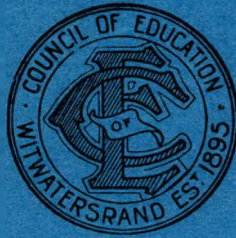


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1974

COUNCIL OF EDUCATION
WITWATERSRAND
(Incorporated)



REPORT *of the* SYNDIC

for the year ended

30th SEPTEMBER, 1974

and

PROCEEDINGS

at the

ANNUAL GENERAL MEETING

held on

3rd DECEMBER, 1974

Members of Council of Education

WITWATERSRAND

1974 — 1975

General Council:

Chairman

1937 M. W. RICHARDS, M.A., HON.LL.D.

Deputy Chairman

1961 S. A. G. ANDERSON, B.SC., B.SC. (ENG.)

Members

1954	P. H. ANDERSON	1949	P. A. MOORE, B.SC.
1968	G. R. BOZZOLI, D.SC.(ENG.), F.I.E.E.	1972	M. C. O'DOWD, B.A., LL.B.
1965	A. M. D. GNODDE, B.A. LL.B., M.A.	1948	H. F. OPPENHEIMER, M.A., HON.D.ECON.
1961	I. T. GREIG, B.A.(HONS.)	1944	G. V. R. RICHDALE
1970	P. G. HENWOOD, B.A.	1969	A. M. ROSHOLT, C.A.(S.A.)
1961	D. B. HOFFE, B.A., LL.B.	1957	J. SCOTT, D.S.O., M.B.E., A.C.G.I., B.SC.
1966	A. LOUW, B.SC. (MIN. ENG.)	1963	L. E. A. SLATER
1962	PROFESSOR I.D. MACCRONE, M.A. (CAPE AND OXON.), D.PHIL.	1973	B. A. SMITH, B.SC.(ENG.)
1949	DR. MARY McLARTY, M.A. HON.LL.D.	1957	T. P. STRATTEN, B.SC.(ENG.) M.A., HON.LL.D.
1961	C. S. MENELL, M.A.,M.B.A.	1953	PROFESSOR W. G. SUTTON, B.A., B.SC. (ENG.)

London Member: 1957 R. H. MacWilliam, B.A., B.SC.(ENG.)

The Mayor of Johannesburg (*ex officio*)

Syndic

The Chairman and the Deputy-Chairman, together with the following elected members

P. H. ANDERSON	M. C. O'DOWD, B.A., LL.B.
G. R. BOZZOLI, D.SC.(ENG.) F.I.E.E.	H. F. OPPENHEIMER, M.A., HON.D.ECON.
A. M. D. GNODDE, B.A., LL.B., M.A.	G. V. RICHDALE
I. T. GREIG, B.A.(HONS.)	L. E. A. SLATER
D. B. HOFFE, B.A., LL.B.	PROFESSOR W. G. SUTTON, B.A. B.SC.(ENG.)
A. LOUW, B.SC.(MIN.ENG.)	A. GARDNER WILLIAMS, M.A.
C. S. MENELL, M.A., M.B.A.	

Trustees: Members of the Syndic as above.

Secretary: P. E. SPARGO, M.SC.

Office: 53 Greenside Road, Johannesburg, 2001.

Telephone: 41-9656

COUNCIL OF EDUCATION

WITWATERSRAND

(INCORPORATED)

PROCEEDINGS

At the Annual General Meeting of the Council of Education, Witwatersrand, held in the Chemical Engineering and Metallurgy Building, University of the Witwatersrand, on Tuesday 3rd December, 1974, at 8.15 p.m.

PRESENT: Dr. M. W. Richards (Chairman), Messrs. S. A. G. Anderson, A. M. D. Gnodde, C. S. Menell, and the Secretary, Mr. P. E. Spargo.

In addition, about twenty-five guests, who had accepted invitations which had been sent to people connected with the University of the Witwatersrand, the Johannesburg College of Education, schools and various public bodies, were present.

APOLOGIES: Mr. P. H. Anderson, Professor G. R. Bozzoli, Messrs. I. T. Greig, P. G. Henwood, D. B. Hoffe, A. Louw, Professor I. D. MacCrone, Dr. Mary McLarty, Messrs. P. A. Moore, M. C. O'Dowd, Dr. H. F. Oppenheimer, Messrs. G. V. R. Richdale, A. M. Rosholt, J. Scott, L. E. A. Slater, B. A. Smith, Dr. T. P. Stratten, Professor W. G. Sutton and Mr. A. Gardner Williams.

MINUTES: The Minutes of the meeting of the Council held on 21st November, 1973, were confirmed and signed.

ANNUAL REPORT AND ACCOUNTS: The Annual Report and Accounts, copies of which had previously been sent to members, were tabled.

The Chairman, Dr. M. W. Richards, in moving the adoption of the Annual Report and Accounts, said:

LADIES AND GENTLEMEN:

It gives me great pleasure to welcome you and present for perhaps the 30th time, the Annual Report of the Syndic. The report for the year ended 30th September, 1974, which has been in the hands of members of the Council for some days, shows that our revenue at R24 631 was again lower than that for the previous year because of a drop of R1 929 in interest and dividends received, due partly to additional funds having been lent to schools at lower interest rates. Our administration expenses are also slightly up, although they remain at a very modest level. We regret to note that the market value of our equity portfolio as at 30th September, was still considerably below its cost, but this, I fear, is in line with the experience of other Trusts which have entered the equity market, and we are fortunate that our programmes and targets are such that we have not landed ourselves in the problems which have beset some of the overseas International Foundations in this period of chronic inflation, high interest rates, and low prices of shares on Stock Exchanges.

As regards our Travel Bursars, Messrs. Roumanoff (Northcliff High), Swemmer (still completing English Honours), and Hattingh (Pretoria Boys' High), are overseas at Sevenoaks School, Christ's Hospital School, and Chigwell, respectively, while we have two Major Scholars, Messrs. G. R. Walker (Sandringham High) and W. L. Holderness (St. Andrews, Grahamstown), who are widening their experience by courses of study at London University. Both the latter are married and have their wives with them. I believe that all seven will be good ambassadors for South Africa, both in their schools and in academic circles.

