the prominence given in recent years to this thorny question, and from divergent views held by those qualified to express an opinion on matters of this kind, to make a few observations if, as is hoped, they will help us to form a sound judgment as to whether the practice obtaining in respect of the conduct of Native teachers' examinations is sound or not. At some time or other in the history of each Education Department, the examination and certification of the would-be teachers is carried out by those who are not connected with the preparation of the students for the examination. When the teaching and examining functions are completely separated, the questions being prepared, and the answers assessed, by an external examiner, we have an external examination. In purely internal examinations, on the other hand, the teachers concerned conduct the examination without an internal examiner or assessor. This

is the practice in vogue in connection with the N.P.L.2 and N.P.H.1 Examinations, and the internally-examined subjects in N.P.L.1, N.P.L. 3 and N.P.H. 2. Between these two extremes, we find a modified system whereby the teachers draw up schemes of work, suggest examination questions and help in assessing the candidate's answers. The duties of the external examiner are then : (1) to revise the questions, modifying, adding to or substituting questions of his own where necessary, and (2) to read a proportion of the scripts, particularly all doubtful cases, after they have been marked by the internal examiner. The final word in all doubtful cases usually rests with the external examiner. It is understandable that teachers in Native Training Schools should have clamoured for, and secured, the privilege of internally examining all but three of the subjects in each class, for where syllabuses are rigid, (1) there is little scope for the teacher's originality, (2) there is little opportunity of adapting the instruction to local conditions, and (3) there is little encouragement to experiment with new methods.

If conscientiousness and honesty of purpose regulated every step that the teachers take in discharging their duties, there would be reason to believe that under the present system the ideal would soon be reached. What the impartial spectator, however cannot help noticing is that the examination still dominates the situation, and there is the life-and-death struggle to secure the highest percentages in the final examinations. The relative positions of the various Training Schools worked out by the Department have led to the giving of undivided attention to these three externally-examined subjects—whatever the time-table may show—so that no failure may be registered. The students have, quite naturally, not failed to notice this emphasis on the part of the teachers, so that they have responded magnificently to the teachers' efforts. If the *via media* suggested above cannot be adopted, in any case it will be worthwhile to consider whether the criticism offered above grossly exaggerates the position or is justified by the facts of the case. To my mind an alteration seems to be absolutely necessary. To counter-balance the evil of the "relative positions" referred to, it is gratifying to note that the African teacher on the Training School staff has repeatedly proved his worth, as the analyses show. Is it too much to expect that these results are qualifying them for more responsible work ?

#### **APPOINTMENT OF PRINCIPAL TEACHERS.**

The Education Gazette of the 25th January, 1940, pub-

lished regulations governing the nomination and appointment to the principalships of the various schools for African pupils. This is a step in the right direction since it has clarified the position which has all along been obscure. We wholeheartedly endorse the recommendation to school authorities to attempt to secure African teachers of suitable qualifications and successful experience for principalships of Practising and Higher Boarding Schools, for that is a right for which we have always clamoured. We rejoice to see that a start has been made with the appointment of African teachers to the principalships of Secondary Schools, and hope that there will be more such appointments as the number of Secondary Schools grows. While the regulations are on the whole fair and reasonable, it is regrettable that they place African teachers on the Training School staffs at a serious disadvantage. Of the 20 African teachers occupying such posts in 1938, fully 95% did not have the three years' experience in a primary or secondary area that would entitle them to consideration when principalships of Practising or Secondary Schools became vacant. In other words, the acceptance of a Training School post by an African automatically destroys his chances of becoming a principal since for many years to come the existing Training Schools, because of the colour question, will continue to be under European principals. When it is remembered that in 1923 there was only one full time African teacher on the Training School staff, 3 in 1931 and 16 in 1938 as against 73, 75 and 77 Europeans respectively, one fears that the appointment of African teachers to these posts has taken place concomitantly with that of Europeans, and that the placing of "Eur. or Nat." by a certain Head of a large Institution who was inviting applications for the principalship of the Training School was sheer mockery, as that school has two African teachers in a staff of 16 teachers. A relaxation of these regulations would appear to be necessary if an exodus of African teachers from Training Schools is to be averted. Some of our best talent is at present to be found—as results repeatedly show—in these schools, and it would be a grave injustice if they were to be permanently made to feel that by remaining in these posts they are sacrificing chances of advancement. Indeed, we feel that they are entitled to full consideration when higher grade posts within Native education have to be filled. Is it being presumptuous to hope that as the Department has at last decided to follow the lead given by the Northern Provinces, of rewarding the diligence and merit of African teachers with higher grade principal-

ships, it will immediately take steps to draw up salary scales for these posts? Salaries are a right and not a privilege; this "Salary-to-be-assessed-by-the-Department" policy makes one suspicious that African teachers are being purposely given a raw deal. The editorial for last quarter's "Vision" is worthy of the careful attention of the authorities who would do well to remove the anomaly at once.

### WHAT OF THE MORROW ?

We rejoice with those primary school teachers who have lately received their long overdue increments, small though they are. We thank the Minister of Finance for the additional amount of £90,000 that he has diverted to the Native Trust from the revenue derived from the Native Poll Tax, to ease somewhat the parlous plight of Native Education. We sympathise with the Department in its sincere effort to apportion the meagre funds at its disposal to effect certain improvements in our desperate needs. We shudder to think of the adverse and paralysing effects that the present war will have on Native Education in particular, but though the outlook is decidedly serious, let us do all within our power to maintain efficiency in our work in the hope that justice will ultimately triumph over right, and that when at last the hostilities cease, the Natives will get more justice and fairplay in every sphere of life, and education will cease to be "treated as a group-privilege in the interests of domination." In conclusion, may I exhort everybody here to remember that "every dark cloud has a silver lining," and to those who are on the verge of despondency, may I address these words :—

"Fond impious man, think'st thou yon sanguine cloud  
Raised by thy breath, has quench'd the orb of day?  
Tomorrow he repairs the golden flood  
And warms the nations with redoubled ray.  
Enough for me : with joy I see  
The different doom our fates assign :  
Be thine Despair and sceptred care ;  
To triumph and to die are mine."



## THE AFRICAN'S POLITICAL FUTURE.

(By T. M. Makiwane, Umtata).

In dealing with such a wide subject as the African's political future, I have sought a single principle that can be applied to all possible conditions and circumstances and act as a guiding light for men and women in all avenues of life, and that is the principle of **personal responsibility**. I regard this principle as the watershed separating the condition or status of manhood or womanhood and childhood, or nationhood and servitude, or freedom and slavery.

I shall illustrate my meaning of the idea of personal responsibility by quoting a reply which I understand was given by a humble soldier to the great Lord Kitchener who was said to be a man who wanted things to be done in his own way. The great man found the soldier doing a piece of work and he stopped to ask him to do it in a certain way, but the soldier looked up and asked Lord Kitchener: "Are you or am I doing the job? But, of course, Lord Kitchener was a great man and he saw the point and left the soldier to do his work. This definition must suffice for the present.

But there are masters and masters and if one insisted on doing his work without submitting to irritating, absurd or slavish conditions which are nothing else than a denial of personality or the principle of responsibility one might be confronted with the choice between a good job, in the sense of good pay, and the wilderness. But if the African people are destined to become a nation they must know that the wilderness is the first condition of existence or self realization, and I ask the audience to accept the statement without further elaboration. But, I believe that until we can produce thoroughly educated men and women who will be satisfied to pursue an idea, the vision, yes, the "Teachers' Vision" until it is realised, while meanwhile they are content if they can obtain (I shall not say earn) their daily meals or only one meal a day, we may defer all hope of ever becoming a people and resign ourselves for ever to stagnant positions of servants for others.

I am not seeking approval of my ideas, I am not submitting a resolution at the end of my address, I am seeking only to provoke thought and I may state here, though somewhat out of context, that the ideas of territorial segregation and school farm—which latter was subjected to necessary

critical analysis in the current issue of the "Teachers' Vision"—do not frighten me, since we must have a place and some last resort as a means towards self realization and the application of the principle of personal responsibility and entity, as embodied in the Xhosa expression—Zenzele. We must do our job ourselves—whatever it is—and refuse to hand it over to anybody else. That does not mean that we must refuse advice or co-operation which we can regulate ourselves.

To begin with, the relationships of the European and African sections should be placed on a different basis. You know the basis of the present control of the African. In the towns it means registration of all Native inhabitants, the pass system and the use of wide authority to expel Natives from the location, curfew regulations, the resented rights of superintendents to enter premises at any time to exclude undesirable visitors, to limit the length of visits, to prohibit entertainments, etc.

In rural areas the legal basis is the Native Administration Act of 1927 and subsequent measures. A Native who is judged to be dangerous to the public peace is subject to summary arrest or detention and in the three northern provinces gatherings of more than 10 persons for public purposes other than religious must have the approval of the magistrate.

Natives are coming more and more to be controlled and governed by the Native Affairs Department, to the exclusion of all other departments of state.

An expert, examining the position recently, stated that during the last decade the differential legislation applicable to Natives has not only taken a wider scope but has assumed a more restricted character. His conclusion was that South Africa has perhaps made the greatest use of discriminating legislation and that it occupied the position at one end of the scale which British India occupies at the other.

I think we can seek a better basis in co-operation and in assuming more responsibility ourselves. The Advisory Board of the urban location and the Bunga of the rural location must shed their advisory functions and strive for more responsibility to be placed on their members—of a legislative and executive character. The Government must consider placing the chiefs in the position in which they can entirely remove the stigma of domination from its shoulders. Why is it, for instance, that four chiefs in Bechuana-

land, controlling much smaller numbers of subjects than the three principal chiefs in the Transkeian Territories, are receiving incomes at the rate of £2,700, £3,500 and £7,000 a year respectively, while hardly one of our chiefs comes up to even £1,000 a year? The reply is plain and simple—the chiefs in Bechuanaland are exercising greater responsibility than our own chiefs.

The great Chief Moshoeshoe put the position thus: "The Queen rules my people only through me. The man whom I ask the Queen to live with me will guide and direct me." The Queen was magnanimous and granted this request to a large extent in Basutoland and Bechuanaland and even to a greater extent in Nigeria, Uganda, Barotseland, the Gold Coast and later Tanganyika, when it came under British rule. The great distinguishing factor is that, according to Lord Hailey, South Africa is a country governed primarily in the interests of Europeans, whereas the Native territories are governed primarily in the interests of the Natives. That was why I remarked, earlier in my address, that territorial separation was not such a bad idea if it were meant genuinely, but at present its application in the Union can hardly be considered fair or genuine. —

To the question, What share will educated Natives have in government or administration, or employment should the chiefs secure greater powers, I shall reply by quoting the evolution of administration in a portion of Nigeria.

"In July 1924, the British Government granted to the Egba government what the Natives call "autonomy." Thenceforth the British officials no longer occupied themselves with the details of the Native administration but imposed full responsibility for its affairs upon the King or the Paramount Chief of Egbaland and the people under him. The Native Treasurer of the Egba government, it appears, has more freedom than any other Native treasurer in Nigeria. He may expend sums authorised by the estimates without any counter signature of a British official, and subject only to inspection to which any treasurer is subject. The Egba Native administration operates a waterworks and electric light establishment. It also has a fully equipped machine shop, while it maintains not only the smaller but some of the trunk roads, for which the British government pays it £700 a year. Subject to the general oversight of two European engineers seconded from the British departments, an African is in complete charge of the pumps and purifying plant; another African directs the Government printing plant.

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“In some respects the Egba government is the most successful Native administration in Nigeria. Its example disproves the statement that only Mohammedan people are fit for indirect rule, since the Egbas, originally pagan, have been under the influence of Christianity for a long ime.” In passing I should mention that the annual revenue of the Egba chiefdom exceeds £68,000. In the territory of Nigeria there are not less than 177 tribal funds, of which the largest is that of the Kano emirate which has a revenue of more than £200,000 a year, all being under the direct control of the chiefs and their people, who are guided by Government representatives. The salary and personal allowances of the Emir of Kano amount to £8,500 but the Emir’s country is nearly as large as the Transkeian Territories, with 2,000,000 subjects. But he is only the first in a country of several chiefs who enjoy equal benefits.

The same story of responsible positions held by Africans may be told in Uganda, the Gold Coast, etc. I may state that in the Gold Coast African women are also voters and are entitled to sit as councillors.

I endorse the proposition that as long as Natives spend half of their lives away from home and as servants with a limited outlook the improvement of Native agriculture and Native society in the Transkei and in other Native areas in the Union will be extremely difficult to bring about. The chiefs and educated people should feel their responsibility in this matter and co-operate in working out the salvation of their people.

I am impressed by the fact that the wealth of the Gold Coast, which is said to be the richest colony in continental Africa to-day, was due, in the first instance, to a Native boy who brought seeds of cocoa from a labour centre. It is for this reason amongst others that I should like to see certain proportion of our boys in school farms until they can also discover something that will bring similar prosperity to our country. For one thing, if we do not do it ourselves no one else is going to do it for us.

Fortunately we have amongst us to-night, in Mr. Matthews, someone who has visited these northern African territories and made personal observation of their systems.

Let us now apply our principle of personal responsibility to local conditions in the Transkei.

Of 26 recognised chiefs five only enjoy a measure of

judicial power, to hear and determine civil claims, but such courts hear only cases between parties who are willing to bring their cases before them, they are not courts of first instance. Because he took the initiative in making representations for the conferment of civil jurisdiction on Native chiefs, the Paramount Chief of Western Pondoland, Chief Victor Poto, is a shining example of the development of the sense of personal responsibility that I have been urging in this address. He was the leading organizer of the Transkeian Association of chiefs and people which continues to hold its meetings regularly. In its inauguration the chief received substantial help from two educated leaders, Prof. D. D. T. Jabavu and Rev. Jonathan Mazwi. The meetings are attended also by several educated leaders. The chief is a prominent member of the General Council and of the Native Representative Council and is a leader of progress in all its phases in this country—agriculture, education, social progress, etc. He deserves to succeed in his further representations for greater responsibility in the administration of his country.

There is at least one African in the Idutywa district who controls funds which exceed £2,000 a year. I refer to Mr. C. K. Sakwe. As a result of the independent position he holds, Mr. Sakwe has been able to serve his community in many varied spheres. In addition to being a member of the General Council and of the Native Representative Council, he is President of the S.A. Native Farmers' Congress, of which the Secretary is Prof. Jabavu; he is Chairman of the Transkeian Voters' Association, of which the brilliant young President of the C.A.T.A., Mr. I. D. Mkize, is one of the secretaries; Chairman of the Central Committee of the Co-operative Credit Societies established under a Government Proclamation and chairman and treasurer of several local bodies or funds and undertakings

— There is no African civil service in the Transkei such as, for instance, exists in the Gold Coast. In the Gold Coast the Government policy is to employ Africans who are suitably qualified in any branch of the government service. Between the years 1919 and 1929 the government had appointed 38 Africans to positions formerly occupied by Europeans, including two police magistrates, a crown counsel, an Assistant Secretary for Native Affairs, two assistant treasurers, a chief audit clerk, four medical officers, two inspectors of schools, one headmaster, one headmistress, a deputy vice-principal of Achimota College, three assistant

superintendents of agriculture, two assistant commissioners of police, two surveyors, one African probationary engineer, two assistant railway accountants and an assistant government printer, etc. Further progress was said to depend upon the success of Achimota, their equivalent of our S.A. Native College.

It was expected that within 20 years the number of Europeans employed in the Government would be decreased by 162, while the number of Africans would be increased by 201. From a recent communication I see that there are now African judges, an African Provincial Surveyor and a Deputy Director of Education in the Gold Coast.

There are in the Transkei today some 70 Native shops, butcheries and bakeries, established under Proclamation 244 of 1934, allowing Natives trading rights in their kraals. There are more than 600 European traders in the Territories who have, however, been established for a long time. It is noteworthy that the main support of the purely African enterprises comes from the red blanketed people rather than from the enlightened element. The red blanketed people see nothing wrong or derogatory in supporting a man of their race and colour, who has made a small beginning, but so called civilized and school people see it, and this is very significant! A number of these traders personally known to me are ex school teachers, who have demolished the belief that an educated man can only live by employment. This is a regrettable fallacy that should never have been entertained, and should now be relegated to the limbo of forgotten things. The number of posts available is limited but opportunities created by enterprise are unbounded.

The development of co-operative credit societies, under purely African auspices, is exemplified by the Qumbu society which is able to pay, from its income, £8 a month in salaries to two officials, a treasurer and a secretary.

