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Editorial

Gardiner, Michael

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Johannesburg College of Education
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Editorial

SYMPOSIUM can best serve the interests of education in Southern Africa by reflecting, in the articles that it prints, the larger issues which are of concern to our educational present and future.

The articles in this issue cover three broad areas of education, each of which relates to the others. In context of discussion about education in relation to the changing world and to the complex issue of nationhood in South Africa, there is a series of articles which deal specifically with the preparation and training of pupils and students for the circumstances that do and most certainly will impinge upon their personal and professional lives. Amplifying these concerns, there are articles on the arts which examine the relationship between music and society, music and creativity, and literature and that formidable medium, the film.

No educational process, no notion of change, no mode of training and no dimension of the future is conceivable without due cognizance of the crucial role of language. The question of language and education is beginning to receive the attention that it has long deserved, both internationally and in South Africa. At least two universities have begun to explore the future implications for education — at all levels — of the language competence of the present and future generations of young South Africans of all races. Furthermore, there is energetic activity in the field of second language teaching. The attention (and money) that the United States of America is giving to the question of language in education is being recognised by South African educationists. This issue of SYMPOSIUM contains a number of articles which reflect the growing concern for research, information and planning for the future.

In the light of SYMPOSIUM's interests, we would encourage educationists to submit articles to this journal so so that a continuing contribution can be made to the development of a soundly-based, realistic and equitable system of education in South Africa.