The English Language Teaching Information Centre (ELTIC) of The English Academy of Southern Africa, to which I referred last year, has now engaged a professionally experienced African lady organizer, whose salary we are paying, and, with assistance from other organizations in respect of capital requirements — a van, electronic equipment, tapes, etc., the Centre has made a good start. Thus, I hope that by next year, we should be able to report that it is making an effective contribution to African teachers of English. Other ventures in which we have been involved during the year have included the production of the second volume of "Better Than They Knew", (edited by René de Villiers, M.P., with an introduction by Sir Robers Birley, K.C.M.G.), which contains some important micro-biographies of South Africans and should be on sale in the shops just in time for you to buy a copy for Christmas for Aunt Jemima who 'has everything'!

Another book with which we have been associated is the new contemporary history textbook for matriculation students called "South Africa in the Modern World, 1910-1970", which has been co-ordinated and edited by Jan Breitenbach, the headmaster of St. John's College, Johannesburg. I believe that it is a book that will prove of great interest

for everyone who has lived through parts at least of this dramatic period, and such care has been taken to be fair and objective that I believe it will be acceptable to people of all shades of political predilections.

As I paged through some of the drafts of the text, I felt how useful it would be to us adults concerned with education if we could have a monograph covering the history of educational policy over the same period. I fear that it would bring out in stark relief that we are now reaping some of what we sowed.

It was clear at the time it was done that the separation of English- and Afrikaans-speaking children was almost certain to drive a wedge between the two white groups. The fact that this wedge has not gone even deeper than it has is due to the great goodwill that existed between the two white language groups at the termination of World War II, but I fancy that our present political and administrative masters do not realize how deeply their arbitrary education programmes and plans are resented by the majority of the English-speaking group.

It is, of course, recognized that considerable efforts are made by many politicians and senior Government officials to be fair to the English-speaking group, but nevertheless, the latter feel that they are rarely consulted, and decisions are taken which are alien to the spirit of the English-speaking group — parents, children, and teachers alike. Many of the latter feel that their work is not appreciated by those who control their promotion. They feel insecure and restless. To quote but one example: many of us feel that it is wrong that English-speaking teachers who have fully qualified themselves, often at their parents' expense, are denied jobs in English-medium Schools in favour of Afrikaans speakers who have been trained at State expense. There may be good "auditing" type of reasons for this, but we are not consulted and we do not believe that it is in the best interests of *our* children's upbringing.

Morning, noon and night, we are all fed the doctrine of "separateness" and the right of self determination of different groups (at a time incidentally when the rest of the world is trying to accommodate differences), but when it comes to the white English-speaking community, we are asked to accept that a single group of Afrikaner ideologists knows what is best for the good of each separate group. Frankly, I am reluctantly coming to the conclusion that, when the schools were separated into English- and Afrikaans-medium, the whole Education Administration should have been split, with two Directors of Education. The one could, if necessary, pursue the doctrine of Christian National Education, while the other would concentrate on the aspirations and values of heritage and culture which the English speakers hold dear.

In this way, I believe we might have had a more satisfactory staff position in our schools and better recruiting for the profession.

How parlous the position has become is illustrated by the fact that English-medium schools are heavily staffed by people whose home language is Afrikaans and who use that language by preference in the Staff Common Room. The flow of male English-medium recruits to High School teaching looks as though in four years' time, the English-medium Boys and co-educational High Schools in the Transvaal will be lucky if they get one new male member of staff in each five years. That is, if a popular school like Pretoria Boys' High gets a new male teacher every second year, some other school may not get one for ten or more years.

I still feel there may be a ready solution by selective recruiting overseas and I wish the authorities would not always cite failures of importations in the past, but rather think of the outstanding success of people like K. B. Hartshorne who came out from Washington's birth-place in County Durham, England, in 1938, married a Stellenbosch graduate, and has perhaps done more to promote good human relations in African Education than any other one person I can think of.

If the State's handling of white English speakers' education has proved unsatisfactory and has driven many parents to seek shelter in private fee-paying schools, the record in respect of African education has also been disappointing. The move to displace the Mission Schools, some of which were admittedly poorly equipped and organized, may have had merit, but it needed a vastly greater injection of tax-payers' money than was forthcoming. In the last couple of years this has been somewhat rectified, but the growing size of the problem tends to outstrip even the fairly substantial per capita improvements. Here again, there is also the lack of adequate consultation and debate with those being served, coupled with a lack of consultation with and encouragement of English-speaking Whites who might have been able to make a contribution to the understanding of Black aspirations.

It is my considered opinion that, short term, the aim must be to increase the annual number of African matriculants to feed the Teacher Training establishments and to provide educated leadership for the expanding industrial and social opportunities for the African inside and outside the Homelands. This, rather than expanded expenditure on military might and Security Police activities, seems to offer the best real protection for our country for the future.

It should have been clear to anyone that the basis on which the Black Universities were established would lead to anti-white confrontations. Now that these have occurred, an effort must be made immediately to find a natural solution of the problem, and I believe that this

could be done by arranging forthwith that promising graduates of these Universities should be granted residential bursaries to take honours or other higher degrees at the White University of their choice. I am thinking mainly of graduates of Ngoye, Turfloop, and Fort Hare, but I daresay a similar solution would be sound in respect of the Coloured University of the Western Cape, the Indian University of Durban/Westville, and the Wentworth Medical School.

The idea is not new — it was discussed years ago by a group of us headed by the Afrikaans journalist, Mr. Willem van Heerden, and was proposed more recently by Dr. Gerrit Viljoen, Rector of RAU. I feel its implementation would have an immediate effect in reorientating values on the Black campuses. It would also have great value in bringing mature white and black students together on an equal basis. We must avoid for the future South African Whites being so ill-prepared for consultations with Blacks that attempts at dialogue tend to become selfconscious and arid. White and Black must meet easily and as friends.

So much for my attempt at an analysis of what could be learnt from a study of a monograph on Education Policy in South Africa which, as far as I know, has not yet been written although I believe that the ex-head of Natal University, Dr. Ernie Malherbe, is working on a second volume of his standard work on S.A. Education.