The Transkeian Native Reference Library is an unique and most important institution functioning in these territories. One day I showed round a well educated man who holds a responsible position in Uganda and he told me that although they had self governing institutions in Uganda they had no public library and he congratulated the people of the Transkei on the possession of one. It is a free public library and every one of our visitors here is welcome to its reading rooms. It occupies three rooms in the Old Bunga Hall.

The library is run on what I consider ideal lines. It is run by Africans for Africans but the Treasurer of the United General Council, Mr. V. M. de Villiers, is interested in its proper functioning and not only that but he supports it substantially with funds. He occasionally gives us advice on which we never fail to act but it is advice that must be executed by us. We employ a part time librarian who opens the library in the afternoon and in the evening.

There are voters' associations and farmers' organizations which in my opinion lack vigour and direction from absence of all time officials.

The unofficial bodies, which can only be established and maintained by the people themselves, are the only proper media for the election or selection of representatives on all official bodies. The present representatives in the various advisory bodies, rural or urban, represent or carry out—whose policy? They would be the last, I believe, to claim that they have organized bodies behind them, whose aims and policies they are executing or representing.

I therefore appeal to the conference to take into serious consideration the development of the principle of personal responsibility which will culminate in the formation of an organization on the lines of a party which I have called the Zenzele party, which can devise a programme, direct and ultimately protect its members. We may then co-operate in any organization or board or council when it is in our interest to do so, and finally present our programme to the government for its adoption. Until we can do so we cannot blame the government or the European section for ignoring our claims to recognition. We are ourselves largely to blame for the existence of so much colour bar in this country. We are not organised, we are too submissive on the one hand, and too sensitive on the other. What is the use, to anybody, of people who have no self confidence and who cannot visualize any future for themselves?

The general impression in the Union as well as in the Native areas is that the African enjoys less rights than any other community and that, in all forms of employment, a special effort is being made to exclude the African from all positions of responsibility, in accordance with the so-called civilized labour policy. It is true there are many individuals who have forged ahead and made great progress, but the community itself has retrogressed and is retrogressing, vide the Native Economic report.



Let us therefore adopt the attitude of personal responsibility to our community and its organization. Enough has been said to show that wherever the principle of personal responsibility has been applied the nation or the individual has been developed, and that where it has not been applied in personal, community or national affairs the people have atrophied.

Let us remember that we shall survive only if we make ourselves useful, and above all let us remember that even though we may receive essential assistance from others our destiny lies only in our hands and in nobody else's.

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### Thought for the Quarter.

"It is an entirely legitimate aspiration for the Native to aim at gradually replacing Whites in almost every form of service to his own folks . . . and he may also reasonably ask for preferent rights over Whites in all forms of service to his own people, which he may prove himself competent to perform."

(G. H. Welsh in the "South African Outlook, September 1, 1937).

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### NOTES AND NOTICES.

We wish to congratulate Mr. W. Tsotsi, B.A., on his appointment to the Principalship of the Glen Grey Secondary School.

★ ★ ★

We regret that up to the time of going to print ,replies from the Department to our June Conference Resolutions have not been received.

★ ★ ★

As this issue is a Conference Number, we have omitted to publish the "Teaching Articles" and the "Questions and Answers." However these will be continued in our later issues.

# POSITION OF THE AFRICAN AND HIS FUTURE IN THE SOUTH AFRICAN ECONOMIC STRUCTURE.

By G. A. Mbeki, B.A.

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## CLASSIFICATION.

For the purpose of simplifying the study of this subject it seems to me we must first have a clear understanding of the major economic groups into which the African population is divided. Within the limits of the time at my disposal no more than a bare outline of their economic position can be given. I consider there are four main groups that may be treated in an economic study of the complex question of the economic position of the African.

- (1) The Rural or Reserve African;
- (2) The urban;
- (3) Farm Native, etc., employed on the European farms;
- (4) The floating population.

In view of political intrigues and machinations behind the economic forces, the tendency on the part of most people is to neglect or to merge the economic factors in the political struggles and in that way burrying the economic struggles in the country's political storm. In my mind the fundamental problem of the African people is economic.

1. *The Reserve African* is chained to agriculture as a peasant, as a smallholder of land. The extent of land to which they are, on the average, entitled is 1.5 morgen (MacMillan : Complex South Africa) per ratepayer. The size of land which a ratepayer may have is allotted to him without any consideration of the size of the family such land is supposed to support. He who increases his family regardless of the possible subsistence from his land, does so at his own risk. At this juncture I may point out that the 6½-7 million African people are entitled to 12-13% of the total surface area of the Union, as against 88% which the 2 million white section of the country has. By those who justify the white land policy in this respect it is sometimes pointed out that not the whole of the 88% European-owned land is useful for farming purposes. That is true, but in Native reserves there are rivers which we do not plough, mountains and rocky places which are of no more agricultural value to the African than such are to Europeans in European-owned areas.

Taking the generous estimate of 5 morgen of land per ratepayer, is there any hope of ekeing out anything more than the barest subsistence for an average family of 5 from it? If it were possible, what surplus commodity can an African peasant obtain? It is maize. But maize is one of those commodities which are next to salt for its cheapness and in producing maize limitlessly the African peasant has been no more foolish than his fellow-producer across the colour-line who has created such a glut on the home market that Maize Boards had to be created to rescue him from ruin.

I may also point out that the ignorance of market facilities for his produce, kills any enthusiasm that the plodding peasant may have, of producing any commodity in such quantities as would create a domestic surplus.

Added to these difficulties there is the very great problem of absence of organised credit facilities. The farming community deals in peculiar commodities which take between six and nine months before they can be converted into money. Necessarily during this long period of waiting money is required to meet the more immediate needs. The result of it is that the nearest man is the trader who apparently gives easy credit to the needy man and thus pledging his movable property. As for the mealies, by the time they are ready for sale, the owner has commitments far in excess of the money value of the produce. The unfortunate peasant becomes entangled to a point at which he almost becomes a slave. In the Report of the Native Economic Commission debt is estimated at the value of 20% of the total number of cattle in the Transkei alone, i.e. £900,000. (Estimating it on the basis of £3 per head.) (This is dealt with more fully in my Transkei in the Making).

At this point we may refer in passing to the existence of a landless class in the reserves. The small-holder must make up somewhere for the great shortage in his income, but before we deal with this let me hasten to review the position of the urban African.

2. This is the man for whose existence he is entirely dependent on the 8 hours' work he performs per day. His entire life is suited and must be adjusted to the limits imposed by relations between master and servant. I must, in the first instance, deal with the permanent urban African. The dualism that exists in this country in respect of labour policy is a well-known feature. The laws that

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guide the African labourer are different from those of the European. This state of affairs is an outcome of a colonial practice. During the early stages the white colonists found a huge supply of labour in Africans. When the gold and diamond mines were discovered, what was necessary was a handful of skilled labour. In the absence of such labour locally it had to be imported from Britain at very attractive wage-rates. On the other hand the Africans remained at a low level. This at once created the two classes of workers. The present position then, as a result of such classification, is that the African labourer is on the average receiving £5 a month (exclusive of the mines). The question whether or not he can live on that wage is left to him to determine. Desultory investigation in Johannesburg in 1936 led me to the conclusion that £5 per month could not support a family of four. If the husband was such a staunch Christian that he restricted his wife from brewing, they could manage on only one meal a day; make no allowance for the entertainment of their friends, pay no church dues, visit no doctor, walk wherever they went. The minimum amount according to my calculations would be £6 10s. per month for a family of such a size, yet still refrain from the above, for there are only two towns in the Union, to my knowledge, where there are minimum wage determinations. They are Bloemfontein and Port Elizabeth at 4s. and 3s. per day respectively.

But for purposes of earning higher wages the African labourer must rise beyond the unskilled labourer grade. He must become a semi-skilled, or better still, a skilled labourer. But the question arises, can the African rise to the position of a skilled labourer? The policy of this country definitely does not favour such. But the blame is not only to be put at the Government's door, but chiefly at that of the trade union organisations which have shown definite hostility against such a move. Most of the obstructions, however, are to be found in Government legislation, which has thrown a wall of protection round the European worker against the competition of the African worker. The Mines and Works Act of 1926, popularly known as the Colour-Bar Act, created a state of affairs in which the African was debared from undertaking certain jobs in industry. The absence of technical schools and facilities for apprenticeship have made it impossible for the African to rise above the level of a semi-skilled labourer, and the mass being unskilled labourers. At this

point I may pause to make an appeal to you to pay some attention to the position of industrial education for the Africans. What opportunities and openings are there for students who have completed their industrial training? In what capacity are they employed? The Johannesburg Municipality has just issued a "Survey of the African in Industry" and in all the reports and tables in respect of various industries there are no skilled Africans, few semi-skilled, and they attain to that level by length of period in service. It is definitely stated that no educational qualification is required except the ability to read names of streets and numbers of houses. While I would have liked to have dwelt a little longer on this question, time does not permit of it, and I leave it to you.

Another aspect of the workers' problem is the provision of machinery for the settlement of disputes between employer and employee. In this respect European workers are fully covered by the Industrial Conciliation Act and Wage Act of 1937, but as the definition of employee excludes the pass bearing worker, the African worker can at best, only have interests in an industrial council represented by an officer of the N.A.D. The effect of this lack of machinery for settlement of disputes means that the African labourer is truly at the mercy of his employer as even strikes are illegal for Masters' and Servants' Laws requires him at his post all the time he is employed. In short the worker moves within a ring of disadvantageous laws.

3. But what about the landless man and the man who must supplement the income from his farm with income drawn elsewhere? These form the floating population, the curse to the permanent worker and equal curse to farming, and yet for all that they will remain such a curse. This group is the product of the Union's land policy which creates and maintains a large reserve labour army from which the country's industries are to be fed. The wages of the permanent labourer are to a large extent based on the fact that the floating population requires the income from work only to supplement what they obtain from land. The permanent worker suffers for his wages are at once depressed by this factor. His organisation cannot be strong enough to fight his cause when there is his fellow worker who hopes to spend another half of the year out in the country. The floating population cannot appreciate the need for a trade union; he is rather suspicious that it will prejudice him against

his master, and so like a frog that partly spends its life on land and partly in water, he is at one time in the country and at another in town. An intensification of this position has been brought about by the passing of the Native Laws Amendment Act, the effect of which is to throw out the surplus (redundant) labour in the towns, and thus swelling the army in the reserves. Any successful organisation of the African people on economic lines must aim at smashing this labour army, or at least reducing it to a minimum.

4. The fourth class consists of a population of about  $1\frac{1}{2}$  million marooned on the European farms. In the immediate future I regard their rehabilitation as hopeless. They are everywhere living in cold isolation under a firm hand of an isolated master, and shall therefore spend no time on them.

So far I have only given a catalogue of African disabilities, but what to do is the real question?

I may now venture to suggest a possible future. In the rural areas the position is plainly that the man who owns a piece of land must work to such an extent that the urge to earn extra income away from his land is reduced to a minimum. But as I have pointed out above farming is one of the most expensive commercial undertakings, and, above all, liable to a number of risks and setbacks, especially in times when agriculture must rise to the modern commercial level. But to bring agriculture to the level at which there must be a marketable surplus, there must be capital that will make such surplus possible. Arable land must be fenced, climatic conditions must be aided by irrigation schemes. Better implements are required. In the case of the European farmers this need is met by the credit facilities through the Land Bank, and to a lesser extent, through commercial banks. In the case of the Africans, however, commercial banks are out of reckoning, as the land they occupy cannot be mortgaged.

An attempt is being made in the Transkei to meet this need in the creation of co-operative credit societies, in Europe known as people's banks. As far as I know these only operate in the Transkei. Here we have at once, a vast financial structure to cater for equally vast financial demands. Altogether there are 27 registered societies having amounts, in some cases, ranging to over £2,000. In the majority of cases there are evident signs all round that there is a lack of men and women who appreciate sufficiently the principles of this co-operative

undertaking. In some cases also there is to be found tragic lack of ability to handle the books with consequent mismanagement of financial matters, and sometimes close on fatal. I am not making these remarks for the purpose of discouraging these pioneers, but rather to draw your attention to the public's heavy demand on your services. Ladies and gentlemen I would be the last to suggest that you shouldn't have leisure hours, but I do appeal to you to impose extra duties upon yourselves in these essential services. The need for our help is great, and let us render it unreservedly.

But the co-operative movement doesn't stop at supplying credit facilities. We have another big, and almost unexplored field, in the establishment of co-operative stores. Can we regard ourselves as real lovers of truth if we do not in fighting our battles, subject ourselves constantly to self-examination? Every ground we have covered in the battle for our rights must be used to its utmost capacity. We have no moral right to demand extra rights, while those which we have acquired stand erect before us as undeniable monuments indicating our ignorance of what we want, a lack of purpose, weakness of determination, and the stupidity of our claims. These are accusations which both our conscience and our ears cannot escape when the rights we have lie gathering moss. To what extent are we making use of the trading rights given to the Transkei people six years ago? In the urban areas there is sufficient scope for these. The economic position of the African makes it extremely difficult in the majority of cases to engage in business. Co-operative undertakings are meant for men of meagre means, so that the numerical strength of their small contributions marshalls together, not only big capital, but the total strength of living human beings, who, out of a sincere urge to improve their material and spiritual condition, move on to their goal, self-emancipation. Similarly there are such opportunities in co-operative marketing of our produce.

Extensive and intensive co-operative undertakings, I regard, if not as a panacea, as a paliative for the economic ills. This bears more importance when we consider it in the light of the floating population referred to above. A certain stability must be lent to this class of our population, whose source is the reserve, and it is there we must fight it.

On the other hand, the townsman must co-operate



earnestly with the countryman, for his interests are inextricably bound up with his. If the country persists in producing large numbers of men who are ready to fly to town, from plain common sense, we must understand that as soon as there are more labourers than required offering their services at the labour market, the price paid for their services will fall to the level at which the most desperate are prepared to sell theirs. In order to overcome some of these disadvantages on which the employer trades, workers form their own organisations to protect their interests against employers. Such organisations are known as trade unions. The African worker is again at a disadvantage in this respect compared with his white fellow workers. African trade unions are accorded no legal status, so that there is no combined effort on their part to better their conditions of employment, and their wages. The injustice of the position is further revealed in the fact that even those workers who have formed trade unions are threatened with registering them under the N.A.D., whereas their proper place is under the Department of Labour. As long as workers remain unorganised they can always be sniped at by employers. Individual workers are no match against their powerful masters, and the employee's only salvation lies in the strength of his numbers. From a different point of view, too, the presence of a trade union, in an industry, is helpful to the employer as it ensures continuity of production, even when there are differences between employer and employee. Differences between them can be settled amicably, and thus save disturbances in production on the one hand, and undue suffering on the worker's side as a result of strikes.

We, as teachers, have interest in workers' organisations, because as long as the mass of our population receives wages which are hardly enough for subsistence, our standard of living will continue to be based on that of our kind. Our economic battle is to be fought at many fronts, and at every point we must stand in readiness to make determined onslaughts against forces that threaten the foundations of our life. In our economic life we, as a people, are knit together in a way we are sometimes not aware of, and not until we awaken to these stubborn facts can we look forward to any economic future. Let us not make platforms, centre of work, little is achieved through what we say, but great results are born of men and women who put their hands to the plough and ensure its being in motion all the time.

## THE AFRICAN'S EDUCATIONAL FUTURE.

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*By Z. K. Matthews, M.A. (YALE), LL.B. (S.A.),*

*took the form of an interpretation of the following  
introduction to Africa in Transition.*

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The experience of missionaries, traders and employers has shown that the African profits by education, and the standards of learning and judgment attained by individual Africans demonstrate the potential qualities of their race. Apart from any comparison with other peoples, we are convinced that there are undeveloped powers in the African which should be cultivated, not for his good alone, but for the benefit of the world.

It is no longer possible to segregate the African as a museum specimen, permitted to depart from his tribal surroundings only when his labour is required on European farms or in European mines. Western civilization has irrevocably impinged upon the old tribal organization, and former habits of life and conduct have been blurred beyond recognition.

The African has been taught that European ways of life are superior to his. He sees that European methods and education give control over the forces of nature and the circumstances of life. He is not impressed by those who now disparage Western standards and extol the indigenous culture which existed before the advent of the European.

The African demands education as a right. Neither coercion nor cajolery is required to induce him to attend a school. There are those indeed who believe that steps should be taken to curb this passion for education and to dispel the African's pathetic belief that learning is the panacea for all ills. Yet it is not by restrictive or reactionary measures that a saner sense of proportion can be induced; that sense of proportion can be acquired only through those habits of reason and comparison which are created by a sound educational system.

