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AFRICAN TEACHERS WANT ENGLISH IN SCHOOLS

Bad Results from Mother Tongue Education

THE language struggle in African schools has reached a crisis. Once again, at a conference held in Pretoria between the Bantu Education Department and teachers of the Transvaal United African Teachers' Association, teachers have voiced their objections to the Government insistence on the use of vernacular as the medium of instruction.

The teachers have consistently been against this. They voiced it as one of their prime—though not their only—objections to Bantu Education when the latter was introduced; and they have said the same thing as each year passed—with poorer and poorer African examination results showing that there is something seriously wrong with the state of African education.

MOTHER TONGUE

Until Bantu Education African school pupils were taught in their mother-tongues until standard two. Now mother-tongue instruction is the rule up to and including standard six, and high schools have been told to teach in English and Afrikaans on a fifty-fifty basis.

Last month over 400 teachers assembled at the Pretoria conference to thrash out once again this problem of the medium of instruction.

The teachers' objections to the African languages as a medium of instruction are strong:

- The use of the African languages is insisted upon by the Government because the Nationalists wish to narrow the outlook of the Africans, to send them back to the kraal, to cut them off from the outside world. English is the language that would enable Africans to be in touch with the world.
- The African languages have not yet been developed to carry scientific terms and information. English does.
- African people speaking their own languages still need a lin-

gua franca to enable them to understand one another. English meets this purpose.

Years of struggling to teach children in the African languages, especially in the higher primary classes, have convinced teachers that their objections to teaching in this medium are sound.

NO BOOKS

Teachers point out that there are no text books in the African languages in many subjects, like social studies (geography) and nature study (especially in the Sotho language group). Arithmetic text books are only now starting to come out.

But presuming the BED will prepare text books in time (though why force teachers to teach without aids all these years?) there are other difficulties.

The Bantu Education Department compiled terminologies to give the teachers standard terms to use in certain subjects.

The terminologies have turned out to be a new, artificial language foisted on the pupils—and the teachers.

The terms are not only insufficient to enable teachers to instruct in the vernacular, but they are not part of the language spoken by the people.

EXAMPLES

Here are examples:
Teaching geometry in Zulu, teachers need a word for angle.

The terminology list says 'iyengele.'

There is no such word in Zulu. Similarly teachers are told in science lessons to use the word 'atmosfere' for 'atmosphere.'

Atmosfere and iyengele are new words, coined specially for the syllabus. Children in school will struggle not only to grasp the concept of angles in geometry, but also a new language, handed down to them on the arid lists of the Bantu Education Department.

And a teacher added, not only do the pupils struggle to master a

subject as well as a new vocabulary, but the teachers struggle too! The terms might now be uniform and decreed official, but they are foreign to the language.

ENGLISH . . .

The present generation of teachers in African schools was trained to teach in English. It has compared the results of English medium and vernacular medium teaching, and found the last few years of vernacular teaching disastrous.

Standards have dropped steadily in African schools.

So, given the opportunity to speak their minds, African teachers at the Pretoria conference vented their objections to mother-tongue education.

. . . AND AFRIKAANS

At which, the Deputy-Secretary for Bantu Education told the conference of African teachers that if there was to be any change at all, it would be a change to Afrikaans as the medium of instruction in African schools.

He justified this by saying that the medium used by the majority of White and Coloured children in three out of the four provinces was Afrikaans. The total adult white population consists of about 60 per cent Afrikaans and 40 per cent English speaking. For school children (White) the figures are 65 and 35 per cent respectively. This, said this BED official, 'showed a tendency.'

To the teachers this sounded ominously like a threat. Nevertheless, the teachers voted against mother-tongue education beyond standard two.

The BED's alternative can only transfer dissatisfaction inside the African schools to a new arena.

OUR PRICE

Owing to strong pressure from our readers, it has been decided from this issue to reduce the price of "Spark" from 3 cents to 1 cent.

WHAT AFRICANS THINK OF ALBERT SCHWEITZER

By Enoch P. Waters

CHICAGO, USA.

AMONG the many shocks one gets while travelling in Africa is the universal dislike of Africans for Dr. Albert Schweitzer. Of the hundreds I talked to in more than 20 countries, not one had a good word for Dr. Schweitzer.

In view of the high esteem in which he is held in the United States, I couldn't understand the unvarnished contempt with which he is regarded in the land where he is supposed to be performing such a great humanitarian task. Before I got a better explanation of the reasons at the back of this attitude, I attributed it to the fact that many with whom I spoke were strong nationalists and that Schweitzer might have been the victim of an anti-white prejudice.

Hypocrisy

It also occurred to me that as a medical missionary he might be taking some of the blame for the hypocritical conduct that has made many Africans sour on religious missionaries. Of these they say:

"Once we had the land and they had the Bible. Now we have the Bible and they have the land."