Of course, in reality, all is not so gloomy. The TED has been wise and bold in raising the salaries of top staff very substantially, making these posts a magnet. Possibly as a result, some of the increases lower down the scale have not done much more than absorb the depreciation in the value of money, and this will need watching, though it should also be remembered that much can be achieved by showing courtesy and consideration towards one's staff. It is good that "qualifications" are being rewarded but I still feel that there should be some way of recognizing the person who, through temperament and energy, is a "rattling good school teacher" and concentrates on that rather than getting M.A.'s and B.Ed's.

Then too, at a time when the Johannesburg College of Education might have gone into a period of stagnation due to building delays and the removal of High School Teacher Training to the Universities, Professor Napier Boyce staged an outstanding Conference on Evaluation. It is sad that, due to a lack of flexibility in the Provincial Administration's rules regarding Blacks on Provincial campuses, the venue had to be moved to the University. The College of Education has also been running Workshops for High School teachers fitted in over weekends and evenings which have been well supported.

On the new developments in Teacher Training at the University of the Witwatersrand, I will say nothing, leaving the field clear for Mr. Ray Tunmer who is to address us in a minute.

Your Council has been invited by The English Academy of Southern Africa to participate in its debate of education problems in Johannesburg on 25th January, 1975.

On the Bantu education side too, there are notable advances and I have a few copies available of a paper by Mr. Hartshorne on what is being done in Technical Training — it was a lunchtime talk to The Associated Scientific & Technical Societies of South Africa, and near the start he remarked “no one gives higher priority to education than the Black parent and no one is prepared to make greater sacrifices in order to obtain it for his children.”

Some of the Homelands Departments of Education are starting to show initiative and private undertakings such as “Operation Upgrade”, the Bureau of Literacy, and Turret Correspondence College are making very significant contributions in different areas. The problems remain vast and the shortage is trained personnel. Before I leave this aspect, may I give you some data culled from “Bantu” about Nkosi Sikelel’i Afrika which most of us have heard sung so hauntingly by African choirs — it seems it was written some 77 years ago by one, Enoch Sontonga, a Methodist mission teacher on the Witwatersrand. The first verse in the English translation is: —

Lord, bless Africa
May her spirit rise high up,
Hear Thou our prayers
And bless us.

Chorus:
Descend O Spirit
Descend O Holy Spirit.

Then there is a call for blessings on the Chiefs and Public men, on youths, wives, and all the young girls. An end to famine and disease. A blessing on education and self-uplift, and the final verse: —

Lord, bless Africa
Blot out all its wickedness
And its transgressions and sins
And bless it.

A prayer which seems to go for all of us.

I have left myself no time to comment on the van Wyk de Vries Commission’s report. The main report is a document of over five hundred pages and one hopes that each of its recommendations will be

carefully considered before being implemented. For example, I would have thought that the Joint Matriculation Board (p. 146) should have had a wider function in co-ordinating all school standards, including Blacks. The judge is a quiet, gentlemanly man, and I am just sorry that he should have used the SABC to comment on the minority report by one of the commissioners when he must have known that the SABC (unlike the BBC) does not allow reply. It is a good thing to hear both sides of any question.

In conclusion, I wish to thank my colleagues for their support during the year and, on behalf of all members of the Syndic, to thank our Secretary, Mr. Peter Spargo, and also Miss Pike, who looks after our accounts, for their outstanding work.

I would also like to thank all those who have represented the Council on School Boards and other bodies and would like especially to mention Mr. Ian Greig who was one of our nominees on the University Council and was Chairman of its Finance Committee. His withdrawal from this nomination highlights the difficulty of finding business people who have time to devote to University work.

The reason for my mentioning "30 years" at the outset of this address is that I feel the time has arrived when I should myself withdraw from the Chairmanship of our Council within the next half year and would like to suggest that Mr. Stephen Anderson should succeed me then.

I now beg to move that the Report of the Syndic and the Accounts for the year ended 30th September, 1974, be and are hereby received and adopted.

Mr. S. A. G. Anderson seconded the adoption of the Report of the Syndic, and the Accounts.

The Chairman then put the matter to the vote and it was carried unanimously.

ELECTIONS

Chairman—On the motion of Mr. C. S. Menell, seconded by Mr. A. M. D. Gnodde, Dr. M. W. Richards was unanimously re-elected Chairman.

Deputy-Chairman—On the motion of Dr. M. W. Richards, seconded by Mr. C. S. Menell, Mr. S. A. G. Anderson was re-elected Deputy-Chairman.

Members of the Syndic—Professor A. N. Boyce proposed that the following be elected for the ensuing year:

The Chairman and Deputy-Chairman (*ex officio*), Mr. P. H. Anderson, Professor G. R. Bozzoli, Messrs. A. M. D. Gnodde, I. T. Greig, D. B. Hoffe, A. Louw, C. S. Menell, M. C. O'Dowd, Dr. H. F. Oppenheimer, Messrs. G. V. R. Richdale, L. E. A. Slater, Professor W. G. Sutton and Mr. A. Gardner Williams.

Mr. A. G. Grant seconded the proposal and the Syndic was duly elected.

Nominees on Governing Bodies—On the proposal of the Chairman these were confirmed.

GENERAL

The Chairman's address was followed by an address entitled "Teaching Practice in Perspective", by Mr. R. Tunmer, Director of Teacher Training at the University of the Witwatersrand. Mr. Tunmer's address is appended to this record of the Proceedings.

Mr. Tunmer's address provoked a number of questions and a discussion ensued.

The Chairman thanked Mr. Tunmer and the meeting was then closed.

TEACHING PRACTICE IN PERSPECTIVE

by

Mr. R. Tunmer

It is not possible in the short time I have at my disposal this evening to cover the whole range of activities or components that make up a programme of teacher training. I thought that instead I would concentrate upon one aspect — that is popularly known as teaching practice. I think that I can justify this narrowed focus, not only because of time but also because it is such a vivid experience for student teachers. (I don't know of any teacher who cannot remember practically every moment of the first lesson he or she gave in the first teaching practice). I can also justify it, because it is a complex exercise, involving (here at Wits in August of this year) some 85 students scattered over 35 high schools, dozens of teachers in these schools and some 25 University supervisors darting backwards and forwards over Central, Northern and Eastern Witwatersrand, clocking up vast mileages. (Two of our supervisors submitted claims for over 1000 miles during the six-week period of teaching practice). It is an expensive exercise, and one is at times forced to ask whether the expenditure of this time and money is justified.