The education of the African is therefore inevitable. It is also right. The policy of Trusteeship has been proclaimed as the policy of His Majesty's Governments. It is a policy which will have to confront inconvenient problems and which

already inspires young energies and fresh ambitions. Yet if the concept of Trusteeship, if the method of Indirect Rule, are to be anything more than gib evasions of responsibility they must assert that the African shall in due course reach full maturity and take his place among the peoples of the world. That aim can only be achieved through education.

The problem is thus not whether the African should be educated, but what type of education is best adapted to his past, his present and his future.

At present there is a welter of conflicting aims which leads to over-lapping and even friction between those who share in the education of the African. The Governments concentrate mainly upon the improvement of the material and social conditions under which people live ; the missions, while not ignoring the purposes of the governments, claim the moral and spiritual welfare of the population as their main concern ; the commercial public and the employers lay emphasis upon technical efficiency and standards of honesty ; the younger African attaches the greatest importance to cultural development and to what he imagines to be its economic and political rewards ; the older African may regard Western civilization with suspicion and sigh for the days when the elders of the tribe commanded uncritical respect.

None of these diverse objectives is to be decried ; nor are they necessarily incompatible. Education should be able to conciliate these varying motives, and to reconcile these diverse aims, by entwining what is best in each of them into an ordered design. Yet if the co-ordination is to be achieved there must be agreement regarding the aims and nature of education. In our opinion that agreement can be found only in the conception of education, not as sectional or departmental activity, but as something essentially organic covering the welfare of the African community as a whole.

Such a conception is to-day moulding theory in Europe and the United States. No longer is education limited to the mere absorption of facts. More and more is emphasis being thrown upon the school as a community centre ; as a vital organ of society through which are developed moral values and social attitudes ; as the surest means by which the individual can be adapted to the community and the community be adapted to the individual.

One of the chief difficulties which hamper co-operation between the African school and the African community is that much of the education of the African is unavoidably in

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non-African hands. African communities are little informed of the technique of education and as a result it will be many years before solidarity can be achieved between the needs of the community, or even between the ambitions of the school boy and the wishes and traditions of his parents.

In these circumstances the qualities produced in the pupils, while welcome to their teachers, may not commend themselves to the people among whom the pupils have to live. If the teachers are out of touch with the community as a whole, then it is logical and unconvincing for them to teach children to respect their own people and their own culture. Yet without such respect, education will fail to become an organic growth and will remain a foreign imposition.

We emphasize this by quoting a statement made by you, Sir, in a recent address :—“One of the essential aims,” you said, “not only of every university, but of every school should be to preserve and enhance indigenous local tradition and culture. What mankind has done for himself is always better in the long run than what has been imposed upon him by others. We must develop local pride in achievement ; and this achievement if it is to last and contribute to the richness and variety of human experience must not be merely imitative. Education in effect must always aim at being creative.”

Such considerations raise the question whether the education of the African must lead (to use a term suggested by His Highness the Kabaka) to “foreignization ;” or whether and if so to what extent, it can remain indigenous. Should we take the existing needs of African society as the foundation upon which the educational system is to be built and by which it would in effect be limited ? Or should we assume that European education is the most perfect yet devised by the ingenuity of man and impose that education upon the African without considering whether in fact it is the form best suited to his capacity or his needs ?

The opponents of Westernization contend that while it is essential to change much in the social system of a primitive people, such change is brought about most easily and with least harm if the advanced ideas are grafted onto the deeply rooted stock of what already exists. They argue that the process of “civilizing” the African by first destroying all faith in his own institutions and traditions creates in him a sense of permanent inferiority and an unfortunate belief that

everything which is peculiarly his own is worthless and an obstacle to progress.

The opposite school believe that the African should assimilate as rapidly as possible the European attitude towards life. Such people argue that the one great hope of progress in Africa lies in the application to African conditions of European knowledge, experience and skill. Only, they contend, from non-Africans can the African people obtain the education which will enable them to advance to higher levels of civilization and to turn to advantage the natural resources of their land.

The conceptions upon which this report is based lie between these two extremes. They are relevant to the report since they illumine the spirit of its recommendations. It is necessary, therefore, that they should, in this introductory section, be defined with some precision.

It is customary for Europeans to regard African civilization as static. It is often forgotten that change was a fact in African development long before the advent of the white man. Throughout the history of Africa there has been a slow but constant evolution of political, economic and social organization. Some of these changes have been scarcely perceptible. Others have been cataclysmic and have brought much suffering in their wake. Many were due to contacts with more advanced tribes, and many to the emergence within the tribal circle of outstanding personalities.

The African background to-day comprises not the Native alone, and not the European alone, but the interaction between the African theory of traditionalism and the European theory of progress. The infiltration of European culture, whether good or bad, has irretrievably occasioned an additional state of mind. These two supplementary and complementary systems are already interlocked; it is no longer possible to sunder their union.

It is not, therefore, the task of African education to prevent the Europeanization of the African. Our task, rather, is to interpret to the youth of Africa the higher values of the present world and to assist Africans in a difficult process of adjustment so that they shall be able to live without strain in the composite conditions which have been created.

How can this assistance be afforded? Africa is entering upon a period of rapid transition and major changes will take place. There is no reason, however, why these changes

need be haphazard and therefore hazardous; they can be in part at least foreseen, controlled and planned.

Our present epoch, fortunately, is attuned to such experiments and to such prevision. New principles are being discovered in human relationships and in the working of the human mind. Agencies such as the International Institute of African Languages and Cultures enable scholars and officials to co-operate in understanding the mind and social institutions of Africa. The education of the African is being subjected to informed scrutiny; and the Colonial Office, through its Advisory Committee on Education, is able to avail itself of the services of men and women of long experience and trained-knowledge. It is optimistic to believe that this enhanced awareness of the nature of our difficulties, this increased utilization of prudent experience, may enable Governments to plan an educational system which will give to Africa the opportunity to fashion an indigenous culture which would be no less African because it represented a synthesis from both African and European elements?

The African is emerging from his primitive traditions, and a new Africa, with a new type of society, is being evolved. This new society will possess its own moral and other sanctions which in some respects will be partly Western and partly African, and in other respects neither African nor western.

Beneath the apparent predilection of the ordinary African for the superficial allurements of European civilization, there exists a real desire on the part of the intelligent African to distinguish and to incorporate within his own culture the highest meaning of the forces impinging upon him from without. He knows that Europe can teach him a scientific temper, habits of industry, the discipline of accuracy, the standards of fair dealing and of honesty. Such lessons are in no way inconsistent with the realization that nothing in indigenous culture should be destroyed or condemned unless it can be proved that it does in fact obstruct the progress of that culture.

We believe that it should be feasible to devise a system by which primary education could produce a sound and prosperous rural population; and by which European culture could be canalized in such a manner as to become available, in its purest form, to intelligent and adventurous Africans.

The principles we have in view can never be carried into effect so long as the general conception of African education remains exclusively denominational or departmental. Even in Europe the mistake has been made in the not distant past of forcing every child or group through the same educational mould. This defect has characterized much of the education of the African. Courses of study in African schools are sometimes identical with those prescribed for European schools or are abbreviated modifications of such courses. Account has not always been taken of the peculiar needs of the African communities ; provision for the future life-work of the pupils has sometimes been neglected ; much that is of doubtful value to the African has been, and still is, taught and much that would be of great value to him has been, and still is, omitted. Nor is it possible to disregard the Africans' dangerous facility for memorizing facts ; unless a teacher can illustrate his lesson by analogies drawn from his pupil's own experience, he is cramming and not teaching. In England, wood-work and metal-workshops are being provided in boys' schools ; kitchens, sewing rooms and laundries for the girls ; gardens and agriculture for both ; and all this with no intention of creating vocational schools, but with the simple desire to relate education to the actual problem.

The emphasis which we lay in the report upon the needs of the masses does not imply that we ignore the legitimate aspirations of that small but growing group of Africans who by patience and industry are now ready to acquire higher culture. A system of education must always provide for the development of those who have reached and exceeded the standards aimed at by the majority and who will be in the vanguard of the future progress of the whole group. To penalize that small group by forcing it to mark time while the majority is making up leeway would be a retroactive measure. Generous provision must be made for the completion of the future teachers and leaders of the African people. Such a policy is in the interest of the masses themselves.

This aspect of the problem need not be stressed in our introduction since the report itself concentrates upon the machinery by which such higher education can be provided. We are fully aware of, and have carefully examined, the danger of creating a class of educated unemployed. We consider that, in East and Central Africa at least, this danger is not immediate. We are convinced, also, that an increasing number of Africans will insist upon obtaining some form of



higher education ; if we fail to provide it they will fall back upon unsuitable alternatives. This has already happened in some cases.

In the concluding chapter of our report we have referred to the rate of progress, and have explained that, although rapid advance is justifiable, the objectives which we outline cannot be achieved immediately. Yet we venture to hope that, although in the changing conditions of modern Africa no scheme should ever be regarded as more than provisional, the measures which we advocate do and can form the preface, and perhaps even the first chapter, in a progressive theory of African education.

No. 6

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## “DOES IT PAY TO BE A TEACHER ?”

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(By V. V. T. Mbobo, B.A.)

### 1. Popular Notions about the Teaching Profession.

(1). To many an illiterate Bantu, and indeed to many enlightened members of other professions, the teachers' lot is a very happy and enviable thing. He has only a 5 hour-day; a 5 day week, and invariably enjoys holidays after every two and a half months, to say nothing of the public holidays, which he still enjoys with the rest of the other people. What of the long summer vacations which see him receive his full salary in December after being on duty barely a week, and after a long "off-duty" he returns in the last days of January to receive another full month's pay?—"Tis distance lends enchantment to the view, and robes the mountain in its azure hue."

(2). The teacher, fortunately or unfortunately, usually occupies an outstanding position in the church, while a good majority of the Bantu pastors were former schoolmasters. The teacher is therefore entrusted with moral as well as mental welfare of youth, a position indeed that seems to command respect and dignity.

(3). Through an economy sometimes bordering on parsimony, the teacher usually manages to educate his children until they in turn become teachers. No doubt his success in this direction, which ordinarily should seem strange in view of his true position,—his success goes a long

way to confirm the popular idea that a teacher is a well paid servant of the Government, who, in addition to several privileges, ends his career with a pension !

(4). Even as late as twenty years ago it was a thing inconceivable to imagine a Native teacher on the staff of a Training or Secondary School (with the one possible exception of Mr. Jabavu). Yea, even the vernaculars were taught by Europeans, either Missionaries who had a smattering of the Bantu Language through missionary work, or sons of missionaries who had been brought up in African Mission Stations. The irony of it all is that no failures were known then in the Bantu Language Examinations; students passed, indeed not because, but in spite of the instruction they received. But the South African Native College came into existence, and it is at present turning out graduates by the dozen. The "B.A.'s" have almost shorn off all the honour and respect formerly accorded to the P.T.3 teacher, who is now contemptibly dubbed by thoughtless moderns "Dead Year." These "B.A.'s", who, naturally enough, receive a little more than "Dead Years" in Native schools, but, *mirabile dictu*, less than "Dead Years" in Coloured schools, are popularly believed to be richly remunerated. Most of them teaching in Missionary Institutions, are compelled to live on a high economic level, far out of proportion to their meagre salaries. In one Institution, for instance, Native teachers rent four-roomed houses at £2-10s. a month while some European teachers rent palaces with servants' quarters, garage etc., at £4-10s. a month yet the proportion of salaries is 2 : 7. Unfortunately this higher economic standard of living of the Bantu graduate confirms the popular idea that he is well off, and it blinds many to the graduate's disabilities. The Bantu graduate is happily compared with the P.T.3. without taking due consideration of his longer period of training at a higher cost, and his subsequent higher qualifications. He is rarely compared with his fellow European graduate whose initial salary exceeds the Native's maximum. Instead it is often glibly alleged that the Native graduate is so well paid that he usually squanders his money in frivolous amusements and luxuries (e.g. suits, motor-cars, and motor-cycles).

## II. The Teacher's True Position—His Disabilities.

(1). The Teacher's Position. The teacher's position is difficult to define. He is a pedagogue all right during the 5 to 6 hours of school. But his duties extend far beyond the confines of the classroom and the limits of the school day.

His work approaches that of a social reformer. He must work among, and succeed as well with the children as with their parents. He must constantly consult with the parents either directly or through the medium of the chief, headman or church authorities. His success partly depends upon the co-operation he receives from the community, for unfenced school gardens, broken school furniture and shortage of school equipment may spell bad reports from the inspector, no additional teachers, etc. To be successful in this direction surely a teacher will work far beyond the 5 hour school day and away from the particular flock he guides. What of organising school concerts, interviewing chiefs or headmen; utilising his own monies to expedite the ordering of school materials (books, sewing material etc.)? We all know of certain principal teachers who have sunk a fair proportion of their meagre salaries in ordering school material to arrive in good time. They have never recovered such monies, for upon the arrival of the books etc., the parents plead that the children should be issued with these and they will pay as soon as ever, and the poor teacher waits till the Greek Kalends. The alternative would be half the school without books. Surely, if this is what is meant by teaching being a noble profession, I do not know what could be nobler.

(2) In the wide rural areas, where there are neither school management committees nor parents' associations, the Native teacher's position more than ever approaches that of a social organiser. As the only literate man here he often automatically assumes the role of adviser of the chief and the community as a whole on all matters of an administrative nature. He is the true interpreter of any Government Proclamations for his people whose facilities for reading, even a weekly Bantu paper which arrives nearly a week late, are sadly lacking. But for him, many backveld Natives would have but a hazy notion of the significance of some Government Notices (e.g. new method of collecting poll-tax). Therefore, in such instances, the teacher at once becomes the copy and even the standard of civilization for his illiterate community. Yet it has been found politic to deny him even an indirect share in matters political, as if indeed he were a civil servant. Nay, he is carefully denied all the privileges appertaining to civil servants. So his poor ignorant people are left mercilessly unprotected from the wiles and dupes of unscrupulous political fire-brands.

Like the first teacher ever appointed by the South African Government, Mnr. Pieter van der Stael, the Native teacher is "comforter of the sick" as well as "pious leader

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in all the virtues." He is often medical adviser to a highly superstition-ridden community. His very appointment depends not primarily upon his ability as teacher, but upon his "piousness"—upon the particular religion he professes. We are indeed so inured to this position that advertisements of this tenour rarely disturb most of us seriously—"must be a communicant of the Church of the Province," "preferably a member of the Methodist Church," etc. All of us have living experiences of teachers who have suffered to the extent of losing their posts, not because of their incompetence in the profession, but because of trifle and petty misunderstandings between him and his school manager on matters that have no direct bearing upon his school, e.g. church matters. The great majority of Native Primary Schools being missionary-owned, teachers are often obliged to assume duties of preaching, running Sunday schools. While nobody would suggest that such duties are redundant to the missionary school, would it not be more proper to regard them as extra-mural activities (indeed at times more arduous than school work) richly deserving remuneration in terms of £.s.d., rather than empty compliments. Nay, they easily fall under the category of "what any teacher is expected to do!" This church and school work running side by side in Native schools has not proved an unmixed blessing. The pity of it all is that some teachers lose themselves in the intricacies of church duties so much so that the school work becomes subordinate in their scheme of work. One or two instances will suffice to show that some difficulty does truly exist here. One principal teacher was seriously taken to task by his local parson for disallowing his assistants to distribute church tickets during school session. Another teacher often had his week end schemes set at naught by belated instructions from his minister ordering him to go and conduct a school choir in some church function with no covering letter to the same effect from his principal. What shall we say of a celebrated school manager, who, indeed, out-Herods Herod, by automatically deducting annually  $\frac{1}{2}$  £ from each male teacher and ros. from female teachers, all for church dues?—

"Theirs not to reason why ;  
Theirs but to do and die."

(3) Too many Masters : Despite the biblical saw, "Thou shalt not serve two masters," the Native teacher finds that he is compelled to show allegiance to several masters, who vie with each other for implicit obedience from him, to his great discomfiture. There are school managers or school

management committees, circuit inspectors, departmental visiting teachers and instructresses, and the dreaded department itself. Each of these claims satisfaction from this one servant. Failure to satisfy or to be sufficiently subservient to any of them, even if once only, may spell suspension of the G.S.A., or loss of billet even to as tried and as faithful a servant as a teacher of some twenty years' satisfactory service.

