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The modernization of racial domination: [Review of the book Modernizing racial domination: The dynamics of South African politics by Heribert Adam (Berkeley: University of California Press, 1971)]

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THE MANAGEMENT OF LEARNING

Ivor K. Davies. McGraw Hill.

Among the more interesting books that made their appearance during 1971 one must include **The Management of Learning.** In 1962, when a team from the Johannesburg College of Education went to Europe to familiarise themselves with new trends in education. Dr. Davies was a senior member of the R.A.F. educational team. We visited their school and found them well ahead with programmed instruction combined with a variety of audio-visual supports, including a number of simulated techniques that in that particular year were well in advance of work being done elsewhere — except, perhaps by enthusiasts in the Shell Education Centre. Anyway, since that time when we were the guests of that almost unique officers' mess, Dr. Davies has gone from strength to strength and is now professor of Education at Indiana University. This book appeals because here is a man who not only teaches other people what he knows (which is extensive) about the methodology of teaching, he actually applies it to himself — for, after all, what is a **book** but a programme? And whether Dr. Davies regards this as a type of programmed book or — which was often recommended, he regards himself as a type of programmed teacher, the reader had better decide for himself. One agreed with his own comment that modern teachers often suffer from over-teaching (far too much organisation of the learner, with the rigidity that accompanies this renunciation of basic humanism) and that problems of learning are seldom due to pupil unwillingness, and much more often due to faulty organisation by the teacher.

The range of sub-interests in this book includes a survey of modern teaching theory as applied in the modern classroom: the teacher-manager (a section that handles the concept that a teacher is not a particularly efficient information-giver, but he may be a top-rate manager of a learning situation). Then the author considers the problems a teacher faces in planning his strategy — defining objectives, linking these with motivation, getting the whole process into an orderly format. This is followed by an excellent consideration of lesson structure, which includes decision as to the best tactic to suit a particular teaching task — where he draws very usefully and sanely on some of the more lasting benefits of programmed instruction concepts. A chapter on the use of AV aids for back-up is timely, with a great deal of NEW research detail that readers will find fascinating — that. to quote one small instance — simple line drawings are much more effective as teaching devices than full photographs. There is a very useful chapter on class size — not a matter that many teachers can control, of course. But just in case we in South Africa are feeling hardly done by, one noted with dismay his quotation of British upper limits for a variety of classes:

48% of university classes have 20 or more students.
74% of all technical colleges have 11 to 15.
Primary schools have 40.

Secondary schools have 30, though he admits there are often more. The ideal class size in Britain is almost unanimously agreed to be 24 at the school level. On the whole South African teachers have not done much thinking (though quite a little grumbling) about class sizes, and how these sizes relate to the work to be done. They have done still less research into this very interesting subjects. Summarising some of the recent research information now becoming available, Dr. Davies points out that small classes are no better than big classes if they are to be used for information acquisition and then tested in the conventional way. But where there are higher-order cognitive and where there are affective objectives, small classes have the edge of bigger ones. This chapter is a useful introduction to the general problem of size, though it excludes much relevant newer information — probably due to the exigencies of space. One was glad to see that McGregor's X and Y personality theory (which has had such an impact on thinking about management style in the Havard Business School) was introduced here, and that at last we have an educationist who tries to integrate not only the "hardware" of teaching, but the culture, background and personality of the teacher — not as a series of philosophical maxims, but as a systematic multi-disciplinary approach. His closing chapters on the measurement of learning again offer a lively if limited survey of modern thinking.

This is not so much the presentation of startlingly new ideas as the discriminating selection of recent thinking, and the presentation of ideas from a number of fields in a way that relates holistically. And it is because Dr. Davies stands or falls because of the teaching he does through the instrument of this book, that we feel that there will be many teachers who will applaud their colleague for this excellent venture.



THE MODERNISATION OF RACIAL DISCRIMINATION

Heribert Adam. University of California Press.