This question brings me to my third justification for looking specifically this evening at students' experiences in schools. The whole concept has come under serious attack in the last 10 or 15 years. At times the attack is couched in extravagant language — an extravagance justified by those who use it, because of their exasperation at the inefficiencies of the system as they have experienced it. Plaskow, for instance, has roundly declared that it is "extravagant and kinky" to think that by putting students into schools for certain periods they will "somehow be trained as teachers." Kaltsoanis and Nelson claim that the continued use of school practice is based on "legend rather than logic."

Setting aside the wilder attacks, there are more moderate ones which are well known to all those involved in the training of teachers.

(i) Enormous differences between schools and between teachers within schools.

(ii) Personality differences between supervising teacher and student, between University supervisor and student, and at times between University supervisor and supervising teacher.

(iii) Conflicting or unclear aims for the teaching practice period. The student is at times uncertain and at times baffled as teacher and supervisor pull him apart.

(iv) The complex rôle played by the student in the school: he is at one and the same time a student and a professional, a guest and a critic of his hosts.

(v) The conflict situation in which both the supervising teacher and the University supervisor find themselves — they are at one and the same time advisor and evaluator. It is claimed that you can follow one of these roles only at the expense of the other.

(vi) Teaching practice is based on an historical concept of craftsman/apprentice relationship, exemplified in the 19th Century approach of the pupil-teacher which was the system which was developed partly by accident (in the United Kingdom), and partly by design (particularly in the Netherlands and Switzerland). It is claimed that this relationship is no longer an appropriate one for teacher training — that techniques of and, indeed, the aims of education are changing too rapidly to permit students' main practical experiences to be controlled by people who have not necessarily, recognised or mastered education's changing aims and techniques.

Now I do not think that all these objections to the system of teaching practice are equally valid. May I, for instance, look briefly at Point (v) — the conflict between adviser and evaluator. Are not all teachers (from Grade I to third year and honours classes at University) in exactly the same dual rôle? Does not the lecturer standing by the dentist's chair at our Dental School watching a student complete an extraction, or the professor trailing students behind him on a Ward Round at the General or Baragwanath also find himself doing two jobs — advising (i.e. teaching) and evaluating? Does not the employer taking on a new employee also occupy both rôles? I would certainly agree that it is important for both the teacher and the student to be aware of the two rôles, and to know when one and when the other is being assumed. Two rôles, per se, are not inimical to good teaching. It is the way they are assumed and played which can cause favourable or unfavourable learning experiences for the student.

Let me take another example: the possibility of unclear or conflicting aims for the teaching practice period. In 1971, Cope produced a very detailed research study called *School Experience in Teacher Education* which concerned colleges of education in the Bristol area. Some 17 aims of school practice were rated for importance by students, staff in the Colleges and teachers in schools. In the sense that the seventeen aims were listed for the respondents, the questionnaire was a closed-ended one. Differences between the groups, therefore, were reflected in the emphasis which they placed upon the aims.

All groups agreed that developing *an appropriate pupil-teacher relationship* was the most important aim. All agreed that *interchange of ideas and methods between students training institutions and schools* was the least important of the 10 most frequently cited aims. There was comparatively high agreement that *opportunities for students to experience success in teaching* was a fairly important aim. As can be expected, students rated this higher than the other groups. Teachers rated class control as more important than did staff or students. Students rated the *development of their own self-knowledge* during teaching practice as a more important aim than did staff or teachers. All groups rated opportunities for *developing powers of organization* as comparatively unimportant. *Evaluation of student's teaching potential* was rated more highly by teachers than by staff or students.

Cope claims that, although there was broad agreement, this agreement masked important differences in Emphasis given to aims by the three groups. Nodding of heads in general discussion, in other words, could develop into serious misunderstandings or clashes in the classroom.

In contrast to Cope's study, Stones and Morris surveyed over 100 institutions by means of an open-ended questionnaire. The emphasis, in descending order of importance, were

- (a) acquiring teaching skills
- (b) planning and preparation of lessons
- (c) development of attitudes/traits
- (d) display appropriate teacher behaviour in a variety of situations
- (e) evaluating students' and pupils' progress
- (f) bringing about learning in pupils.

Stones and Morris point out, correctly, that these and other statements of aims are undifferentiated and do not indicate how these aims (which are largely *attitudinal*) can be translated, or evaluated, in *behavioural* terms.

It must, however, be remembered that teaching is a complex situation and that differences of aims, at different times, and in different circumstances, is not only inevitable, but essential. One of the tasks of a training institution is to alert the student and the receiving school to the variety of aims which could be highlighted during teaching practice.

The variety of schools, neighbourhoods, and teachers (the first problem I mentioned early in this talk) is not of itself a problem. It becomes a problem when evaluation of student's performance is undertaken. In these circumstances, too fine an evaluation becomes impossible. The variety of teaching institutions should force institutions to provide

sufficient teaching practice opportunities so that the students become aware of the varieties of approach and technique that are necessary to work in these institutions. In this situation, it is possible that at this University we are selling our students short. Up to this year, they have experienced two schools only (one for three weeks in February and another for six weeks in August). In 1975, because of schools working to three terms and the University to four, we shall have to arrange three teaching practices of three weeks each. For each student, each practice will take place in a different type of school. But even this is possibly not sufficient, and some experience in the undergraduate years should, in my opinion, be introduced.

Of all the problems which are well recognised in teaching practice that of the craftsman/apprentice is possibly the most important. Stokrow has described this as *Modelling the Master Teacher* and goes on to point out that there are problems of identifying him and ensuring that you can find enough master-teachers to place all your students at the feet of those men and women who can provide good models. Even if you have solved these problems (and they are formidable) there is still the danger that the student is limited to only one model. Part of the answer, of course, is to place him in a variety of schools. In secondary school training, as the student has two subjects to teach, and has to teach these subjects over a number of standards, there are many more models for the student to observe. In primary school training, where the student is allocated to a class teacher, the limitation-of-model danger is far greater.