With so many masters, the teacher rarely really commands the same respect, to say nothing of independence, as men and women in other professions. His importance is always rather of Lilliputian dimensions—he is a kind of "senior boy,"—a king among kids and a kid among men."

#### 4. Social Inferiority.

Even socially, the young ladies are more excited over the attendances of, say, a young doctor, or lawyer, or D.V.T. ; than those of an "ordinary teacher." And their excitement is quite merited. What of the glamour of a doctor's surgery, or a lawyer's chamber ? Compare that with the petty, adolescent "please teacher" atmosphere of the noisy, dingy and ill-ventilated classroom of our naughty school girls and truant school boys.

#### 5. Insecurity of the Teacher's Position.

Under the Ordinance of the Cape Province (and other Provinces, no doubt) the teacher may be dismissed at three months' notice at the Superintendent's pleasure. When an enquiry is made he may not seek legal defence (so it is proposed). Unlike other professions his probationary period is 15 months and even this may be extended at the discretion of the school manager.

#### The Evils of the Examination System.

The teacher is the servant of a system over which he has little or no power. His educational theory and practice, like his salary, are dictated for him. This naturally kills initiative. The examination-ridden system in vogue leaves him no scope for experiment or display of original work. Much has been said by educationists of the necessity of bringing realism in methods of education, yet, as long as teachers are measured by the number of successful candidates, there is very little room for "drawing out" the best that is in each individual child, which is what true "education" means. It is no small wonder therefore that we produce J.C. students who can give one word for—"one irresistibly given to steal-

ing : Kleptomaniac," "a poison expert : toxicologist," "walking in one's sleep : somnambulism ;" etc yet the same students cannot correct ordinary every day expressions like —"I forgot my book at home ;" "we shall win them in this match ;" "he made fire ;" etc. So much importance is attached to examination results that teachers are compelled to neglect the development of individual character and talent. Their business in the words of one great High School master, "is to give the students certificates!" So day by day teachers cram down the students throats these indigestible gobbets of erudition which must be regurgitated for examinations, a circumstance which passes students with a knowledge which is almost tantamount to virtual ignorance. Yet such teachers not infrequently get good recommendations and are encouraged with a G.S.A. So teachers deteriorate to mere class-room serfs, whose merit is assessed by such mechanical virtues as getting passes ; making registers, filling in records and keeping accurately to the time-table, etc.

### III. Suggested Improvements of the Teacher's Status.

1. The teaching profession should have a legalised association where their views and opinions would carry weight, and where possibly they could even vote on the control of educational policy and their own salary scales. It will be remembered that teachers' associations (black and white) have no legal status as that of the South African Medical Association or the Law Society.

2. The poor economic status of the Native teacher should be improved so as to leave his mind free in order that he may best apply himself to his work. It is very difficult to undertake great educational schemes when one is worried by the difficulty of meeting one's rents, taxes, etc.

There is no definite scale for the Primary School. Despite the low salaries of the teachers, additional difficulties are placed in his way. After 3 years' training a Native female teacher goes to teach for £4-10s. in the rural school. There she will mark time for at least 3 years when she may get a mere pittance of 5s. increment per month. Everyone knows at what great sacrifices Native children obtain education. After a poor widow has been sacrificing her all for 3 years, her daughter is lucky enough to be appointed to a post some distance away. She is compelled to borrow the very money for travelling expenses. A month ends but no pay is forthcoming. The poor lady is bound to sponge on her hostess for some months. Sometimes not until April do teachers receive their initial salaries when they started in

January. This often puts the new teacher in a position of great humiliation and inferiority.

3. Definite scheme for pension, and a salary scale with annual increments would put the teacher on a position of independence at least financially. Native teachers should be allowed to carry out small business concerns if their definite scheme of salaries will not be drawn up.

4. Perhaps the inferior appellation of "teacher" might be changed for a better one.

5. Native teachers must be given rights of civil servants or be allowed an indirect share in political matters in the light of what I have already explained.

Unless such reforms and many more are introduced in the teaching profession I feel that far from it paying to be a teacher, many of the more qualified Africans will desert the ranks of the teaching profession. As it is hundreds of us are teachers not by choice but as the only alternative to digging the street. It is shameful to hear Native servants in big urban centres boasting of pay of £3-15s.—£5 with free board and lodge, uniform etc., while poor lady teachers with far more education receive £4-10s. no free board and lodge, no uniform, etc. Most of us only tolerate the position for it certainly does NOT pay in terms of £.s.d.

It is interesting to note that among famous persons who discarded teaching for more congenial and lucrative occupations are Dr. Johnson, Tho. Carlyle, H. G. Wells and Mussolini. I fear because they felt there was no way to greatness along the humble path of the teaching profession.

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## DIFFICULTIES AND HARDSHIPS OF A NATIVE TEACHER IN A NATIVE PRIMARY SCHOOL.

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*By G. P. Nongauza.*

It goes without saying that this subject touches the very self of the average primary school teacher. Its mere mention brings about unpleasant memories. I do not intend whatever to talk on the one hundred-and-one points of difficulty met with, but shall only endeavour to present a few which I deem are of primary importance.

The primary school is the beginning and foundation of all education, hence it needs a great deal of attention. The sound lies in obtaining very able teachers who are wholeheartedly devoted to their duties. Having achieved



this, we must do our utmost to lessen their difficulties and encourage their good efforts. We must know something about their living and the work they are called for and determine what things obstruct their progress.

I shall primarily speak on the school, as a concrete object. Generally, a spacious construction is used for the accommodation of pupils. This in many cases is meant to be a church building for the locality. Where a thought of the erection of a building for worship has not visited the minds of the local people, often some generous person offers one of his huts, which in most cases is not quite suitable for the purpose of instruction until that time when the local headman with the aid of his people will be able to erect a miserable building for school use. There some four score young, yet remarkable souls, will crowd.

The teacher, strange to say, is held responsible for the inadequacy of the accommodation for his pupils and himself, and the delapidated edifice newly constructed.

Some times an inspector will want a type of room which he personally considers the best and will urge its construction, altogether unduly, in most cases. The failure to comply with his requirements is a torture on the teacher.

I regret to say the Education Department seems to me, not to be making full use of the funds collected from our people. If it were so they should give financial aid in the construction of school buildings wherever and whenever there is a reasonable call, despite the fact that the schools are too much under the influence of the managers who are rightly speaking ministers of religion. Unlike all the other departments the Education Department does not accommodate its property.

The Bunga, for the first time, and for some minor reasons, is not prepared to help in this need, apart from the fact that it has entirely left the matter in the hands of the Education Department and manager-missionaries.

Next, teachers lack an abode. Very often a teacher has to live in some person's residence, nearest the school, or occasionally at the Great Place which is in most cases, a heathen home. There a Native teacher lives for the most part of his life away from his sociables and on un-nourishing rations. The policy is that these poor women and men depend entirely on the generosity of the Natives and are at their mercy (officially wrong). Whether the Native people live to be generous is for you to determine. To be quite truthful, there is intense need for the teacher's residence on a good system.

One difficulty, not by any means the least, is that detected in the wording and arrangement of the primary school course. A young teacher green from college, evidently cannot follow what he has to set about doing.

This is because the primary school course does not clarify instantly what work is required. It is too terse to be useful. The result is that the inexperienced young teacher fails to achieve his end at the right time.

On the other hand, we have our D.V.T.S. We thought it was a blessing to have them working in co-operation with the inspectors and in collaboration and sympathy with teachers. Strange to say, there is no trace of the latter qualities in them. On the contrary they undertake the rigid attitude of inspector.

Would it not work better if our D.V.T.S. came a little more in touch with the heads of the C.A.T.A. and used the "Teachers' Vision" much more frequently as a clue to their special needs?

Short writings, suggestions, and corrections of mistakes advertised in the magazine would be of great help and undoubtedly appreciated by teachers. The chaos that is caused in schools in their presence is not by any means a remedy or encouragement for future improvement and progress.

On account of the uncertainty of the enrolment in some of the small schools, there is a great deal of unnecessary waste of energy. Some are under-staffed, others over-staffed, while the third lot is not staffed, that is not aided.

The people, headmen, chiefs, missionaries and Bunga would do a great help in the maintenance of enrolment, if they would realise the situation sympathetically.

It has been a common practice that if the people for some very small or no reason, rise against a teacher, the manager will be on their side. The same occurs when the inspector has any unnecessary complaint against any unfortunate teacher.

Teachers want to live in good houses; and to eat good food; to save money; and to wear decent clothes; to make matters worse are even directly and indirectly compelled by some authorities to be as neat as a new pin, but their salaries are very low.

Finally, I should remark on the long-desired-for cost of living allowance which is denied to Native teachers in most of these schools.

We are occasionally required to respond to the needs of the authorities, our need and school needs, but we have nothing to convey us. The managers, their assistants, inspectors and D.V.T.S. get our horses free of charge to move from one school to another, getting horse allowance for our own horses, while we cannot even possess registered animals for which we can claim any compensation.

To conclude, I assure you that I have done my best to show your difficulties and mine as well. For that reason I invite the sympathy of every one of you, even of the most critical men.

No. 9.

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## THE FUTURE OF NATIVE EDUCATION FROM THE STANDPOINT OF METHOD IN THE PRIMARY SCHOOL.

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*By J. M. Smithen, B.A.*

What is to be the future of Native education or, for that matter, of any education? To answer this question let us examine the present, for does not the future evolve from what actually exists to-day? The teacher might well be compared with the gardener. While the former works with seeds and tends the growing plants, the latter turns his attention to pupils, whose development he guards, guides and directs. The seed enfolds the baby plant, the embryo capable of developing into the healthy oak-tree, the tall maize plant or some beautiful flower-bearing shrub. Let us not forget, then, that the future of the plant is in the seed. The question to be asked is this: Will the seed necessarily develop into a healthy well-formed plant? This will only be possible if the seed is properly planted, given adequate care and attention, and the correct natural conditions necessary for its germination and growth. Turning our attention to the pupil, let us remember that heredity has fixed the limits to which it is possible for the pupil to develop. Are these limits always reached? Do we tend the young pupil with the same care that the nurseryman tends his developing plants? If educational growth does not appear to be proceeding as satisfactorily as we might expect, do we endeavour seriously to discover the reason and, having done that, make the necessary adjustments to remedy the defect? There are, of course gardeners who have made a scientific study of their subject—gardeners who get ex-

cellent results. On the other hand, there are gardeners who neglect their work after the seeds have been planted. In the latter case fully developed plants are accidental rather than certain or probable. In the same way we have teachers who have made a careful study of child development—teachers who have genuine interest and initiative sufficient to investigate the cause of their failures and who never cease to wonder if present conditions are most effective in assuring the best possible development of human growth.

Bearing this in mind, let us examine a few conditions as they exist to-day and then consider steps which might affect improvement. To my mind the best way of doing this is to consider one or two definite school subjects.

Let us begin with arithmetic. By the time students begin the N.P.H. Course they ought to have a thorough understanding of primary school work. Experience proves, however, that many processes have to be actually taught before the method of teaching them may be studied. By way of parenthesis let us distinguish carefully between working sums and doing arithmetic. The former implies remembering a similar example worked by the teacher and attempting the new sum in the same way, the working being done mechanically. The latter implies a thorough understanding of the four processes and the application of reasoning ability. Both may enable a pupil to pass an examination but only the latter will be of use to the pupil after he leaves school. A common practice of students commencing their course of training is to write five sums on the blackboard. The pupils are given time to work them, after which each sum is worked out fully by the teacher on the blackboard. This may be continued daily and is called teaching arithmetic. It is actually working sums. The defects of the system are obvious :

There is no systematic teaching.

Children who do understand the sums and have got them right are not interested in the teacher's blackboard work.

Individual attention may not be given and, while pupils have seen how the teacher does the sum which was not understood, individual pupils do not know why they were wrong.

Such are a few disadvantages.

What, then, is wrong with the teaching of arithmetic in some of our schools?

In the sub-standards we deal with the composition of the numbers 1—20. Here the facts are taught and, as a rule, systematically memorised. My criticism is usually that they are not sufficiently applied by means of numerous examples which must be given orally. Some teachers still adhere to the principle of giving written arithmetic—sums to be worked by the pupils. In these classes there should be no thought of working sums. All facts, after being discovered by means of apparatus and by the pupils themselves under the guidance, direction and questions of the teacher, are to be memorised. After that the teacher asks numerous questions to apply what has been taught but the answers involve no working. They are merely given by the pupils in the same way as answers to such questions as "What is your name?" or "Where do you live?" Let me emphasise that most of the arithmetic given in these classes must be oral arithmetic. You will ask two questions, (1) What about the annual inspection? Are the children not expected to do sums on their slates? and (2) What about the teacher who has charge of several classes as, for example, in the one-teacher school?

My replies are, (1) If the children are expected to do sums on their slates at the annual inspection and if they know how to write the figures and the arithmetical signs, which should be taught during writing lessons, they will have no difficulty in writing down the necessary facts. Note that I have not said that they will have no difficulty in doing or working the sums. Moreover, after having answered a question orally, the pupils might be expected to write the fact, e.g. 5 plus 7 equals 12, on their slates. This is an exercise in writing or setting out an arithmetical fact, not in working a sum. In passing it might be added that two daily periods should be devoted to arithmetic in the sub-standards—one for discovering new facts, the other for oral work on facts already memorised. The more revision the better.

(2) The second question has been partly answered. Sums may be written on the blackboard by the teacher without answers. Children write them on their slates with answers after answers have been given orally. Other occupations which might profitably be given while the teacher is busy with other classes might include,

- (1) Discovering new facts by using apparatus,
- (2) Representing sums in the concrete using clay balls and arithmetical signs as well as figures made of clay,

(3) Matching cards with sums on them with others having the answers printed on them.

So much for sub-standard arithmetic. Why have I stressed the work of these standards? For the simple reason that the whole of our arithmetical structure rests on this foundation. This important fact is not sufficiently realised by teachers who leave their pupils to forget the fundamental facts connected with the composition of the numbers 1—20, in order to teach various kinds of sums. Not only must these facts be constantly revised in standards I and II, but their application must be extended to bigger numbers, and so develop rapid calculation. Here is an example of what I mean. Suppose we take the fact that 7 plus 8 equals 15. Begin by asking 7 plus 8? Then go on systematically to 17 plus 8, 27 plus 8, 37 plus 8 . . . 87 plus 8. What is the use of this exercise? It shows how 7 plus 8 may be extended to greater numbers and this application is dealt with systematically. Note that the units figure in the example taken is always 7 and the number added is always 8. In the same way one might ask 15—8 and then proceed to 25—8, 35—8 . . . 95—8. All the examples might be given in the few minutes which should be devoted to rapid calculation or oral arithmetic every day. As children become more advanced other forms of rapid calculation might be introduced, such as winding the clock. By this is meant that the teacher uses a clock face and points to each number in turn. The children add the numbers as the teacher points to them, for example, 1—3—6—10—15—21—28—36—45—55—66—78 if he starts with the figure 1 and goes round the clock face, pointing to each number in turn as far as 12. Each time the teacher should begin on a different number. A little thought will show how this simple piece of apparatus might be used for subtraction, multiplication and division as well. Other ways of giving rapid calculation and of extending the work of the sub-standards to the work of the standards will suggest themselves if a little reflection is given to the matter. My present object is simply to draw your attention to the fact that children in standards V and VI often use their fingers for counting or do the work in some laborious way leading to error simply because the work of the sub-standards is not developed at the later stages by giving rapid calculation throughout the standards. In other words, some of us neglect to care for certain essential requirements of the human plant much too soon, with the result that development is retarded.

We have dealt with facts which must be thoroughly known if our teaching is to be successful. As pupils advance through the standards many additions are made to those facts, but the process of dealing with them remains the same. The pupils must discover them for themselves under the teacher's guidance, direction and questions. They must be committed to memory. They must be continually revised and, what is more important, they must be used.