But after talking with Africans in a number of different countries I became convinced that their dislike of him is based wholly upon his attitude towards them. They say he doesn't like black men and regards them as a form of animal life inferior to himself.

"He thinks we're lazy, dirty, dishonest, uneducable and unfit for man-to-man association with whites," they claim.

Proof

Proof that the Africans had accurately reflected the philosophy of "the great sage of the

jungle" came with confirmation recently from the best of sources—Dr. Schweitzer, himself.

As quoted by Smith Hempstone, an American newsman who visited Schweitzer's lair and interviewed him, the German expatriate regards himself as the African's brother, "but his elder brother." In other words, he's a classical paternalist, with all the faults of that type.

To Dr. Schweitzer, "the African is a child and with children nothing can be done without the use of authority."

Africans who have studied the man longer and more intently than a passing journalist dispute the flattering claim that Schweitzer is a genius and humanitarian. They call him "a sloven, incompetent crackpot" and "an inept old man." Much of what Hempstone quotes him as saying tends to confirm this.

What type of man would make statements like the following:

"Africa would be beautiful without its savages."

"No black man should be allowed to read and write without being apprenticed to some trade."

"One can never rely on the natives here, not even in things which they understand from long practice."

"One's servants (Africans) are so unreliable they must not be exposed to the slightest temptation; this means they must never be left alone in the house."

"Inability to exert themselves and adapt themselves to difficult circumstances is typical of the natives and makes them pitiable creatures."

Africans charge that Schweitzer is guilty of at least one fault he finds with them.

According to Schweitzer "the zeal of my coloured folk to provide for those who come after them better quarters than they have themselves is very

He Thinks All Africans Are Children

small; they do not work for those they do not know."

Because of his refusal to accept as an apprentice an African who might carry on his work after his death, Schweitzer, according to the African, is wasting his time and making poor use of land that might be more profitable to humanity if left untouched.

No sir, there'll be no mourning among the Africans when Schweitzer dies, and he'll leave behind no monument to his over-applauded efforts.

NGO DINH DIEM'S CRIMINAL RECORD

HANOI.

Over the past eight years, the U.S. imperialists and Ngo Dinh Diem authorities have killed over 105,000 people in South Vietnam, according to a report of the liberation press agency.

Under the title "eight years of U.S.-Diem crimes," the organ of the South Vietnam Liberation National Front reveals that, according to still incomplete figures, from late 1954 to last June, the U.S.-Diem clique:

- Conducted 31,790 large and small raids;
- Wounded by bombs and bullets 35,000;
- Detained permanently 350,000 in 900 jails;
- Detained 6,000 youths;
- Kept 700,000 in concentration camps dubbed "resettlement centres," "prosperity zones," or "strategic hamlets."

The U.S. officers and men have taken a direct part in raids, persecution, torture, and massacre of South Vietnamese people.