Stones and Morris use less flattering terminology than Stolurow's *Mould the Master Teacher* phrase. They call it *Sitting with Nellie*. Nellie is the frequently-found operative on an assembly line by whom new employees are placed to learn the techniques of the job. As these authors point out, when Nellie's work methods are examined by any process of time and motion study, they are found to be wasteful of time and effort. By implication, therefore, teachers are placed in the unflattering role of Nellie, with a doek over her hair, her bent and listless body encased in a shapeless overall, her face dull and shiny with sweat, and her mind a blank. Equally Stones and Morris' phrase suggests that by placing students with poor Nellie, they too will become inefficient, listless, and vacuous.

This exaggeration is I think dangerous, for if we accept it too easily we will tend to throw out all teaching practice — baby, bathwater, doek and all. It is the same type of exaggeration which suggests that the Hawthorne effect (greater improvement in output supply because people were taking an interest in people doing a screamingly monotonous task) which was first observed in a factory, can be transferred completely to a school learning situation. Now, not all school learning

is screamingly monotonous, so one cannot assume that all improvement in, shall we say, a methods experiment can be attributed to somebody taking an interest in the pupils. Being in a classroom is *not* the same as being a member of an assembly line.

In exactly the same way, teachers are not Nellies — at least the majority of them are *not* Nellies. They have developed flexibility, they are aware of the countless variables which go to make up those forty minutes between bells, they are aware of the need to make continuous adaptations to the plans they have made for their lessons, they are aware of the different personalities and potentials of the children in their classes. Nor, thank God, are all students potential Nellies. I have been most impressed with our students' abilities to view schools, teachers and lessons critically and constructively even at the beginning of their training. I am reminded of an experience of some six weeks ago when I played to my students an audio-tape of extracts of two lessons I had given to illustrate some oral English work with Standard 8 boys. I was forced to defend my plans for the lessons and my actions during them with all my skill. I was "on trial" and the prosecution was determined to give me a tough time. This was a long way (indeed a different world) from that of blindly modelling the master (in Stolurow's phrase) or of mindlessly imitating Nellie, in Stone's and Morris' clever but partly misleading image.

There is another misleading impression given by the attacks of both Stolurow and Stones and Morris on current teaching practice approaches. This is that, once the student has been allocated to a school, there is no support from the training institution.

Now this does not happen, for all training institutions send supervisors to watch students at work. There is, however, enormous variation from institution to institution in the extent of this support from supervisors. Part of the attack on the Nellie syndrome from writers in Britain might stem from the number of times the supervisor visits the student. In some cases, students are placed many miles from the training college or university. In these circumstances, more than two or three visits by the supervisor are impossible during the block teaching practice.

At this University, we are fortunate. I can call upon more than 60 schools, none of which is more than half-an-hour's drive from the University, to accept our students. During this year (1974) our students spent a total of 9 weeks in schools. They were seen on average between 14 and 15 times by University supervisors. Each student was seen by an average of 3.5 different supervisors to ensure that his fate was not decided by one person, or that his teaching style was moulded by only one set of ideas. During the two teaching practices the students returned to the University on six separate occasions to work with their method lecturers. Such occasions would typically be used to discuss lessons

which had already been seen, to help students plan for lessons they had been asked to do in the coming week, and to compare problems which they had faced.

During August this University received three overseas visiting lecturers in education. All of them expressed surprise at the amount of supervision our students received in comparison with the situation with which they were familiar in Britain.

The other fortunate thing about our situation at Wits is that our method lecturers are all part of the full-time staff. They are therefore available to do the bulk of the supervision during teaching practice. They can see if approaches and techniques which they discuss in the University are being carried out in the schools. The students have some sense of continuity. Theory and practice is not entirely divorced.

It is my hope that this pattern of supervision will continue in the future. For teaching practice is more likely to work if it is seen largely as a teaching experience by the students — a teaching experience linked to that provided within the University but now provided in a more testing milieu. It is also more likely to work if University staff see their function in visiting their students in schools as largely being a *supportive* function.

It would, however, be naive and complacent if I were to think that all is well with teaching practice, or that supportive work does not need to be analysed critically or that experience of a fluctuating nature in the school itself is sufficient.

The criticisms of teaching practice, exaggerated as they sometimes are, have produced some interesting and stimulating alternatives. I should like to complete my talk this evening by listing some of these.

(i) Exposing students to the opposite of "*Modelling the Master Teacher*" — i.e. *Mastering the Teaching Model*. Here one needs to let students examine the work of Verduin, Stolurow, Strasser, Davis, Manders and Taba. These models of teaching can be used as departure points in the planning of lessons.

(ii) Exposing the students to various attempts to provide *tayonomies* of learning and teaching. One thinks of the work of Bloom and Wager.

(iii) Creating simulation situations within the training institution — using role playing, examining critical incidents, using in-basket exercise situations.

(iv) Using micro-teaching both with peers and with pupils drawn from neighbouring schools.

(v) Using of models provided by a variety of practising teachers and method lecturers preserved on audio or video tape for analysis and comparison.

The essence of all these approaches is that the teaching task is broken down into a number of smaller, assimilable units, so that students can recognise them, and practise these skills without having to handle them all simultaneously before a class of 20 to 40 children. Teaching practice, then, is used to bring together the different units into an integrated whole.

Here at Wits. we have started to work along these lines. Our efforts will be made more possible from next year, when improved accommodation becomes available for the Faculty of Education.

But these approaches must be seen as complementary to full teaching practice — not as alternatives to them.

Teaching practice remains one of the kingpins of teaching training. It cannot be dispensed with — but its problems must never be glossed over.