This brings us to the application of the known in solving problems, under which heading I include any sum which is to be worked and set out by the pupils. What is our procedure to be in handling this application? At the outset it is important to remember the idea of growth. Anything that is taught must emerge or develop out of what has already developed. Meaning is important and unless every figure, every sign and every process be fully understood the work will degenerate into a puzzle-solving process, devoid of meaning, savouring of magic and of very little use in its application to every day affairs. What, then, is our procedure? All terms used by the teacher must be fully explained before they are used. As far as possible introduce practical work to win interest and understanding, or rather, meaning. All demonstrations in the concrete are included here, and this is the great field in which our work suffers. Many of our schools have no apparatus even of the simple kind easily prepared by the teacher. What is the result? Pupils have to listen to long explanations in the abstract, which most of them never fully understand and then they are expected to work sums in a purely mechanical way. A good example is division by factors. I have demonstrated this several times in the concrete, much to the interest and understanding of my student teachers, who frankly admit that they had never understood the process before. In this respect, may I be bold enough to add, a great deal of study and initiative is demanded on the part of the teacher himself, for it must be remembered that, while we are able to show our pupils how to work their sums, it does not follow that we understand fully, the best ways of explaining them so as to ensure thorough understanding. More practical work is needed to make our teaching real, and when this has been done, a great deal of oral work should be given. "Oral arithmetic must precede written arithmetic" should be heard just as often as "oral composition must precede written composition."

When pupils are able to give satisfactory answers to a variety of simple questions in this way, they should be ready to tackle the more difficult examples which must be worked on paper or slates. This brings us to the question of setting out and this question is just as vital as getting the correct answer. I am in a position to state that, while this is well done in many schools, there are schools in which little or no attention is given to it. The result? A hopeless jumble of figures sometimes indicative of a confused mind and certainly inducive to increasing the chances of going wrong. Not only should the work present a neat appearance, but the steps should be logical; there should be reasonable spaces between these steps so as to prevent the confusion of figures; the answer should be set out on a line by itself and a double line might be ruled under it to show that the sum has been finished. The most common error with reference to the setting out of sums is the misuse of the sign of equality. The meaning and correct use of this sign should be emphasised from the sub-standards and, if wrongly used, be regarded as an error for which marks should be deducted. This sign means "is the same as." Yet we find pupils beginning a statement with the sign, which is the same thing as beginning a sentence without a subject. The expression "is the same as 5" has no meaning unless we state what is the same as 5. Pupils must be trained into the habit of using this sign only where it is required or justified and it must be regarded as an abbreviation of words which carry meaning.

The working column in the setting out of sums is quite unnecessary. In reality there should be no such thing as a working column. All necessary work should be embodied in the general setting out. This can always be done, although my statement may incite questions. I welcome those questions and will be prepared to answer them.

Much time is often wasted in the setting out of sums. The golden rule should be, "never work out anything on paper or slates that can be done mentally." What can be worked mentally will naturally depend on the mental development of the pupils, but the teacher should know which sums should form examples for oral arithmetic and which necessitate working on paper. The whole object of teaching arithmetic is to develop the powers of rapid calculation and to enable pupils to solve problems quickly without the irrelevant writing down of figures or unneces-



sary statements. I have seen five sums written on the blackboard intended as work for 45 minutes, when the answers could have been given by the pupils orally in about five minutes. I am convinced that defects in the teaching of arithmetic are often due largely to a wastage of time which might profitably be used for more practical work and hence greater understanding. This, in turn, should lead to more intelligent ability in careful arrangement and setting out.

Let us now turn to one of the language subjects. I have chosen the teaching of recitation because I often wonder whether we really achieve the success which the subject, properly handled, should bring. To my mind the chief reasons for considering recitation as an important branch of language study are (1) to create an interest in and develop a love for good literature, noble thoughts, beauty expressed in words, and (2) to develop a better standard of speech. Can we candidly say that these aims are realised? The recitation period often lacks life, pupils are thoroughly bored, uninterested, and, in many cases, they develop a hatred for poetry. What are the causes of this? In the first place the poems chosen may be unsuitable. They do not arouse interest because children begin memorising them before they are fully understood. Then there is the method of spreading the learning which is done verse by verse over a considerable period of time, so that even if interest was aroused at first, it gradually wanes owing to the fact that pupils lose interest in hearing the same poem, or part of a poem, over and over again. It may be that a 30 minute period is spent in making the different pupils in a class recite the same portion of a poem in turn? What could be more dull or disheartening to the pupils than this? Finally there may be the sing-song simultaneous class-work, mechanical repetition which tends to be detrimental to clear and effective speed rather than to improve it. This procedure can hardly foster a love for good literature, nor can it lead to the development of noble thoughts which should pave the way to truly spiritual and philosophic conceptions. It is not my purpose to outline in detail how a poem should be treated. It is well known that there should be no memorising of the poem until the pupils understand it thoroughly, are interested and know how it should be said. It is known also that the poem should be learnt as a whole rather than in parts. But why should the teacher cling so tenaciously to the bare

requirements of the syllabus and teach only one or two poems to be said to the inspector? One can only learn to love literature by hearing or reading a great deal of it and that of a type that will kindle the flames of interest.

The following are my suggestions :

The teacher should continually be on the lookout for suitable poems, preferably sport poems, so that pupils will not lose interest before they have memorised them. These may be collected from various sources, but, when found, should be entered into exercise books graded for the various classes so that in the course of time the teacher will have constructed his own anthologies. Equipped with sufficient material he may then utilise many of his recitation periods for the purpose of appreciation. He might introduce a new poem each week, a poem specially selected to meet the interests and development of his class. At the end of the period those pupils who were particularly interested might be instructed to memorise it and say it during the next recitation period. The poems should be of a varied nature, some of them in dialogue form, and some in the form of short plays to enable the pupils to say and act the parts. Thus by the end of the year the pupils will have heard a great number of poems and different pupils will know different poems. The result should be, at this stage, that the whole recitation period may consist of a kind of concert programme. The different items may be performed before the class, the teacher giving sympathetic criticisms with regard to speech and general rendering.

A procedure such as I have outlined should develop a lively interest in the recitation period, a period to which the pupils will look forward because of the real pleasure which it will bring. My ideas here are merely suggestive. I have put them before you because I believe that, if properly practised, they will result in a genuine taste for good literature and real creative work for the future.

The primary school, you will have noted, is my main concern. While fully aware of the difficulties which beset the path, the teacher must strive conscientiously to produce the best possible product. If this paper merely serves to awaken interest and thought concerning what is actually done in the primary school and what might be done, it will have served a useful purpose. Let us not be content to carry on, satisfied that we have spent five hours in school each day! Let us ask ourselves if we have made the best use, in the interest of our pupils, of

those five hours. Sound instruction is more important than the passing of examinations but success in examinations should be a result of sound instruction. Experience and observation are the best instructors of the thoughtful and intelligent teacher. Let us profit by them, remembering that it is the primary school which feeds the secondary schools, the high schools and the universities. The work in these institutions must be built on a foundation that has already been formed—formed largely in the primary school. To go back to the analogy whence we started, it is the baby plant which develops into the beautiful tree with its lovely foliage, flowers and fruit. Is it possible for us to improve, to any marked extent, the foliage, the flowers or the fruit when the tree is fully grown? I leave you to answer the question for yourselves. Meanwhile I urge you to turn your attention seriously to the primary school and particularly to the sub-standards.

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## THE CAPE AFRICAN TEACHERS' ASSOCIATION ST. JOHN'S COLLEGE, UMTATA, JUNE, 1940.

The 20th annual conference of the above association held its first session in St. John's College, Umtata, on the 26th June, 1940. Present were the Bishop of St. John's, Inspector Thurlbeck and Mr. Owen.

His Lordship, Dr. Etheridge, Bishop of St. John's, led the assembly in prayer. Taking the text "That made me the keeper of the vineyard but my own vineyard have I not kept," the Bishop referred to the fact that teachers were entrusted with the difficult duty of moulding the characters of the children. They were in a position to influence the children for good or for ill. He spoke of men who are often given positions of responsibility but who fail to keep their own lives. He reminded us to keep abreast of times by a development of both our mental and spiritual faculties.

Mr. Owen, Assistant Chief Magistrate, was then introduced and wished the conference well in their exchange of ideas concerning common problems even as they, magistrates, do annually.

Mr. W. Thurlbeck, Circuit Inspector, said he brought greetings and a message of goodwill from the S.G.E. and the Department as a whole. He assured us that the S.G.E. took a great interest in the welfare of every teacher. He was glad to boast of friends amongst the teachers and cautioned them to use intelligence to see that the work given to children is suitable. He readily

placed his services at the disposal of conference whenever it should seek his help while here in session.

In the unavoidable absence of the Warden of St. John's College, Dr. Etheridge welcomed the members of conference to Umtata and to St. John's in particular and wished them every success.

Mr. S. Lekhela, seconded by Mr. E. Max Lupondwana, ably gave a vote of thanks to all the speakers.

The following Press reporters were appointed :— Umthunywa, Mr. J. J. Nombe; Umteteli, Miss Z. Futshane; Bantu World, Mr. S. Lekhela; Imvo, Mr. J. Hlekani; Umlindi, Mr. M. L. Max Mesatywa; Territorial Magazine, Mr. S. Bulube; Territorial News, Mr. H. Gcanga; Daily Dispatch, Mr. D. D. T. Zwakala, B.A.

Messrs. W. M. Tsotsi, B.A. and H. O. Mnyani, fraternal delegates from the U.T.A.T.A. were introduced and allowed to share in discussions and would be allowed to say something in course of conference.

Place.	Class.	Delegates.
Alice	D	Prof. D. D. T. Jabavu.
Mt. Frere	C	Mr. Novukela.
Umzimkulu	C	Mr. Gobeni.
Libode	C	Mr. S. Ngxaza and Mr. W. Ceba.
Lusikisiki	C	Mr. Madyibi and Mr. Mdaka.
Kimberley	A	Mr. H. Masiza and S. Lukhela.
Umtata	B	Mr. F. C. Cweba, S. K. Tuswa and M. Mbale.
Qumbu	B	Mr. Mhlambiso, Mr. Ludidi and Miss Maqubela.
Engcobo	B	Mr. Zwakala and Mr. Dandala.
Elliotdale & Mqanduli	B	Mr. J. J. Nombe and Mr. H. A. Yako.
Ft. Beaufort & V. East	C	Mr. M. Mbatani.
Ngqeleni	C	Mr. Nongauza and Mr. Qangule.
King Central	C	Mr. Gushman.
Albany, Bathurst	B	Miss Mvambo and Mr. J. K. Zondi.
Peddie	C	Mr. Mpati.
East London	C	Miss C. Mazwi and Mr. M. L. Mesatywa.
B.A.T.U. (P.E.)	C	Mr. Hlekani and Mr. E. Lupondwana.
North Western	D	Mr. W. Mnyande.

There were no delegates from the following centres : Stockenstroom, Cape Town, Keiskama Hoek, King Native T.A., North East, Bolotwa, Mandileni, Kirkwood, Port St. John's, East Griqualand and East Pondoland.

The General Secretary read the resolutions of the 1939 Conference forwarded to the Department and the

replies thereof. (These appear in "Vision," September, 1939.) The President explained that he and Messrs. Yako and Jijana had held an interview with Mr. G. H. Welsh re the replies to these resolutions, from which interview they found that some of the resolutions had been misinterpreted. It was felt that a personal interview with the Chief Inspector of Native Education would go a long way to give a double strength to our resolutions. A motion was later framed.

The Questionnaire kindly prepared by Mr. Dandala was ready and teachers should see him and Mr. H. N. Yako re supplying the necessary information.

The General Secretary read a letter from the A.E.T.A.E. inviting a committee of the C.A.T.A. to meet a committee of the A.E.T.A.E. with a view to forming a combined committee to deal with matters of common interest. The Executive had elected Messrs. Jabavu, Matthews, Zulu and Rajuili to represent the C.A.T.A. Mr. Jabavu reported that they did meet in November, 1939 and they desired to learn from the members of the A.E.T.A.E. the objects of the proposed combined committee of both associations. They explained that judging by resolutions of the S.A.T.A., C.A.T.A. and A.E.T.A.E. there was much in common in what they sought. Our members, however, felt that this might mean a clever way of muzzling the Native teachers and therefore would not commit the C.A.T.A. The meeting was postponed for February, 1940, but this meeting was never summoned as Mr. Jacques, who was to have convened it, had registered for war. Mr. W. R. Caley, however, was trying to take up the matter. Our representatives were requested to frame a definite opinion re. the question.

Mr. E. G. Jijana gave a resume of the Conference of U.T.A.T.A. where he and Messrs. S. Rajuili, J. Dandala and J. Moshesh were fraternal delegates. He referred to the fact that the E.G. & E.P.T.A. was an affiliated branch of the C.A.T.A. but changed front to form a union with the then T.T.A. They were accorded a warm welcome in the conference and for the "Vision" they collected as much as £4 6s. 6d. while £3 followed later.

The Conference programme was announced in amended form. President on Stop Order System explained that he had interviewed personally the Department which stated categorically that it was not prepared to undertake the duty, so the forms which were to have been prepared for this were never obtained. It was decided to drop the matter.

A letter was read from the S.A.T. Federation announcing that the Federation would meet on 14th December, 1940 and requesting : (a) Names and addresses of delegates (not more than 3); (b) Motions; (c) Numerical strength of Association; (d) Activities of Association. Since last Federation major educational problems facing teachers and matters of common interest which our Association would like to present to Federation. Mr. S. Rajuili was elected delegate to the Federation with Mr. H. Masiza as his *secundus*.

The presidential address which followed at 2 p.m. appears in this issue of the "Vision." The following discussed sections of the address :—Messrs. T. M. Makiwane, Jabavu, Rajuili, Zulu and Mbebe. Mr. Masiza seconded by Messrs. Novukela and K. M. Guzana, B.A., proposed vote of thanks to our President.

Mr. S. Rajuili addressed Conference at 4.15 p.m. He referred to achievements of the "Vision" in a short space of time, mentioning, *inter alia*, the elimination of teachers' appointments on denominational lines; increments; expulsion of Native students in missionary institutions; limitation of external examinations to three subjects in Trg. Sch. Course; lack of Pension Scheme for Native teachers. He specially appealed to women to have a say in this question. A special collection for the "Vision" was taken as a result of Mr. Rajuili's appeal, realising 14s. 1d.

MOTIONS. See later pages of this report.

At 8 p.m. a symposium wherein Messrs. T. Makiwane, G. Mbeki and Z. K. Matthews gave addresses (all appearing in full elsewhere in this issue) took place.

The second sitting of Conference took place on the 27th June. Minutes of the previous sitting were read and passed. Mr. V. V. T. Mbobo read the paper, "Does it pay to be a Teacher?" which also appears in this issue. Discussions by Messrs. Matthews, Jabavu, Ludidi, Gobeni, and vote of thanks to Messrs. Jafra and H. A. Yako followed.

Two telegrams of good wishes for Conference were read from Messrs. R. H. Godlo, M.R.C., and A. C. Jordan, B.A., respectively.

Miss C. T. Sihlali, a Jeanes teacher was introduced by the President. She displayed several specimens of useful apparatus to the teacher in the primary school, illustrating how nearly every subject can be enlivened and its meaning indelibly imprinted in the child's mind through the employment of such concrete representation

of many abstract ideas. The specimens were a large assortment—pictures for learning of numbers and later simple arithmetic processes, for Hygiene, Reading, Oral Lessons, etc. It was regretted that time did not allow of questions from the audience.

Mr. Jabavu in the chair introduced Mr. G. K. Hemming, M.P. The latter in his address referred to three important matters, viz.:—(1) Report of the Inter-Departmental Committee on Native Education, 1936, with regard to (i) Control of Education, and (ii) the per capita basis for financing Native Education. He favoured control by Union Education Department. He regretted the haphazard manner in which Native Education is financed but hoped that their struggles to remedy this situation would in the long run meet success. (2) Content of Native Education: He desired that no restraint need be placed in the way of Natives in order to enable them to reach the very summit in education. The school-farm idea was all right provided it was not made the only avenue for Native children. (3) Duties of teachers were great, they bore great responsibilities for which they should always show a full sense of responsibility. He thanked the Africans for their gratitude for the little he had achieved.

Discussion followed from Messrs. Matthews, Tsotsi, Novukela, Gobeni, Zwakala and Mbobo. Mr. Matthews gave a vote of thanks.

The Future of Native Education from the standpoint of Method in the Primary School was the subject of Mr. J. M. Smithen's address. (Reproduced elsewhere in this issue.) Discussion followed from Messrs. Mkize, Tsotsi, Novukela, H. A. Yako, Ngxaza, Ludidi, Rajuli and Mbobo. Mr. J. K. Zondi proposed a vote of thanks. Mr. Mbobo was keen on a collection of suitable short poems for Native primary schools and Mr. Smithen promised to help him in this.

Mr. J. O. Mnyani, fraternal delegate from U.T.A.-T.A., was given a chance to say a word. He warmly thanked the C.A.T.A. for their reception of him and his colleague. He expressed a wish and a hope for the dawn of a day when the whole Cape Province will stand as one united teachers' association.

