

Source Material on the South African Economy : 1860-1970. By D. Hobart Houghton and J. Dagut. Cape Town, Oxford Univ. Press, 1972-3, 3 vols: xxii, 370 pp. £6,20; xii, 247 pp. £5,00; xii, 263 pp. £5,00.

South Africa. An Historical Introduction. By F. Troup. London, Eyre Methuen, 1972, xviii, 428 pp. £4,50.

It is welcome to see a growing interest in the South African economy. The three volumes by Houghton and Dagut comprise a collection of some 550 extracts drawn from nearly 200 different sources, arranged by topic in each of the volumes which are chronological (1860-99; 1899-1919; 1920-70). The extracts are well chosen and do illustrate both the remarkable economic growth of South Africa and the intractable problems of that divided country; and there can be little doubt that those unable, or too lazy, to go to original sources will find these volumes extremely useful. Nevertheless certain reservations must be made about this sort of source-book which is increasingly being taken up by publishers.

The first problem is that a collection of snippets gives a view of the South African economy that is inevitably episodic and incomplete. The reader is given, for example, details of the 1918 census but little, except passing references, to later growth of population. To make such a collection of extracts really meaningful and useful, there needs to be added tables of basic statistics which would provide the full context.

The second problem is that extracts each tend to concentrate on one facet of the economy with the result that an integrated view of that economy escapes the reader. Thus, despite useful extracts from the *Report of the Low Grade Mines Commission* of 1920, and the *Third Interim Report of the Industrial and Agricultural Requirements Commission* of 1941, neither the gold-mining industry's peculiar need to minimise costs nor its importance in capital formation for the rest of the economy is brought out.

Similarly, equally useful illustrations of the migratory labour system are provided by extracts from the *Report of the Economic and Wage Commission* of 1925-6 and the *Report of the Native Laws Commission of Enquiry* of 1948, but its crucial role in the gold-mining industry and effect on the rest of the economy are not brought out. Although the editors obviously cannot include everything, it is strange that there is no extract from the revealing *Mines Native Wages Commission* of 1947, nor indeed from the *Native Land Act* of 1913.

What is clearly lacking, then, in such a collection is interpretation of the economy that is being atomised by extracts. To some extent Troup's history of South Africa supplies this want. For while making no pretension to being more than an introduction based on secondary sources, this example of liberal historiography does pay more attention than usual to the economy; and unlike the collection of extracts, sees the need to talk in terms of political economy.

It is nevertheless significant that neither Troup, nor the extracts or comments of Houghton and Dagut, use the term 'class' in dissecting the South African economy; and, congruently, the fact that this term is consistently not employed by the contributors to the symposium on Race Relations in Southern Africa, printed in this edition, is indicative of the nature of both academic debate and official concern in Southern Africa rather than of the true nature of the political economy that ostensibly is being debated.

R.S.R.

Teaching Rhodesians. A History of Educational Policy in Rhodesia. By N. D. Atkinson. London, Longman, 1972, ix, 244 pp. Rh\$7,00.

This account of the processes of education in Rhodesia is based on a very extensive bibliography, but in size remains quite a modest volume. Having selected such a broad canvas for the portrayal of significant stages, it is not surprising that Atkinson covers some areas quite thinly.

For instance, although the educational ideas

of H. S. Keigwin are adequately outlined, and H. Jowitt's important contribution to African schools is recognized, there is no reference to E. D. Alvord, whose collaboration with Jowitt in African development probably provided the essential ingredient in effecting social change. Likewise, the attempt to cover the ten years of the Federal experiment in sixteen pages could

not do justice to the enormous adjustments in attitudes in both African and European communities which marked this period, nor to the vast educational expansion which occurred. At times the work reads more like a chronicle of events and views rather than an interpretative history.

Nevertheless this book has the merit of bringing together for the first time, quite a full record of the main considerations which have affected the growth of the education provided for all Rhodesians, with particular emphasis on the development of the African people, in a most thorough assembling of well-documented facts. The book has also some of the defects of a pioneering text, some factual, some interpretative, and possibly some of omission.

In his introduction to this work Professor Basil Fletcher makes a salient point:

Two very different imperial traditions met at the Zambesi. It has remained for a century an ideological barrier across tropical Africa like the Iron Wall in Europe.

This point may have arisen because of an overready acceptance in this book of comments by visiting educationists, contained in commission reports and other writings, which have ignored or undervalued this difference. The

University of Rhodesia

fact that Southern Rhodesia, after the granting of responsible government in 1923, was in 1925 placed under the British Dominions Office, while Northern Rhodesia continued under the Colonial Office, was no administrative convenience, but rather a decision which recognized and accepted the operation of two imperial traditions.

This book, therefore, might quite properly have challenged the validity of views expressed in early official reports concerning Southern Rhodesia, especially in the light of subsequent events. It might also have questioned the practice, common in reports which admit little restraint in the scope of their purview, of lumping together, either for criticism or advice, widely separated countries and diverse communities in an Africa that has never been a unit in any sense, save as a land mass.

As an area of research the history of formal instruction in Rhodesia has so far been occupied by writers who have provided pamphlets and short works covering some aspect of the process. This book deserves the fullest use as a text which spans the period, providing a framework into which other works can be fitted, or possibly a kind of architect's elevation which permits of a degree of perspective in assessing component works.

J. McHARG

Catalogue of the C. M. Doke Collection on African Languages in the Library of the University of Rhodesia. Boston (Mass.), G. K. Hall, 1972, xxxii, 546 pp. US\$29.50.

This work catalogues more than 3,000 books, pamphlets and manuscripts belonging to C. M. Doke which the University of Rhodesia acquired ten years ago. The collection includes some rare books such as Appleyard's *The Kafir Language* of 1850, and invaluable manuscript dictionaries and grammars on subjects such as Rhodesian Tonga. Altogether there are works in more than 120 Bantu languages, and there are also valuable works on folklore.

The collection is not systematic, but represents the interests and opportunities of a life-time of study, travel, gift, purchase and reviewing, and there is less than one might expect on some aspects of Southern African folklore. Nevertheless the research potential of such a collection of early texts on African

languages is great, as has been demonstrated by a recent article on Mwari by G. Fortune (*Rhodesian History*, 1973, 4). The *Catalogue* in fact has a useful introduction on Doke and the Collection by Professor Fortune.

Unfortunately there is some confusion as to the exact contents of the *Catalogue*. Professor Fortune notes that the Doke Collection that was acquired did not contain works by Doke himself and thus it comes about that neither this Collection nor the *Catalogue* (nor, incidentally, the University Library itself) contains such important works of his as *The Phonetics of the Zulu Language* of 1926 which, however, has recently been made available in a reprint. It is partly to offset this absence of Doke's works that this *Catalogue* has added to it a useful