Members of Council of Education

WITWATERSRAND

As at 30th September, 1974

General Council:

Chairman

1937 M. W. RICHARDS, M.A., HON.LL.D.

Deputy Chairman

1961 S. A. G. ANDERSON, B.SC., B.SC. (ENG.)

Members

1954	P. H. ANDERSON	1949	P. A. MOORE, B.SC.
1968	G. R. BOZZOLI, D.SC.(ENG.), F.I.E.E.	1972	M. C. O'DOWD, B.A., LL.B.
1965	A. M. D. GNODDE, B.A. LL.B., M.A.	1948	H. F. OPPENHEIMER, M.A., HON.D.ECON.
1961	I. T. GREIG, B.A.(HONS.)	1944	G. V. R. RICHDALE
1970	P. G. HENWOOD, B.A.	1969	A. M. ROSHOLT, C.A.(S.A.)
1961	D. B. HOFFE, B.A., LL.B.	1957	J. SCOTT, D.S.O., M.B.E., A.C.G.I., B.SC.
1966	A. LOUW, B.SC. (MIN. ENG.)	1963	L. E. A. SLATER
1962	PROFESSOR I.D. MACCRONE, M.A. (CAPE AND OXON.), D.PHIL.	1973	B. A. SMITH, B.SC.(ENG.)
1949	DR. MARY McLARTY, M.A. HON.LL.D.	1957	T. P. STRATTEN, B.SC.(ENG.) M.A., HON.LL.D.
1961	C. S. MENELL, M.A.,M.B.A.	1953	PROFESSOR W. G. SUTTON, B.A., B.SC. (ENG.)

1953 A. GARDNER WILLIAMS, M.A.
London Member: 1957 R. H. MacWilliam, B.A., B.SC.(ENG.)
The Mayor of Johannesburg (*ex officio*)

Syndic

The Chairman and the Deputy-Chairman, together with
the following elected members

P. H. ANDERSON	M. C. O'DOWD, B.A., LL.B.
G. R. BOZZOLI, D.SC.(ENG.) F.I.E.E.	H. F. OPPENHEIMER, M.A., HON.D.ECON.
A. M. D. GNODDE, B.A., LL.B., M.A.	G. V. RICHDALE
I. T. GREIG, B.A.(HONS.)	L. E. A. SLATER
D. B. HOFFE, B.A., LL.B.	PROFESSOR W. G. SUTTON, B.A. B.SC.(ENG.)
A. LOUW, B.SC.(MIN.ENG.)	A. GARDNER WILLIAMS, M.A.
C. S. MENELL, M.A., M.B.A.	

Trustees: Members of the Syndic as above.

Secretary: P. E. SPARGO, M.SC.

Office: 53 Greenside Road, Johannesburg, 2001.

Telephone: 41-9656

COUNCIL OF EDUCATION

WITWATERSRAND

(INCORPORATED)

Report of the Syndic to the Council

for the year ended

30 September, 1974

We have the honour to present to the Council the Report of the Syndic upon its activities during the year ended 30th September, 1974, together with the audited Balance Sheet and the Statement of Accounts.

I. FINANCIAL SECTION

Financial Summary:

Accumulated Funds:

The balance of the Accumulated Funds was at 30 September, 1973 R404 331

Add:

Income from Investments and Assets during the year ended 30 September, 1974 24 631
R428 962

Deduct:

(1) Administration and other charges 3 143
(2) Grants and allocations made during the year 17 076 20 219
R408 743

The "Loans Account" now stands at R132 000 which is R5 000 more than at 30th September, 1973, due to various loans made during the year.

The total of loans to educational bodies made by the Council and paid out to September, 1974, since its establishment is R914 700.

Cash assets:

The cash assets amount to R341 858, against which sundry creditors amount to R7 052.

Revenue:

Revenue for the year amounted to R24 631 which is R1 929 less than in the previous year due mainly to lower interest earnings.

Grants:

The grants made during the year were to Witwatersrand University Press for Publications on African Studies R1 200; Travel Bursaries R3 705; English Academy R250; Major Scholarship for Teachers R8 420; "ELTIC" R2 820; National Conference on Evaluation R750; and sundry grants and bursaries R991.

Accumulated Fund:

The value of the assets of the Council stands at R474 915. The total liabilities, including reserve for mortgages and loans, R10 000 and R54 000. Trust Moneys amounted to R64 000 leaving an Accumulated Fund of R403 863.

II. EDUCATIONAL

The thanks of the Council are due to the Human Sciences Research Council, the Transvaal Education Department and the University of the Witwatersrand for publications received.

Travel Bursaries:

The 1973/74 Travel Bursar, Mr. D. A. Young, has now rejoined the staff of Pretoria Boys' High School after what was clearly a most profitable year at Oundle.

The 1974/75 Bursars are Messrs. P. A. Roumanoff, of Northcliff High School, and Mr. D. K. Swemmer, who is still completing an Honours degree in English. Mr. Roumanoff has been placed at Sevenoaks School, Kent, and Mr. Swemmer at Christs Hospital, Sussex.

We are pleased to record that Mr. G. J. Hattingh, one of the 1973/74 Bursars whom we were unable to place for that year, has now been placed at Chigwell School, Essex, for the 1974/75 academic year.

Major Scholarship for Teachers:

Mr. T. C. Clarke, the fifth recipient of the Council's Major Scholarship for Teachers, has now rejoined the staff of Malvern High School, Johannesburg after a one-year post-graduate course in the teaching of middle-school science and mathematics at the Thomas Huxley College, University of London.

Mr. G. R. Walker, the second 1973/74 Major Scholar, but whose Scholarship was deferred as he could not secure a place at London University for the 1973/74 academic year, was later awarded a place for the 1974/75 academic year and has now left for the United Kingdom. Mr. Walker will read for the Diploma in Education, with Special Reference to the role of Language in Education, at the University of London Institute of Education.

The 1974/75 Major Scholarship was awarded to Mr. W. L. Holderness, of St. Andrew's College, Grahamstown. Mr. Holderness will read for the M.A. degree in Education (Language and Literature) at the University of London Institute of Education. On his return Mr. Holderness will take up a teaching post in the Transvaal.

Grants:

The grants made for education purposes during the year under review will be found listed in the financial section of this report.

Recruitment of Teachers:

The desperate shortage of male, graduate English-medium teachers continues to cause the Syndic very serious concern. The situation is particularly tragic in view of the fact that an energetic recruiting programme overseas could do much to improve the situation, particularly in the fields of science and mathematics teaching, where the shortage is most acute. The appropriate authorities, however, seem most reluctant to embark on any such recruiting drive overseas.