The General Secretary of the C.A.T.A., Mr. H. N. Yako, B.A., reported that on the whole the progress of the C.A.T.A. for the year ending June, 1940, was steady and, perhaps, satisfactory. He had great hopes that the day seemed to loom on the horizon when the Cape Province will be one solid African Teachers' Association, and

that, despite the fact that the E.G. and E.P.T.A. branch had gone to unite with the T.T.A.

Kimberley, one of the small branches, was in Class A. Umtata, Qumbu, Engcobo, Elliotdale and Mqanduli and Albany-Bathurst branch associations were in B, the rest in C. Six branch associations had died, viz.—North Eastern, Bolotwa, Mandileni, Port St. John's, Tabankulu and E.G. and E.P., and four new ones took their place:—Mt. Frere, Umzimkulu, Libode and Lusikisiki.

The General Secretary made certain important suggestions to the effect that (1) Branch associations make donations to mother body for propaganda work; (2) The second editor should do that propaganda work; (3) Secretaries of branch associations should keep a regular correspondence with the General Secretary re. the welfare of their associations; (4) Committee members of Executive be assigned definite duties and undertake Sub-Committee work and report to "Vision"; (5) there should be a centralisation of the funds of the C.A.T.A. so as to make branch associations affiliate according to their numerical strength with the proviso, however, that any association may move to a higher class irrespective of its numbers. Discussion on the report was deferred.

MOTIONS : See towards end of this report.

The last sitting of the Conference took place on the 28th June, 1940. Minutes of the previous sitting were read and confirmed. Arising from the minutes Mr. J. Hlekani moved a notice of motion "That in view of the C.A.T.A.'s financial position the Committee members should be eliminated from the Executive." A short discussion followed on the General Secretary's report. The suggestion was welcomed that the funds of the Association should be centralised and also that the second editor, funds allowing, should concentrate his attention on propoganda work. Hitherto this has been done in the Ciskei by Mr. S. Rajuili on his own, and sometimes with Mr. Jabavu's kind assistance financially.

At this stage Mrs. A. A. Hoadley entered to give a message of goodwill from Mr. Hoadley, the Warden of St. John's College.

Annual Financial Statement by C. D. Zulu, Esq., Deputy Treasurer. This statement, as usual, will be published separately. Mr. Zulu pointed out that the Association had gone one better than last year in that, whereas then we closed the year with a balance of £8 3s. 1d., we now had a balance of £22 15s. 0d. He made a special appeal to teachers to contribute their 1s. per



annum towards the Legal Defence Fund. He moved that a certain amount should be allocated definitely towards the fund from our General Account. He congratulated the editors of the "Vision" for ending the year once more with a balance and for having succeeded in paying back to the Legal Defence Fund, the amount which had been borrowed from it at a time when the "Vision" was experiencing worse days. He appealed to members to persuade their business friends to support the "Vision" with advertisements. As there was a distinct rise of cost of paper, this would certainly mean a rise in the cost of production of the "Vision" in the ensuing year. He announced that the Executive had decided that the September number of the "Vision" would be a conference number, containing most of the more important business of Conference, excerpts of the addresses and would be a larger copy than the other issues.

It was decided that each Branch Association should appoint a collector to collect the shillings from each teacher and the amount so collected should be sent direct to the Deputy Treasurer, P.O. Lovedale, under the Legal Defence Fund Account. Mr. J. Hlekani, seconded by Mr. J. J. Dandala, moved the adoption of the Deputy Treasurer's report.

At this juncture a telegram of good wishes was read from Mr. C. Xabanisa in which he also appealed to the Association for financial help in his mammoth case with the Education Department.

In the "Vision" report Mr. Jijana pointed out that as two Editors had been appointed at Kimberley. Mr. S. S. Rajuili wrote the Editorials, while he did the actual editing. This arrangement lessened too great a burden which would necessarily fall heavily upon one person. Subscribers had fallen by one hundred. They had introduced in the "Vision" the "Question and Answer" type of article. They wished to know through the Journal whether members approved of whatever was produced in the magazine; very often they did not know what readers wanted. He congratulated amongst others Messrs. Gobeni, Ndamase, Dandala, V. Hermanus, Ngxiki and the President for various services rendered by them towards the successful running of the Magazine.

He made a strong appeal for more subscribers, requesting subscribers to persuade their friends to become subscribers. He thanked all the supporters of the Journal. Mr. J. Hlekani seconded by Mr. E. Lupondwana, moved adoption of the report.

Conference adjourned at 10 a.m. for sight-seeing. At 5.30 p.m. Conference resumed and Mr. Nongauza read a paper on the "Difficulties of the Primary School Teacher." (See printed address elsewhere in this number.)

Messrs. Rajuili and Ncwana commented and thanked the speaker. Mr. I. D. Mkize was approved of as Mr. Mnyani's successor on the Advisory Board.

After it had been announced that Mr. S. S. Rajuili, after working indefatigably for the Association was due to leave the Cape in October, Mr. Rajuili was permitted to make his valedictory speech. Mr. Rajuili thanked the association for having saddled him with duties as it had done, for in executing those duties, especially as Editor of the "Vision" he found that he had himself benefitted perhaps even more than the association had benefitted from him. He would remember always the C.A.T.A. in the Orange Free State. Messrs. Mkize and Mbobo thanked Mr. Rajuili on behalf of the association.

An explanation re. Cost of Living Allowance was made by Mr. Dandala. Letters expressing the thanks of Conference for various services rendered were to be written to the Chief Magistrate, to the authorities of the Tsolo School of Agriculture and to the authorities of the St. John's College.

A vote of thanks was proposed to the President and General Secretary for the execution of their duties, by Mr. Zulu, seconded by Mr. Ncwana. A similar vote was proposed to the Editors by Mr. Zulu, seconded by Mr. Gcanga. Then the President expressed his thanks to all members of Conference for a successful conference.

*Elections : 1940-1941.*

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# THE TEACHERS' VISION.

*"Where there is no vision the people perish."*  
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# THE TEACHERS' VISION.

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## EDITORIAL.

### HIGHER GRADE POSTS FOR AFRICAN TEACHERS

It has been stated at different times, by different groups of persons that the supply of qualified African teachers to fill vacancies which occur within Native Education is slow and inadequate. This reason is given to justify the continued practice of engaging more and more European teachers to work in Native Secondary, High, Training and Industrial Schools and Colleges. "The harvest is great but the labourers are few."

It is claimed, again, that there are many unqualified African teachers who are employed in Secondary Education, and who, if full qualifications were to be strictly required, would have to go. Even amongst those who possess a degree and a professional certificate, it is asserted that there are many who have not qualified in teaching subjects. These people, it is mentioned, major in such "fantastic" subjects as "Native Anthropology," Native Law and Administration and Ethnology, and then they want to go to high schools and teach Latin and Mathematics. Fort Hare, the only educational institution which caters for higher-grade teachers' certificate, is of comparatively recent date and the products of this college are just beginning to make their presence felt in this sphere of Native education. All along these posts have been filled by Europeans, and, it is emphasised, it would be unfair, even if desirable to deny these men, "who have devoted years of successful service to Native education," chances of promotion when better posts occur, especially when they compete with Africans of less experience in the work. All the above and many others are given as reasons to continue shutting the African from holding responsible posts amongst his own people. We feel that our European friends do not like to serve under comparatively inexperienced Native teachers. They have not come to work amongst Natives to help civilise them, but they want to enjoy the privileges which their work would nor-

mally bear forth, even had there been no missionary spirit moving them to engage in Native work. Yea, even their pay must be better than the pay enjoyed by the African fellow workers. We would have thought that since these people had purposely chosen Native work because they felt they would be serving humanity better by serving the under-dog, they would as readily forego chances of promotion, for the black man of even less experience, as long as they would see their products assume responsibility. That seems to be the logical course the missionary spirit should take, yet, this is not so.

When it comes to enjoying the plums of the profession, missionary-mindedness is pushed back and human avidity comes to the fore. What, at any rate, is being done to help these poor, short-sighted Africans, who take the wrong courses when they try to qualify, to prepare them for the right posts at the right time? Besides capitation grants of not much more than £2 per student-teacher, no form of assistance is given to African student-teachers. Yet we find that European and Coloured student-teachers may apply for loans and bursaries to qualify in special subjects and in training colleges. Why is it that Native student-teachers are not treated in the same way as their fellows beyond and on the colour line?

Even besides loans, bursaries and scholarships, when posts are advertised, insufficient time is given. We would expect that where finance cramps natural development as in Native education, it would be an easy matter to foretell three years in advance what types of teachers, in how many schools and for what subjects would be required for the posts. In the meantime African teachers engaged in the work and student-teachers in training could be preparing themselves for the posts. Again, degree-and-professionally-qualified teachers who have been taken on tolerance, but who, on account of long service, have been entrusted with these delicate History-Geography, Latin-Mathematics subjects are not given enough chances to take qualifying courses by private study in their subjects. As some new man comes and goes, so the Africans' subjects change from Latin to History, from Mathematics to Physiology, from Native Language to Black-board work. He is given these subjects even though he may not have taken them in school. He is told that he will manage, the work is not beyond human effort. and, at any rate, being a graduate, he has been trained sufficiently in independent reading and study

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to render him capable of coping with the work. This state of affairs, most unfortunately, is only allowed to exist when no suitable European can be got. Why aren't these men given these subjects to teach for all time in order that they too may seek and obtain qualifying courses in them? If they can do the work well, being "unqualified," they will surely do it very well when they have taken courses in their subjects and have four or five years teaching experience on top to goad them on.

It seems only fair that every possible chance should be afforded the African to qualify in particular subjects to fill the various higher grade posts which occasionally fall vacant in the different types of schools within Native Education.

The practice of denying keen, young, intelligent and enthusiastic teachers opportunities to take courses after leaving schools and colleges is responsible for the so-called lack of sufficient qualified men and women in the field. Some of these men have been forced by the cruel economic system of the country to leave college earlier than they had wished. It is only fair, then, that when they want to take the Primary Higher, the U.E.D. and other teaching diplomas, they should find doors wide open and, by way of inducement, remunerated for the keenness and extra work they have put in. Yet, what do we find? No African female can ever hope to take a higher certificate in domestic science in order to enable her to take charge of a school of that kind without being under a European mistress. No provision has been made; no schools have been established. With regard to better pay no matter how many degrees one may take after the Bachelor's, even if one passes J.C. or Matric. after years of successful teaching in the Primary School, no tangible form of consideration is given. The Bantu as a race are shut off from becoming independent men as Inspectors, Instructors and the like. No, they must be under some European master. How then are we expected to develop independence and initiative, or are we not supposed to develop these qualities?

We find that entrance qualifications are purposely set low so that our men will never know anything beyond the immediate needs for the lowest certificate. Graduates are not encouraged to become Principals of Training and Practising Schools for no scales are drawn for the posts.

Let us not be blamed of being unqualified or let it not

be said that the demand exceeds and will continue for a number of years to come to exceed the supply, when the "few" men now available are not encouraged to reach to the top-most round of the ladder. To be ambitious, to feel the urge to control our own affairs after being keen watchers for a number of years, is after all human. No matter how well meaning and unselfish and proficient our friends have been in rowing the boat of Native development through dangerous and troubled waters of antagonism and prejudice in the past, we feel the paddle must now be handed over to us so that we may paddle our own canoe.

**Thought for the Quarter.**

"In all things that are purely social we can be as separate as the fingers, yet one as the hand in all things essential to mutual progress."

Booker T. Washington....

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**NOTES AND NOTICES.**

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We wish all our readers a Merry Christmas and a Prosperous New Year.

We regret to have to state, again, that we are unable to publish replies to conference resolutions, as they have not been received from the Department.

Will readers kindly advise us what types of articles they would like to see appear in the magazine? Thank you.

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**THE MEDIUM OF INSTRUCTION.**

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(By D. G. S. Mtinkulu, M.A. (S.A. & Yale).)

The subject of my paper—The medium of Instruction—is one that is greatly exercising the minds of the Bantu population at the present time. Their arguments may not be supported by any great wealth of learning, their conclusions may not be very logical, yet they have very definite and strong opinions on the subject.

The point at issue is the extent to which a Bantu language should be used in our schools in preference to a European language. At the present time the Educational authorities, supported by a large and vocal section of the

European public, are anxious to make the Bantu use their own languages, whilst the Bantu prefer English.

As an educationist pure and simple, I regard the necessity for instruction in the mother tongue as having been proved. I shall therefore, not go into detail over the psychological data which has been amassed to prove the necessity of, and the need for such instruction. Simply stated my position is this. I look upon instruction in the mother tongue as an obvious psychological necessity for all children—be they black or white—since it is the language in which the child thinks and in which its whole mental structure from earliest infancy has been built up. In our case this necessity is made even more pressing, by the fact that in our primary schools the European language is a foreign medium even to the teacher. In spite of the excellent work that the primary teacher has done and is doing, we can see, in the products of our educational system, the evil effects of ignoring the only language which the child really knows. We see it in the rather high average obtaining in our high schools; we see it in the lack of mental alertness, eagerness, and self-activity in some of our pupils. Two caveats must be mentioned in passing: First, that mother tongue instruction is not the sole cause of these weaknesses; part of the blame should be laid at the door of a false system of educational values and a certain uncertainty with regard to the goal of our education. Secondly, my remarks do not apply to the really brilliant student who can rise superior to all obstacles, and who achieves success in spite of disabilities.

When we look into the history of our subject, we find that as far back as 1908 a Select Committee of the Parliament of the Cape Colony recommended "that the vernacular should be the medium of instruction up to standard III." This recommendation it seems was not acted upon. Even to-day it has not yet been wholly put into practice in the Cape—the use of the vernacular there as a medium of instruction in the lower standards is optional. In the Transvaal the vernacular may be used as far as practicable; the O.F.S. also shows almost the same indefiniteness in its instructions on this matter. In spite of the fact that our Province seems to have had a full and clear light on this matter, there is recognisable all through in dealing with this subject a certain hesitancy, a desire not to be too dogmatic on the part of those who have really studied the problem for some time. We may well ask why this hesitancy on something which seems such an urgent necessity.

This is brought about by the difficulties which are encountered when once the theory is put into practice. The greatest of these difficulties is the current of Bantu public opinion which is definitely set against the substitution of the vernacular for English. This unwillingness to part with English is not a result of mere sentiment, its root lies far deeper than that. It is the result of the economic pressure which has been brought to bear upon the Bantu by the rapid development of South Africa into an industrial country.

For the Bantu the changes which have taken place during the last fifty or more years have been violently revolutionary. From the easy going economy of our old life with its emphasis on the present and the things that can be enjoyed here and now, we have been thrust unwillingly into the very vortex of a complex and highly industrialised society with values almost entirely opposed to our own. The African has had to learn quickly or else be thrust to the wall. In this rapid process of self education it is not surprising that sometimes he has caught the shadow instead of the object, admired the varnish rather than the wood beneath the varnish. He has come to know the value of money in this new society, and he has become convinced that it is the stepping stone to success. He looks around to see how he also can obtain for himself the security which is to be found through the possession of money. And he finds that it is those people who have gone to school who are most secure in this regard. They can get employment more easily, and they are able to command a wage which is fairly passable. To clinch the argument, is it not true that the Europeans who now rule this country and who are so clever are all educated ?

So the African also decides that he too must be educated in the language of this clever European. In short the biggest urge amongst African, towards education is economic. This is what complicates our problem, and places it beyond the scope of purely educational and psychological theory alone.

Another great complicating factor is the short time which even those children who do go to school spend at school. Of the school-going children a very small percentage goes beyond standard VI—according to some authorities 60 per cent. of the Native children do not emerge from the sub-standards ; less than 33 per cent. reaches std. II, and only 5 per cent. go beyond std. VI.

A great many of the children in our schools who leave

thus early, later seek employment in the towns and dorps. A few remain to work for the farmers in the surrounding districts, and some remain in the villages to help with the stock, to plough, and do the many other things which fall to their lot in the homes. In other words most of these children ultimately seek employment with the Europeans. I shall not here discuss the merits or demerits of such a state of affairs. Without doubt, a Bantu society economically self-sufficient "is a consummation devoutly to be wished"; but we do not have such a society. It is an ideal—and perhaps an ideal which will be difficult of attainment.

Meantime, however, the African has to make his living. In seeking employment he has found that a knowledge of English, no matter how poor, is a very strong recommendation. It is the 'open sesame' to the halls of success—success being measured by him in terms of pounds, shillings, and pence.