There is no doubt that more South Africans could afford to follow the lead of their Government and enter into dialogue with those who are prepared to discuss their problems intelligently and courteously. And while Dr. Adam is no supporter of Apartheid, his most recent publication has little about it that smacks of the emotional soap-box that has so marred debate in the United Nations. His intention, indeed, would seem to be to describe the South African situation in terms of local statements and then to attempt a realistic analysis which preserves his intellectual integrity. He does not seem to be window-shopping for a left-wing audience. He points out that part of the cause of world condemnation of South Africa lies in the fact that the South African anatomy lays bare to world-view what he calls the "outdated practices of liberal imperialists".

But the South African situation, he maintains, differ from all other ethnic frictions or colonial wars in that it allows for no compromise from either protagonist.

In a careful examination of the alleged resemblance between modern South Africa and Nazi Germany, more especially in the equation of anti-semitism and negrophobia, Dr. Adams finds that there is no evidence that South African leaders are fascist. "The undifferentiated comparison between anti-semitism and South Africa's race discrimination seems also doubtful from an historical point of view," he comments. "The specific new feature of Apartheid, the flexible and pragmatic domination over a racially separated majority is overlooked. The comparison of South Africa with Nazi Germany is rather useless."

The author notes the emergence of a modified policy. Dr. Piet Koornhof, deputy Minister of Bantu Administration has reiterated that the African is "a human being just like the Whites", and that he merited a place in the sun. "We do not believe in fraternisation — but we do believe in honesty and sincerity." There is, Dr. Adam considers, an awareness that White government need not be threatened internally if the government handles the situation realistically. But, of course, the crux of the matter is the urbanised African: for whilst the Bantustans are admittedly making a deal more progress than opponents of the policy would ever have credited, the urban African continues to make an increasingly sophisticated contribution to industrial davelopment, and the White oligarchy is faced with a number of awkward alternatives. By limiting the Black worker and holding down his spending power, he creates the possibility of all sorts of explosive tensions in the great urban conglomerates. He so hamstrings labour that the general economy may suffer, with unemployment problems among both White and Black that cannot be afforded financially or politically. By admitting the Black urban worker to a nearer parity economically, he raises expectations and may well provide (in time) the sort of sophisticated leadership that could outmanoeuvre White domination. Dr. Cilliers of Stellenbosch has commented that border industry will be insufficient to provide for a continued growth rate for the economy of the country as a whole. Dr. Adams sees the recent economic boom in South Africa as mitigating the effects of what he calls "ethnic disprivilege". (I do wish Americans would use the English tongue a little more kindly!) Nor does he see much hope for opposition in the form of a Ghandi-type, passive resistance. His assessment of armed conflict is realistic: for the present and the foreseeable future, this appears to be unlikely, despite somewhat outspoken exchanges between the Republic and Zambia.

As he points out, in the Fall of 1968, South Africa launched her first guided missile, and the possibility that she could produce an atomic bomb of her own is not to be discounted. The South African Army is at present superior in power to all other African armies south of the Sahara together.

In an interesting analysis of the Portuguese part in the Southern African scene, Dr. Adam finds it difficult to predict how long Portugal will be able to sustain a military commitment on all her fronts. He suggests that enthusiasm for the war is lower in Portugal than in her colonies. There is, he believes, the possibility of an UDI by Angola and Mozambique, concurrent with loss of interest in Metropolitan Portugal, and thus the creation of a situation of void into which South Africa might have little alternative but to assume leadership to protect her threatened flank. As Mr. Vorster remarked in 1967: "We are of Africa, we understand Africa, and nothing is going to prevent us from becoming leaders of Africa in every field". This book analyses rather than prescribes. In support of his anti-Apartheid stance he sees the breakdown of economic Apartheid as providing the change agent which will confirm Black identity and provide ultimately the power to compel a new social ordering.

Whatever one's opinion may be, Dr. Adam is an informed debater and one of those with whom dialogue would seem to be profitable.

MINIMAL CEREBRAL DYSFUNCTION

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e) Adequate facilities to alleviate the need for remediation should be established as soon as possible.

Lack of adequate remediation in the child with learning disabilities creates emotional problems which add to the learning difficulties of the child. With regard to reading, probably the most important skill required in the learning situation, as it is part of every subject, Cleugh[5] rightly says: "The plight of a child who cannot read by the time he reaches secondary school is a pitiable one and his subsequent achievements are likely to be very meagre indeed, unless he can be helped to overcome this major difficulty."

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