"Better Than they Knew":

Sales of the first volume of this book have only improved slightly during the year under review. It is much to be regretted that the authorities did not see fit to include it in the list of books approved for purchase for libraries of Transvaal Provincial schools.

Volume two of this work should be published soon.

English Language Teaching Information Centre — ELTIC:

It is a pleasure to record that this centre, towards the establishment of which the Council contributed substantially, is now fully operational and is beginning to make its presence felt. The Syndic is very aware of the importance of ELTIC.

III. COUNCIL NOMINEES ON EDUCATIONAL BODIES

During the year the following persons, nominated by the Syndic under resolution of the Council, served on the bodies indicated:

Council of the University of the Witwatersrand:

Mr. I. T. Greig, Mr. C. S. Menell, Dr. M. W. Richards.

Kingsmead College:

Professor H. Holmes

Pridwin School:

Mr. S. A. G. Anderson

Roedebeek School:

Dr. M. W. Richards, Professor L. Lanham, Mr. S. A. G. Anderson, Mr. H. A. Smith.

St. Andrew's School, Bedford Park:
Mr. J. Hodgson.

St. Alban's College, Pretoria:
Mr. K. B. Hartshorne.

St. Dunstan's School, Benoni:
Mr. N. D. Altenkirk.

St. John's College:
Mr. A. M. D. Gnodde.

St. Katharine's School:
Mr. A. M. D. Gnodde.

St. Peter's School, Rivonia:
Mr. R. W. Weeks.

The Council's thanks are due to these nominees for services they have thus rendered to education.

IV. SYNDIC MEMBERSHIP

There were at 30th September, 1974, thirteen members of the Syndic, all of whom are eligible for re-election.

V. ELECTION OF OFFICERS

The Chairman, Deputy Chairman, and Syndic retire in accordance with the Constitution and it rests with the Council to elect a Chairman, Deputy Chairman and not fewer than five and not more than sixteen members of the Syndic.

On behalf of the Syndic

M. W. RICHARDS, *Chairman*

S. A. G. ANDERSON, *Deputy-Chairman*

G. R. BOZZOLI

A. M. D. GNODDE

D. B. HOFFE

C. S. MENELL

L. E. A. SLATER

W. G. SUTTON

P. E. SPARGO, *Secretary*

} *Members
of
Syndic*

Johannesburg.
6th November, 1974.

ACCOUNTS

REPORT OF THE AUDITORS TO THE MEMBERS OF COUNCIL OF EDUCATION: WITWATERSRAND

We have examined the books, accounts and vouchers of the Council of Education: Witwatersrand, and have satisfied ourselves of the existence of the securities. We have obtained all the information and explanations which, to the best of our knowledge and belief, were necessary for the purposes of our audit. In our opinion, proper books of account have been kept by your Council, so far as appears from our examination of those books.

The attached Balance Sheet and Income Statement signed by us this day, are in agreement with those books.

In our opinion, and to the best of our information and according to the explanations given to us, the attached Balance Sheet gives a true and fair view of your Council's affairs as at 30th September, 1974 and the attached Income Statement gives a true and fair view of the deficit for the period stated thereon.

RICHARDSON, REID AND PARTNERS
Chartered Accountants (S.A.) Auditors.

JOHANNESBURG.

23rd October, 1974.

**COUNCIL OF EDUCATION
WITWATERSRAND
INCORPORATED**

BALANCE SHEET AT 30TH SEPTEMBER, 1974

NOTES TO THE ACCOUNTS

1. REALISATION OF EQUITIES:

Balance 1st October, 1973	2 834
Add: Profit on Sale of Equities	3 958
	6 792
Less: Loss on Sale of Equities	2 445
	R 4 347

2. RESERVE AGAINST MORTGAGES AND LOANS:

To cover possible non-payment by Schools (Unchanged Since 1962) R10 000

R10 000

3. TRUST FOR EDUCATION PURPOSES:

Educational Trust: M. W. Richards	2 000
United South African Trust Fund	50 000
Legacy	2 000
	R54 000

4. SUNDRY CREDITORS:

Audit Fee	150
Management Fee	215
"Better Than They Knew"	1 000
U.A.L. Investment Clearing Account	5 687
	R 7 052

5. SUNDRY DEBTORS:

Interest	767
Dividends	286
	R 1 053

6. INVESTMENTS (MORTGAGE BONDS AND LOANS) R132 000

7. OTHER INVESTMENTS:

(a) FIXED DEPOSITS

Allied Building Society 24 Months @ 7½% p.a.	8 000
Allied Building Society 24 Months @ 10% p.a.	7 000
Allied Building Society 24 Months @ 10% p.a.	25 000
	R40 000

(b) INTEREST ACCRUED

On Fixed Deposits	735
On Municipal Stocks	1 587
	R 2 322

(c) CURRENT ACCOUNT

Balance per Cash Book	R1 346
Standard Bank of S.A. Limited	

(d) CALL ACCOUNT

Union Acceptance Ltd. 8% p.a.	R13 000
------------------------------------	---------

(e) MUNICIPAL STOCKS

Durban Loan 102 (1992) 7% p.a.	29 426
Durban Loan 98 (1986) 6% p.a.	22 423
Johannesburg Loan 347 (1982) 5½% p.a.	21 329
	R73 178

NOTE OF INCORPORATION:

The Council of Education was Incorporated under the Transvaal Province Ordinance Number 56 of 1903.