The African is not, essentially, of a mercenary disposition; but like most people, he desires the benefits conferred by money. He is therefore not only suspicious of, but very hostile to any move which suggests that his child will leave the primary school without such a knowledge of English as will enable him to secure employment and add to the family fortunes. This is what our vocal groups mean by an inferior education.

The use of the vernacular as a medium has two further handicaps. At a time when we are all anxious to foster a national spirit which will include all the Bantu of the Union, it introduces a disintegrating force which tends to separate us and to keep alive the old divisions which we are so eager to obliterate. It is a well known fact that emphasis on language tends to exaggerate differences amongst fellow countrymen and to emphasise race with all its pernicious results. We have only to look at the lack of unity which exists among the Europeans of this country to see where the emphasis on language and cultural rights may lead us—to distrust, prejudice and hatred. We ought to have a lingua franca, a language spoken by all which will tend to bring together and help us to think as a single people. This is what English has done for India. The great work which the Indian Congress is doing at the present time for India and its peoples would have been impossible without a common language.

Secondly, the advocates for pure vernacular teaching

are out of step with the general tendencies of Bantu language development. In the spoken language the general tendency seems to be that whenever a new idea or a new object comes into use, the word which comes easiest, be it foreign or otherwise, is appropriated ; whereas the vernacular advocates go out of their way to invent new words. In this way these people are actually setting themselves forth as the final arbiters as to the way in which our language ought to develop. The lesson of history seems to be that language will develop according to its needs ; incorporating new words, borrowing new words, inventing new words according to its needs and not according to the dictates of any special committees however learned. If the present situation is allowed to go on, we shall soon have a situation such as exists in China ,where the language of the educated classes is different from that of the uneducated, and thus create a further division within the group.

What then ? Shall we give up the benefits of mother tongue instructions, and regard these difficulties as insuperable Or can we find a solution to this very difficult problem ?

It seems there can be no final solution until the Bantu society has become more stabilised, and we know whither we are going and what is to be the place of the African in the South African community. We cannot see clearly whither we are going, and our European friends are all very anxious to tell us what to do and how to do it ; but their counsel is various, and so we remain still bewildered. A compromise seems to be the only way out. A compromise which would, whilst paying due regard to the difficulties mentioned above, produce a system through which we would be enabled to gain some of the benefits of mother tongue instruction.

Paying due regard then to the child's environment and to the economic needs of his society, we may agree that the child, in the early stages, should be taught in the mother tongue. This instruction in the early stages would satisfy the bare needs of the child, that is help him in his own society. As his needs increase, however, the African comes into contact not only with his own people, but with the European. It then becomes necessary that he should know some official language, otherwise he is severely handicapped.

The Bantu child then, it seems, must be bilingual. (In

certain areas it might even be necessary that he has three languages at his command : the two official languages and his own vernacular).

There are some people who claim that children educated under a bilingual system suffer a handicap, and do not develop as rapidly or as satisfactorily as children educated under a unilingual system. Investigations on this point, particularly those conducted by Messrs Saer, Smith and Hughes in Wales where the problem is very much like our own, have shown that it is early bilingualism that is a source of intellectual weakness. If the child is allowed to gain a fairly proficient knowledge of his mother tongue and can use it with some effect before he is allowed to learn another language, there are no ill effects that are likely to result.

In these investigations two groups of children were examined—the urban and the rural—between the unilingual and the bilingual urban children hardly any difference in intelligence was found. The reason for this, the investigators suggested, was that the child early in life became acquainted with both languages, in the streets, in his play with his fellows. In the rural districts, however, where the child meets the foreign language for the first time in school, there was a marked difference between the unilingual and the bilingual child: the unilingual child being superior almost every time to the bilingual child.

In making use of these investigations for our own purposes, we find that very few Bantu children could fall under the first class—that is that those who pick up English as they grow up under their home environment. It is the findings as regards the rural group that interest us most in these investigations. With regard to this group the investigators suggest that the cause of the mental weakness of the bilingual children was that they were taught a foreign language, with which they had not come into contact in their home lives, at too early an age. They claim that it is because the children are introduced into a foreign language before they have had complete mastery of their own, that there arises the mental confusion which is at the bottom of their mental weakness when compared with the unilingual child.

(You will note the similarity in the situation as obtained in Wales and as obtains here in our own country, where the children are sometimes taught the second lan-

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guage before they are able to appreciate the idiom of the mother tongue).

After extensive investigations the investigators go on to suggest that the change from the mother tongue to the second language "can best be made at the age of nine." Amongst the reasons advanced for this age of transition is that "the child reaches that cycle of precision in the development of his interests which is marked by a greatly increased capacity for language."

The environmental conditions under which we live would probably delay this age of transition in the Bantu child by one or two years. So that with this point in mind one would suggest that the mother tongue should be the medium of instruction up to and including Std. II ; the second language to be introduced for the first time in Std. III and taught by the direct method.

This suggestion is also made with the realisation that about 90 per cent. of Bantu children at school do not reach Std. II. For the greater number of these, the few years at school are wasted for they understand little of what is taught, being mainly concerned with the intricacies of the foreign medium. A few years after leaving school the greater number of them have lost even the little they learnt at school, as it had never really become part of themselves.

The children themselves would gain immensely by such a programme. They would have a surer grasp of what they learnt, and their education would be a real instrument of community uplift, particularly if the curriculum at this early stage was brought into closer contact with the child's environment. It must also not be supposed that the children themselves would be entirely unacquainted with the foreign language by the time that they reach Std. III. After spending four years in school they would have picked up phrases from their fellows in play, and from such simple commands as the teachers generally give inside and outside the classroom. So that at Std. III the teacher would not be absolutely ploughing virgin soil.

I cannot close this paper without mentioning what seems to me to be the logical conclusion to my line of thought. I have given a hint of it here and there in parts of this paper. My observations have led me to the conclusion that many of the weaknesses which we lay at the door of foreign language instruction are really the results of our educational system. The fault lying mainly on the side of

the content of our curriculum. Knowing quite definitely that the greater number of our students will never reach Std. VI, we arrange a curriculum which is only complete when the Std. VI stage has been reached. It is obvious that any pupils who fall out before the end has been reached will only be half baked, because they have not completed the full programme which was planned out for them. It is not surprising therefore that so many pupils who leave school before reaching Std. VI have so little to show for the years they have spent at school. They are misfits in a system which has been arranged for those who can complete eight years of schooling. I might even go as far as to say our primary school system is throttled by the needs of post primary education.

What we need is two types of schools: First, a Vernacular system which would have a full and rounded programme to be completed in four years. The curriculum of such schools would concentrate almost entirely on the special needs of Bantu rural communities—such as emphasis on a scientific outlook towards the world around us, thus routing superstition; better health and sanitation, better use of stock and soil, more profitable use of leisure time and all these, of course, firmly founded on a knowledge of the three R's in the vernacular.

Then side by side with these we would have the Bilingual schools such as I have tried to sketch above, which would cater for those pupils who intend to stay out the full eight years' course and perhaps proceed to high schools thereafter. There would, of course, be arranged some sort of bridge whereby students who so desired could transfer from the Vernacular school to the Bilingual schools.

Such a system of parallel schools would reduce very greatly the waste in both money and effort which at present dodges our foot-steps. It would ensure that every child who went to school had an opportunity of enjoying a full and rounded education according to his needs, that the majority was not sacrificed in catering to the needs of the few, and that each child would get an opportunity of developing into an intelligent and useful member of his own community; and that, to me, is the great end towards which all education should strive.

From the "Native Teachers' Journal."

## LANGUAGE IN THE INFANT SCHOOL

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(By Miss C. Dippenaar, Departmental Instructress on Infant School Method.)—*Continued.*

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### READING.

When teaching the fundamentals of reading to beginners it should be remembered that no one method is infallible and progress will largely depend on the strength of desire to learn, frequency of practice and the suitability of the reading matter.

In the teaching of English reading it is a wise plan to start with wholes, whether with whole sentences or with whole words.

If reading is taught exclusively by means of the sentence method, i.e., sentences as wholes, care should be taken that the method is very well graded, systematic and that all the necessary apparatus is put into practice and used in a logical order.

A brief outline of the sentence method is given below and can be supplemented by a careful study of the "Holloway Readers" which are entirely based on the sentence method.

- I (a) A story of a rhyme is told by the teacher; a picture of it is put up and a sentence about it written next to it.
  - (b) The children repeat the sentence and the story is then dramatised.
  - (c) They choose any sentence they know from those put up and then illustrate it.
- II (a) Cards without pictures are given to the children and they match these with the picture sentence card.
  - (b) They say the sentence, write or rather draw the sentence on the board and then illustrate it.
- III (a) A new sentence is introduced, each individual word written and spelt first by the teacher and then written by the children.

- (b) Sentences that are not on the sentence picture cards are written step by step by the teacher. The individual words are selected by the children from the picture sentence cards.
  - (c) Various occupations are now introduced to get the children to recognise the words.
  - (d) Sentences are written about the six big pictures supplied by the Holloway readers. Children suggest the sentences themselves and the words comprising the sentences are chosen from the sentence picture cards.
- IV
- (a) Difficult words on the first page of the reading book are learnt by choosing them from the sentence picture cards.
  - (b) Group reading now follows as soon as five or six children are at the same stage.
- V
- (a) New sentences are now taught without the accompanying pictures. These are read to the children, and written and illustrated by them in "My Own Book."
  - (b) As the child gets older the verses get longer—the contents of the verses are always given in story form.
  - (c) Children write original sentences finding them from the picture sentence cards. They spell the words as they write them and illustrate the sentence.
  - (d) Composition writing is thus developed through reading by means of the sentence method.
  - (e) Spelling is taught incidentally as reading progresses. Children spell because they form mental pictures of the words as wholes and not because they listen to their sounds.

So long as the child is busy in acquiring proficiency in the technique of reading by means of this method, it is advisable that all the readers used during the preparatory year be based on the sentence method and any reading difficulties and new reading matter be taught by means of the same method.

The fundamentals of reading in English as first

language can also be attained by introducing a scheme based on a combination of the sentence, look-and-say and phonetic methods.

When making a thoughtful study of the new approach to the Beacon Readers, it will be noticed that the sentence is first introduced, then the individual words of which the sentence is composed, and eventually the sounds of the individual words.

To get the children interested in reading they are given a picture book which has short sentences printed underneath every picture and which in this way comprises practically the whole vocabulary of the next stage; the New Introductory Book.

The way of interpreting this picture book is briefly the following :—

- (a) The recognition of each sentence in connection with a picture is taught by means of a talk, getting the contents of the sentence from the children.
- (b) The sentences are taught as wholes and written by the children—reading and writing together.
- (c) When a sentence has been taught it is dramatised.
- (d) Games are played when the children are familiar with a few sentences.
- (e) Flash cards are used to get the children to recognise the different sentences.
- (f) Expression work, either plasticine or paperwork follows each lesson.
- (g) The new words on each succeeding page are introduced in the same way.
- (h) Sentences already mastered by the children are cut up and the “words” are again put together.
- (i) For word recognition pairs of familiar sentences are written and the familiar words underlined.
- (j) Flash cards consisting of one word only are included in the pack of sentence flash cards and used for word recognition.

*The interpretation of the New Introductory Book which is the second stage and consists of a dual approach :*

- (a) Extension of sentences and words by means of the reading matter of this book.
- (b) The building up of a background of phonetic power independently of the introductory book.
- (c) Sentences in connection with the pictures are again obtained by means of talks and the phonetic words gradually introduced into the reading.
- (d) The children dramatise the story and do expression work.
- (e) Sentences in correct sequence are written on the black board without the help of the pictures.
- (f) For more word recognition flash cards and games are used.

*The following procedure is followed in connection with the New Book One.*

- (a) Phonetic words and sight words included in the reading matter are treated before the reading lesson starts by means of games and flash cards.
- (b) The work book to accompany this book is used to get the children to recognise the words.
- (c) When the story in which the new words are included have been read the children dramatise it and also work out of the work book.
- (d) Two work books accompany the introductory and book one.

The phonetic words included in book one are taught by means of analysing them and not by putting isolated sounds together. All sounds are introduced through familiar words. Lists of such words are given at the back of each reader.

As soon as the children have mastered the basic principles of reading, supplementary reading can be started so as to encourage reading by reading, to give the child the opportunity to understand what he is reading and to understand quickly.

The reading periods should be as interestingly interpreted as possible, should be related to the child's experience and surroundings and also appeal to the imagination. The following are examples of different types of lessons :

- ((a) A story is chosen. Selected sentences are written on the board before the lesson. The teacher tells the story, stopping at the point where each sentence occurs and asking the children to read it.
- ((b) Commands are written on the board. The children try who can first carry out the command.
- ((c) Puzzles. Describing this in the room, e.g., "It is made of wood, it has four legs, it stands on the floor. What is it?" "It is round and red and beautiful. It is alive and smells sweet."
- ((d) Poems may be said or read to the children, stopping at intervals to write the next word on the board for the children to find out. Often the quick children should be beckoned by the teacher, they come quietly up to her and whisper the word. This gives the slower children time to think.

Reading in Standard I class is developed by means of a class reader preferably one included in the series started in the preparatory year. The new words, phrases or sentences, reading difficulties, should be acquired by making use of the same method which was practised in the preparatory year.

Reading lessons can now, apart from the class reader, be varied and frequently be taken in connection with project work, children reading and writing tables for handwork objects, also directions for individual work, for the class left to work alone may be written on cards, and children expected to read and interpret their contents, thus realising the use of reading.

Reading aloud as in the preparatory year, is continued for its aesthetic value, as an essential for controlling pronunciation and because it is a useful and necessary art. Children should be made to feel the rhythm of prose and poetry.

Seeing that efficient silent reading is more important than expressive reading,.... children should now be given opportunity for reading supplementary readers and books from the class library.

### CORRECTING COMPOSITIONS.

Of all the tasks that fall to the language teacher's lot there is none that is so wearisome as the correction of

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compositions. And one may well doubt whether there is any task in the whole school programme on which time is spent with so little profit. The conscientious teacher, who insists on regular compositions, carts home masses of exercise books and spends night after night in painstaking correction of the literary efforts of his pupils,—underlining, scoring out, altering, improving, until his brain reels and he crawls off to bed exhausted mentally and physically. If he could see any benefit arising from his labours, he might grow reconciled to it all, but when he finds that week after week, the crop of errors is as luxuriant as ever, he may well be pardoned if he begins to grow sceptical and to doubt whether the results justify the time spent on correction. The wise teacher is the one who realising that under present circumstances the correction of essays is a necessary and an unavoidable evil, looks round for new ideas and devises ways and means for reducing the amount of work involved and at the same time for making his work as effective as possible.

The ideal method of correction is, of course, individual correction, in which each essay is considered in detail with the child who wrote it. Teacher and child together go through the work. Mistakes are indicated and the child is asked to suggest alterations and improvement over and over again until the essay begins to take on a satisfactory shape. Faulty sentences are not merely corrected by the teacher; the child's attention is directed to them and he is made to consider them, to find the faults and to suggest the corrections. The teacher's role is that of a guide or critic and the actual correction comes from the child himself. Obviously this method demands time and is hardly practicable in a large class, though it may be applied in a small farm school where the numbers are small. A modified form of the method may, however, be used, even in the largest class, by arranging the children into small groups and taking each group in turn for individual correction. In this way it should be possible to work through almost any class in the course of a term so that each child may have at least one of his essays corrected in this manner. Even in this modified form the method is strongly to be advocated for it involves an amount of self-activity, of thought, and of constructive criticism on the part of the child far in excess of anything attained by the usual method of re-writing corrections made by the teacher.

Side by side with this individual work must go the

correction of the essays of the rest of the class for the intention is not that we should confine our attention each week to the work of a small section and allow the remainder to pass uncriticised. And here the errors have to be treated in bulk, just as the essays are written in bulk. To attempt to deal with every error that occurs in each set of essays is to attempt the impossible and the only practicable method seems to be to select from each set of essays one or two errors that are typical, or common to the work of a fair proportion of the class. These errors are then treated in detail in a definite lesson, the difficulties are explained and the necessary corrections elicited from the class. The children are then asked to examine their own work for similar errors and to correct them. It may be necessary to treat the same type of mistake on more than one occasion, but if the language teacher sets to work systematically he should be able in a short time to eliminate, at any rate the grosser errors in idiom and grammar with which the average essay teems.