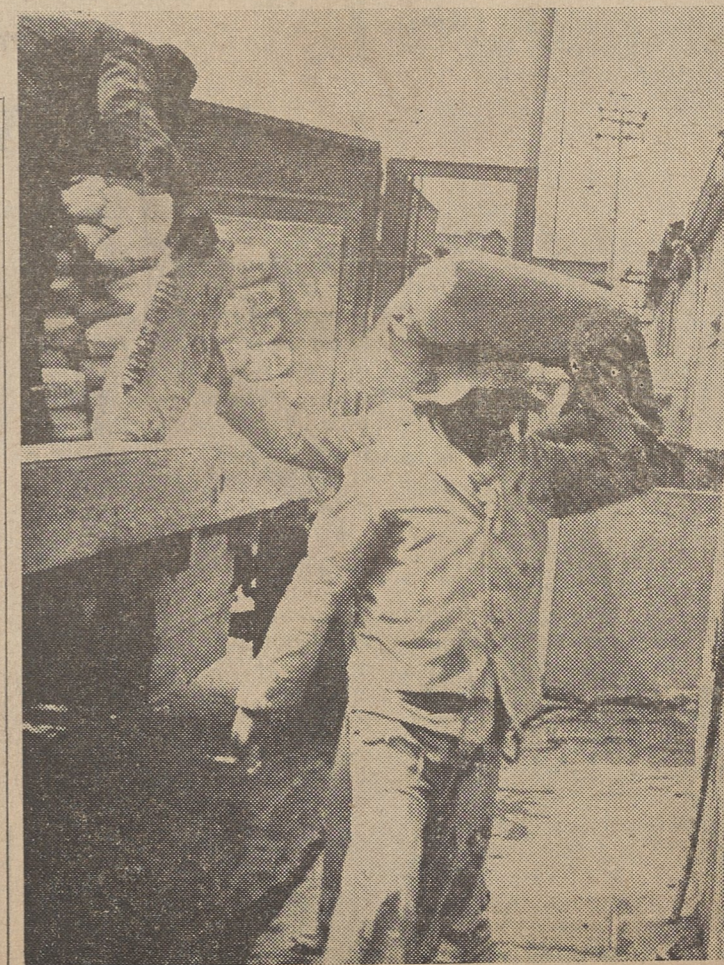
Govt. Wants To Get Rid Of These Workers

The Government has proclaimed its intention of removing all Africans from the Western Cape in a fantastic bid to prove to the world that apartheid can work. So for purely ideological reasons, over 100,000 men, women and children are threatened with the destruction of their homes and their livelihood to satisfy a race-crazy government that the economy of the Western Cape can manage without them. The move has been condemned by the Chambers of Commerce and Industries as impracticable, and by church leaders as immoral. Nevertheless, the Government sticks to its course, oblivious to all dangers and warnings.

Meanwhile among the African people themselves the Western Cape removal scheme has led to a great deal of unrest and tension. There has been an intensification of sabotage and slogan-painting in recent weeks and all the signs are that the African people will not allow themselves to be moved without a struggle.



Our pictures shows two of the many workers the Cape is asked to learn to do without. ABOVE: a garage worker, and BELOW: a worker in the building industry.



Vorster Propaganda In African Schools

JOHANNESBURG

African children in primary schools on the East Rand have had dished out to them a Government Printer publication on The Sabotage Act which carries a large photograph of Minister of Justice Vorster and the warning on the cover 'The Safety of the State is Priority No. 1.'

The measure, says the booklet, "has nothing to do with the freedom of speech." It had been introduced because "measures taken by the Government in recent years to raise living standards of all population groups and, particularly, the Coloured peoples, were now beginning to bear fruit" and "advantages inherent in the policy of separate development for all population groups were being realised."

The booklet is largely a reproduction of the speech the Minister made in the House when he introduced the law.

The Government must be having difficulty in getting rid of the booklet for even children in standard four have been given free copies.

What Common Market Means To Africa

THE members of the so-called European Economic Community are hastily trying to weld together their Customs Union into a supra-national confederation. At the same time, they are making an attempt to incorporate in this group a whole number of other states, notably Great Britain and the other members of the EFTA. As a matter of fact, most of them have already made their application for admission.

What does this Customs Union mean to the countries not belonging to it? They have all reason to be extremely alarmed. A bloc of highly industrialised states—financially strong and armed to the teeth—whose entire foreign, economic, commercial and financial policy is conducted after a common pattern, is a dangerous partner to countries with a weaker financial position and a one-sided economic development.

The remaining colonial powers, despite all their controversies, believe that they can attain their aim—world domination—only with the assistance of the USA and West Germany and only by carefully disguising their real intentions. Neo-colonialism prefers to speak of aid, of "development aid," in order to maintain both financial and political domination in the young nation states.

Disguise

But colonialism is unable to conceal its cloven hoof. The "*Deutsche Zeitung*" of February 5, 1962, organ of West German high finance, openly proclaims the new colonialists' programme. Among other things, it demands supremacy of European—which means West German—private capital in the developing countries. The paper calls for protection of investments by treaties which will give European capital taxation and exchange privileges in the developing countries and make impossible nationalisation of the industries created there.

Only under these conditions will West German high finance

grant credits. In the Common Market Commission they have not hesitated to uphold "with all austerity," the principle that Common Market funds must be used only for the particular purpose to which they are appropriated.

The "*Bonner Rundschau*" was still more outspoken in writing on July 29, 1961: "Help without strings attached

from that, the Republic of Mali had to stipulate the "legal position of contract enterprises" in a law of January 15, 1962.

A certain Mr. Obermann stated over the West Berlin radio station "SFB" that West Germany had no clear conception as to the development aid to be rendered to Africa, but more and more "our" intention not to build huge industrial undertakings but apprentices' workshops was taking shape.

That means that the one-sided mono-crop structure in these countries' agriculture is

by

HANS W. AUST

to it is a very nice principle, but it may, as the experiences of the Americans prove, lead easily to wasteful squandering of money in view of the economic and technical inexperience, the social structure and moral conceptions of the countries to which it is granted."

Africa

Thus the European Economic Community tries to keep up the old colonial domination in Africa. In a report from Brussels the West German newspaper "*Die Welt*" wrote on March 29, 1962 that in the Associated African republics of Cameroon, Congo (Brazzaville), Ivory Coast, Gabon, Upper Volta, Madagascar, Mauretania, Niger and Dahomey in the last two years laws had been passed on guarantees for private investments. Apart

to be maintained since it guarantees low-cost raw materials and cheap manpower which, according to the circumstances, is to be exploited in small or medium-sized private-capitalist industrial enterprises.

The Africans, however, will not passively watch this development. The Association of the so-called Casablanca-States has clearly stated that the European Economic Community dictates its prices to the countries producing raw-materials and that it hampers, thereby, their economic and especially industrial development.

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