COUNCIL OF EDUCATION WITWATERSRAND

BALANCE SHEET AT 30TH SEPTEMBER 1974

		NOTES
1973		
407 165	ACCUMULATED FUNDS:	403 863
391 478	Balance 30th September, 1973	404 331
15 687	Less: Deficit (1973 Surplus)	(468)
10 000	RESERVE AGAINST MORTGAGE LOANS:	10 000
54 000	TRUST FOR EDUCATION PURPOSES:	54 000
366	SUNDRY CREDITORS:	7 052
<u>R471 531</u>		<u>R474 915</u>
2	OFFICE FURNITURE:	2
	(At Cost Less Depreciation)	
2	MOBILE LIBRARY:	2
	(At Cost Less Depreciation)	
2 035	SUNDRY DEBTORS:	1 053
127 000	INVESTMENTS:	132 000
	(Mortgage Bonds and Loans)	
342 492	OTHER INVESTMENTS AND CASH:	341 858
40 000	Fixed Deposits	7a 40 000
2 947	Interest Accrued	b 2 322
7 725	Current Account	c 1 346
1 000	Call Account	d 13 000
113 372	Municipal Stocks	e 73 178
75 000	Debentures At Cost (Market Value R49 737)	75 000
102 448	Equities At Cost (Market Value R81 410)	137 012
<u>R471 531</u>		<u>R474 915</u>

JOHANNESBURG.
23rd October, 1974.

M. W. RICHARDS
Chairman of Syndicate

COUNCIL OF EDUCATION WITWATERSRAND

INCOME STATEMENT FOR THE YEAR ENDED 30TH SEPTEMBER, 1974

	<i>1973</i>	
	INTEREST ON INVESTMENTS AND LOANS:	
R 25 629	Interest Received	R 19 726
5 850	Less: Accrued Interest — 30th September, 1973	2 947
19 779		16 779
2 947	Add: Accrued Interest — 30th September, 1974	2 322
22 726		19 101
3 834	DIVIDENDS RECEIVED:	5 530
26 560		24 631
2 587	LESS: ADMINISTRATION EXPENSES:	3 143
1 320	Salaries and Secretarial Fees	1 490
150	Audit Fee	150
722	General Charges	1 075
395	Management Fee	428
23 973		21 488
11 120	GRANTS AND ALLOCATIONS:	17 076
1 460	Travel Grants	6 065
1 500	University Scholarship	5 000
7 133	Other	5 270
1 027	Bursary	741
12 853		4 412
2 834	REALISATION OF EQUITIES: (See Note 1)	4 347
15 687		8 759
	Less: Loss on Sale of Escom Stocks	9 227
	Stocks at Cost	40 194
	Less: Sale of Stocks at Market Value	30 967
R 15 687	DEFICIT (1973 SURPLUS) TRANSFERRED TO ACCUMULATED FUNDS	R (468)

RESUME

The following statements show the total funds received and grants made for educational work by the Council of Education, Witwatersrand, since its inception in 1895 up to September, 1974:

DONATIONS RECEIVED

Stands, Doornfontein (sold)	R9 021	
Stands, Johannesburg (sold)	2 000	
Cash Donations	224 751	
Alfred Beit Bequest, income annually received on the sum of £200 000 (R400 000) given towards the founding of a University at Johannesburg, taken away under the University of Cape Town Act (1916)	150 152	
		R385 924

PAYMENTS

Period from 1895-1903, showing assistance to Primary Schools, etc.:

Establishment of and Grants-in-Aid to various schools managed or supervised by the Council	R10 936	
<i>Less</i> —Rents and Profits on sale of school properties and desks	2 996	R7 940
Science Lectures and apparatus	3 113	
Administration, 1895-1903		11 955
		23 008

Period from 1904-1974 showing—

(1) Assistance to Secondary and Private Schools:

(a) Grants to Government Secondary Schools for New Buildings:

Johannesburg High School for Girls	R15 000	
Jeppe High School	15 000	
King Edward VII School	15 000	
King Edward VII School (extension of site)	1 903	46 903

Carried forward R69 911

	<i>Brought forward</i>	R69 911
(b) Grants to Private Schools for Buildings:		
St. John's College (and extension of site)	R11 400	
Marist Brothers College	4 000	
Roedean School	6 000	
Parktown School	2 364	
Sundry Schools	1 800	
	<hr/>	25 564
(c) Grants to Sundry Private Schools for general purposes		29 840
(d) Grants for prizes		3 505
(Total for Secondary and Private Schools R128 820)		
(2) Grants for Higher Education:		
(a) Grants to S.A. School of Mines and Technology and its predecessors	R148 600	
(b) Grants to Witwatersrand University Committee	23 739	
(c) University Scholarships and Bursaries	107 918	
(d) University Appointments	4 830	
(e) University Library:		
Corstophine Memorial College	R2 200	
Bantu Library	484	
Solomon Architectural Collection	441	
Philip Collection	500	
Educational Library	1 300	
Gubbins Collection	1 200	
Building Fund	5 000	
	<hr/>	11 125
(f) University Publications	33 025	
(g) University Sundries	15 102	
(h) University Examination classes	2 350	
	<hr/>	346 689
		<hr/>
	(Total for Higher Education R333 029	
	<i>Carried forward</i>	R475 509

	<i>Brought forward</i>	R475 509
(3) General:		
Johannesburg Public Library:		
Old Public Library	R20 000	
Harold Strange Memorial Library	1 000	
Seymour Memorial Library	4 100	25 100
Carnegie Non-European Library Service		1 820
Grants to Schools for Furniture		5 395
Overseas Scholarships, Bursaries, etc.		45 941
Research Scholarships and Grants		1 550
Lectures—various		11 024
Publications		9 637
Continuation Classes—Inquiries and Report		764
Bureau of S.A. Illustration (Gubbins Memorial)		1 000
Lord Milner School Farm		2 600
Sundry grants from time to time		118 059
Total Grants to 30th September, 1974		698 399
<i>Add</i> —Depreciation of properties sold	3 713	
Loss on Loans	7 006	
Administration 1904-1974	105 897	
Investments, Furniture and Library	14 986	
		131 609
		R830 001
Donations received		R385 924
Income from investments, etc., to 30th September, 1973	839 216	
Income from years 1973/1974	24 631	
		863 847
		R1 249 771
<i>Less</i> —Grants' Administration, etc.		835 908
		413 863
<i>Less</i> —Reserve against Mortgages and Loans		10 000
Balance of Accumulated Fund at 30th September, 1974		R404 863

Loans amounting in the aggregate, since the inception of the Council to R914 700 have from time to time been granted to schools and education bodies.

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PUBLISHER:

Publisher: Historical Papers Research Archive, University of the Witwatersrand, Johannesburg, South Africa

Location: Johannesburg

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