In this connection, it is well to remember, that such errors fall into two distinct and clearly defined groups. The first group comprises those errors which are due to faulty or defective knowledge on the child's part. Such errors are subject matter for language teaching and it is the teacher's duty to deal with them carefully and considerately and to bring the class to an appreciation of the correct form required. When once an error has been so treated, it may well be relegated to the second group, which comprises those errors which are due to carelessness, or indifference, or sheer laziness on the child's part. Such errors are no longer matter for language teaching but for discipline. The persistence with which the grosser grammatical errors appear in essay after essay, in class after class, year after year, may well make one doubt whether the disciplinary side of the matter has not been overlooked. No Arithmetic teacher would allow a child to persist, year after year, from Std. I to the Matriculation, in the error that  $3 \times 4 = 14$ . Having once explained the difficulty mathematically, he would devise some means for fixing the correct figures in the child's mind. Why, then, do language teachers allow the equally elementary omission of the *s* in the 3rd Sing. Pres. Indic. Active to persist right through the primary and the secondary school? Having once explained carefully that English requires "He looks at me" not "He look at me," surely the whole business then passes out of the

sphere of language teaching into that of pure discipline. The examples chosen above are very elementary and the analogy between them may not be absolutely exact, but they may serve to illustrate what is meant when we say that the frequency with which the great majority of common errors recur is a reflection not so much on a teacher's ability to teach the language as on his ability as a disciplinarian. To put it rather brutally—there is a certain aspect of essay writing which can be handled with considerable effect by the principal in the seclusion and privacy of his office. The children must be made to realise that when once a certain type of error has been dealt with, it must not occur again.

Realising that it is not possible to deal with every error in each set of essays, some teachers have evolved what has been dubbed the "One Error" Method of correction. In this method they confine their attention to one particular type of error at a time, marking only that type and ignoring for the time being all other errors that may occur. They claim that this results in a considerable saving of time and that concentration on one error serves to eliminate it more quickly and effectively. The idea seems an attractive one, though the method has very obvious disadvantages.—If the scheme is adopted, the children (and incidentally the principal and the school inspector) should understand very clearly what the procedure is. Nothing makes so bad an impression, on the class as well as on others, as essays that are carelessly corrected, and a teacher's work is very often judged almost entirely by the degree of exactness with which he corrects his composition. Indeed it is a sounder principle that every error should be marked with the greatest care and that none should be overlooked even if only some are to be dealt with in detail. On the other hand, it is well to avoid going to extremes of over-correction and meticulous insistence on very fine distinctions which can only discourage the child and hamper his powers of self-expression.

Dr. Ballard, writing about errors in composition (in his "Group Tests of Intelligence") says:—"In applying the remedy care should be taken that it is better than the disease. If a child gain a sense of structure and lose his impulse to write, his loss will be greater than his gain. So with all the other types of errors; it is well to eliminate them and to eliminate them with method and system; but

we must not get so intent on weeding the garden as to forget to plant the seed and water the flowers."

Considerable ingenuity has been displaced in the invention of codes of symbols to indicate the various types of error as they occur in the essays. Thus some teachers, in the margin, write P for punctuation mistake, G for a grammatical mistake, S for a spelling mistake and so on. The classic example is that of one teacher who devised a set of 37 symbols which would cover every form of error. It took him 6 months to memorise the scale; his children never attained that degree of perfection; and the scheme died in its infancy. The moral whereof is simply this—if a scale of symbols is used it should be as simple as it possibly can be. For the average primary class it should be enough to indicate an error in grammar merely by underlining———, in idiom by underlining with a dotted line....., in construction by a wavy line ~~~~~, in spelling by an oblique stroke through the word /, and in punctuation by a circle O. These markings are easily understood and if used consistently simplify matters considerably when the essay has to be assessed and marks allotted.

A good deal of controversy has centered round the advisability or otherwise of writing in the necessary corrections. Except in the lower classes and in the case of the most involved errors, and not always then, this would seem to be unnecessary. Our aim should be to train the children to correct their own errors and it should be sufficient if we merely indicate where errors occur. By following this policy consistently throughout the primary classes, we may be able to develop in the children ability to criticise and improve their own work—an ability which is not inherent in the child and which requires very careful training. Up to about Std. III very little can be done in this way but even in those classes the children should be encouraged to make their own corrections whenever possible and from Std. IV upwards it should be the practice not to write in any alterations—apart from the benefits to the children, there will obviously be a great saving of the teacher's time and energy.

In conclusion it remains to consider what further action should be taken after the essays have been returned to the class. Should the children be required to rewrite the whole essay or not? That is the usual procedure nowadays and results to my mind in an appalling waste of

time. The average child is not capable of rewriting his work correctly unless every error has been dealt with in detail, and even then the corrected work usually teems with errors, and it is only after the fourth or fifth attempt that it becomes reasonably correct. If the method of correction advocated above is followed, it should be sufficient if they devoted their attention to the types of error treated on each occasion and corrected the sentences or the parts of sentences, in which these errors occur. When errors are dealt with in this manner, the correction exercise acquires a greater degree of exactness and preciseness of aim; there is less blundering about in the dark and the whole business becomes much more purposeful and effective. Some teachers even go so far as to abolish altogether the correction of errors by the pupils. They claim that the writing of the essay is the main business and that the time spent on writing corrections is practically time wasted. Some go further and hold that even the teacher may be spared the toil of reading through the essays. It is doubtful, however, if we dare go to such lengths as these. To my mind, the child by his efforts has at least earned the right to have his work carefully corrected and considerately dealt with. Let him once realise that his essays are being treated in a casual manner and his work will become casual; but let him once realise that the teacher regards his essays as worthy of careful, conscientious treatment, and he will respond by doing his share in a careful conscientious manner.

W.G. in "Die Skoolblad—The Teacher."

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## TEACHING XHOSA GRAMMAR IN THE PRIMARY SCHOOL.

(By E. G. Jijana)

(N.B.—The Primary school syllabus in Xhosa Grammar is definitely so very vaguely put that one is not surprised there hasn't been any systematic teaching of this subject. As a direct consequence, when pupils come up to post-primary standards they show varying ability to understand those technical points necessary for the writing of the language correctly and idiomatically. As a second result, because teachers have to rush these students in two or three years through what should have been done three years

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earlier, Xhosa especially Grammar, has proved one of, if not the most unpopular subject in post-primary school curriculum.

As an attempt to remove the anomalies of a Native language becoming unpopular with Native students, and that at examinations Native languages are not ordinarily scoring subjects—as far as marks and successes go—I have set below a very tentative outline of the work which should have been covered when post Std. VI stage is reached. The list might seem involved to some, yet when we remember that it is meant for Xhosa speaking students it ceases to be formidable.

Criticisms and suggestions will be welcomed as this is no more than an attempt and is by no means authoritative.

### **Standard II.**

Nouns in the Singular; nouns in the Plural ; nouns with verbal predicates including pronoun subjects; same as preceding but add object, and later pronoun object; Substantive forms of the personal pronouns ; personal pronouns after prepositions and in possessive; The Regular Verb, present tense, long form, positive, and later negative; past tense and present tense short form, positive and negative ; Future tense, long and short forms; the perfect tense, short and long forms, positive and negative; The subjectival concords with non-verbal predicates ; The possessive case of nouns, using the particle ka; Locative case using the general rule only ; locative case using the particle Ku-; Locative case, other forms, avoiding palatalisation; The Augmentative forms of Nouns ; Diminutive forms of nouns, avoiding palatalisation.

### **Standard III.**

Classes of Nouns, regular forms only, I and II ; Class I—the three groups of prefixes; Classes I (a) and Irregular forms of Class II plural; Class III—regular and irregular forms and exceptions ; Diminutives—nouns ending in a, e or i (avoiding palatalisation); Diminutives—nouns ending in o or u and later nouns ending with f, v and l as last consonants; Diminutives—labial sounds, palatalisation; Palatalisation in the Locative; The Verb—primary tenses, passive voice, no palatalisation ; later with palatalisation in the passive; Adjectives used as attributes to nouns without articles; with articles; distinction between Simple and Relative ad-

jectives used attributively; Substantive pronouns of Classes I to III; Classes IV to VIII, simply treated, general rules; Class V subdivided into groups of prefixes; later Classes VI and all the others; Substantive Pronouns and adjectives used to agree with all classes of nouns, singular and plural; Coalescence of Vowels (as far as they prevent hiatus); The Possessive case of Nouns and Pronouns, *Ka* and *a* used, all classes of nouns.

#### Standard IV.

Revise all classes of nouns, all groupings of prefixes and diminutive forms, all cases of nouns and pronouns; Suffixes—locative and diminutive noun endings (-eni, -ini, -ana, -anyana, -azana); *Kazi* with nouns and adjectives to denote female or object of great size; Different forms of expressing gender in Xhosa; Adjectives—Simple and Relative, and used as predicates; nouns and verbs used as adjectives, and other types of Adjectives; Adjective diminutives; Numerals; Demonstrative Pronouns and Adjectives; The Verb—Revise tenses of moods already taken, with nouns of all classes, positive and negative, Active and Passive; Auxiliary verbs *ukuya* and *ukuza* to form present and future tenses; later auxiliary verb *ukuba* to form Secondary Tenses, also *ukuya*; Negative Particles *a* and *nga*, auxiliary particles *a*, *ka*, *sa*, *se*; Imperative, Infinitive and Subjunctive moods; Imperative of Regular Verbs; Other forms—Prohibitions with *nga* and *musa*, uses of *ma*, *ze*, *kha* (*khe*); Irregular Verbs—monosyllabic and vowel verbs, conjugation in all moods already taken; monosyllabic and Vowel verbs—active and passive, positive and negative; Proper Adverbs: Time, Place, Manner, Degree and Mood. Improper Adverbs: formed from adjectives and nouns by use of prefixes and suffixes (*ka-*, *bu-*, and *-ra*); Co-ordinative conjunctions e.g. *ke*, *kodwa*, *kaloku*, *nokuba*; Subordinative Conjunctions; *ukuba* and *ukuthi* to introduce clauses of indirect statement and questions; Subordinative conjunctions—condition, purpose and reason; Concession.

#### Standard V.

Concords—Strong and Weak prefixes; consenantal forms of prefixes; Possessive and Adjective concords. Types of Personal Pronouns; Prep. Particles *na*, *nga*, *ku*, *ka* and *kwa*; Classes of Nouns I to VIII, with Possessive Concord, adjective concord and verb forms: subject, object and relative Cases of all nouns; Augmentative, Diminutive forms



and Sex Distinctions; Personal Pronouns, all types, including the Copula; Demonstrative pronouns and adjectives; The Relative Construction—all five types of concords simply treated e.g. joining together into a complex sentence two simple sentences; Adjectives—Simple and Relative—connecting particles when adjectives are used as predicates and as attributes, and qualifying nouns with and without articles; Adjectives—other forms e.g. onke, odwa, mbi and phi na? Adjectives—gender, augmentative and diminutive forms and comparison; Numerals—all forms, also nouns and Verbs used as adjectives; The Verb—regular forms only—used in all tenses and moods, active and passive, all concords including the Relative, positive and negative; same with monosyllabic, vowel and i verbs (p. 108 McLaren); Auxiliary Verbs and particles (see Bennie's Grammar Book); Deficient Verbs (see Bennie's Book) Non-verbal predicates—adjectives, adverbs, nouns, pronouns and infinitive preceded by prepositional particles; Adverbs and Conjunctions (Bennie) Ideophones and Interjections; Analysis (see Primary School Course).

#### Standard VI.

Noun Classes—as in Std. V. with greater detail; Nouns—derivation of, from verbs, adverbs, adjectives and other nouns (McLaren page 201); Nouns—Feminine, Augmentative, Diminutive, Reduplicated and Compound; Pronouns—all types and kinds, including demonstrative and distributive; Adjectives—all kinds and comparison, as in Std. V, in greater detail; Numerals; The Relative—the relative concord: how formed and used all cases; The Relative—Antecedent with and without article, used as (a) Subject of Predicate Clause (b) Subject of a Possessive constr. in Relative Clause, Also used as (c) Object of Predicate of Relative Clause, (d) Governing a Copulative Construction in Relative clause, (e) Governing a Prepositional Construction in Relative Clause; Possessive: Types with Possessor a Noun of Class I (a) Singular, and as a Noun from any of the other classes (Note when Possessee is "strong" or "weak"); The Verb—Different types and varieties of the verb, verbal concords—as in Std. V with greater detail; Monosyllable and Vowel verbs. The Passive and Negative conjugations; Verbal derivatives, and moods of all verbs; Pronominal Subjects in different moods for all classes of nouns, singular and plural; Auxiliary and Deficient verbs ukuba, ukuya and ukuza—all uses of these verbs; Auxiliary and Negative Particles a, ka, sa, se, nga, and nge;

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### Rules for Word-division in Xhosa.

1. All demonstrative adjectives are separated from the nouns they qualify lo mntu, aabaa bantu, ezaa zinja.
2. The deficient (auxiliary) verb ukuba (perf. tense form —be) in all its uses, is always separated from the rest of the predicate except when vowel fusion or omission of implosive b (6) has taken place. e.g. babe ngamadoda, uthe enyuka wabe esihla, ndibe ndimthumile, ube mde; but ubehamba, waanemali.
3. Tense forming auxiliary (deficient) verbs : ukuya and ukuza are always separated from the rest of the predicates in which they occur, e.g. be siya kufika, xa siza kuhamba, uya sifuna.
4. Imperative forming deficient verbs like ukuma, ukuza (as 'ze), and ukukha (also Khe) are always separated from the predicate that follows e.g. ma sihambe, ze ufunde, kha ufunde, ma ze akhe afike apha.
5. Se, Nga and Nge as deficient verbs are always separated from the rest of the predicate. They may or may not have pronoun subjects prefixed to them e.g. Nge uhamba, unga angafika, (ndi) se ndimxelele.
6. The Auxiliary particles Sa (still, no longer), Se (with non-verbal predicates), Ka (not yet), and Nga and Nge (in negative) expressing contingency, consent, possibility and permission, are all never written separately from the predicates in which they occur. e.g. ndingahamba ukuba uya ndimema, kulungile unga-hamba, ingana, asingefiki, ndisafika, zisentle.
7. Negative particles A, Nga and Nge are never separated from the rest of the predicate.

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8. Se (deficient verb) becomes Sel' before Class I Singular and Class 3 plural. e.g. Sel' ehamba, (Umntu or Amadoda).
9. Kwa may be used in more than one way as (a) Personal or Impersonal pronoun in the past tense; (b) Possessive Concord governed by a Class 8 noun; Preposition particle meaning 'at the place of'; and (d) adverb of manner meaning even, also, again etc. It is in this last usage that the word Kwa is nearly always separated from the rest of the word in which it occurs. Kwa as any of the other three forms (i.e. excluding the Adverb) is never written separately from the words which follow it but always separated as an adverb except when the words are verbs. e.g. kwa yena, ukwa nemali, kwa ngoko; but Sikwatye'clz, ikwafika.
10. Ni, the interrogative particle, is separated from a noun or a verb which comes before it. e.g. ufuna nto ni na, uhleka ni na kakade; but ungumni na? Unani na? ufike nini? (Note Na, the interrogative, is always separated).

#### Rules for the Doubling of Vowels.

1. All nouns of Classes V and VI and I plural always double the vowel when they have more than one syllable in the stem. e.g. iinkomo, iihambo, iimvula, iimbambo, iinyawo, iilwimi, oonyana, ooxam, ooSipho.
2. When a "Noun-possessed" belongs to Class 3 plural and the "noun-possessor" to Class 3 plural or Class I plural, the possessive concord (particle) consists of doubled vowels, e.g. Amazinyo aamadoda; amasi aabantwana.
3. The Second and Third sets of contracted demonstrative adjectives agreeing with weak nouns, and the Third set of strong nouns must always be written with doubled vowels e.g. loo nkosi, laa ndlu, ezaa nkomo.
4. Double the first vowel of Class I plural demonstratives and the a of na in adverbial demonstratives, e.g. aaba, aabo, aabaa bantu; naanku, naanko, naankuya.
5. The past tenses of vowel verbs must always be shown with doubled vowels, e.g. ndaamkela, ndooyisa, ndeenza.

6. When the deficient (auxiliary) verb ukuba is used in its contracted form with non-verbal predicates, the vowel a is doubled. e.g. saalapho, zaankulu, laanemali, waanokuthetha, yaanguye.

Later, it is hoped that brief explanations of the nature of lessons, with illustrative notes of lessons, will be published, for the various standards. If you are interested, write to the Editor and ask, but do not forget to subscribe for all future issues and induce your friends and fellow teachers to do the same.

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