

N.C.G.F. STUDY-WORK GROUP : PLAN
29th SEPTEMBER - OCTOBER 10th

INTRODUCTION

Aim of group: to acquire a method of training Europeans and Natives to give Fanakalo instructions to Europeans and Natives.

METHOD

I In regard to technical training:

- a) to consider a special technique which can be applied as part of training in routine procedures and in job-instruction (see material of other groups);
- b) give a trial to a first lesson for general vocabulary (see material of other groups), and demonstrate method;
- c) apply the technique to additional lessons for general vocabulary (see material of other group);
- d) apply technique to, e.g. shovel drill or boot drill, (see material of other groups);
- e) apply the technique from a vocabulary of nil \pm to some section of job-instruction, e.g. flange join;
- f) watch a demonstration of putting over first general lesson and experience being trained to use the techniques for Natives;
- g) as (f) but for Europeans;
- h) use experience of (f) and (g) to "clear" the lessons so that they can be patterns for teachers, guides or manuals for Europeans and for Natives;
- i) suggest future action for completing manuals;
- j) consider use of literacy for illiterate boss-boys;

II (If there is time)

In regard to non-technical training:

- i) Consider what is happening (see literacy primers);
- ii) New ideas;
- iii) Demonstration;
- iv) Develop interest;
- v) Link II with I.

TIME PLAN

29th	-	a
30th	-	b
1st	-	c and e
2nd	-	d and f
3rd	-	f
6th	-	g
7th	-	f and g
8th	-	h
9th	-	i and j
10th	-	II (i - iv).

M.W.
29.9.58.

N.C.G.F. STUDY-WORK GROUP

SOME REMINDERS ABOUT
ADULTS

Adults, even if primitive and illiterate, are not ignorant.

Adults are experienced, are skilled, and so have much upon which new learning can be based.

Adults will only learn what they feel is of immediate use or advantage to them or what will give them pleasure or prestige.

Adults like best to be treated individually but, while being treated individually, to be part of a group.

Adults like to have their weaknesses kept from exposure.

Adults like to be stimulated to effort but resent being taught.

Adults very quickly react defensively.

Adults respond to the quiet firm manner.

Adults learn best a) while doing,
b) while doing something they have to do,
c) while doing something they have to do for money or prestige.

Adults who are illiterate can only master a language orally, by means of association with the actual, by experience, or with good representation.

Adults who are literate have added visual and kinesthetic means (in their ability to read and write) of acquiring a language.

Adults respond quickly if they see that they can measure their progress and if they sense achievement.

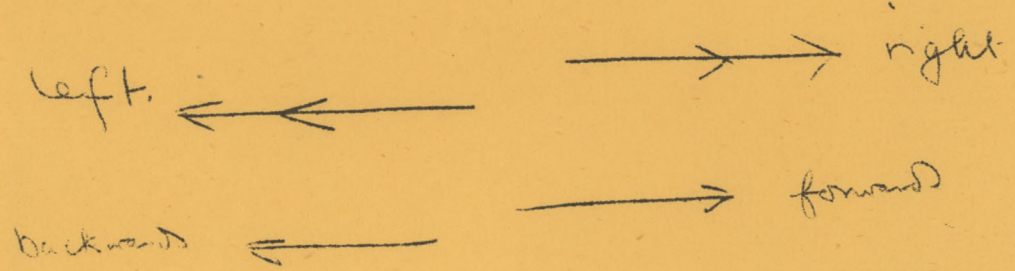
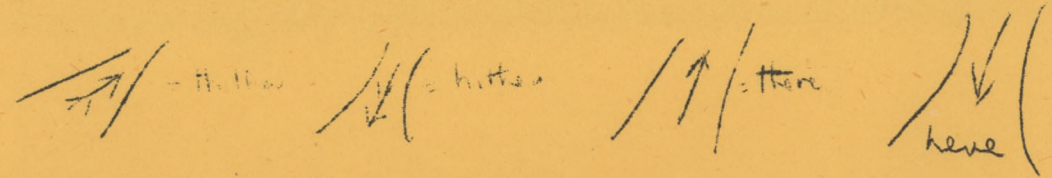
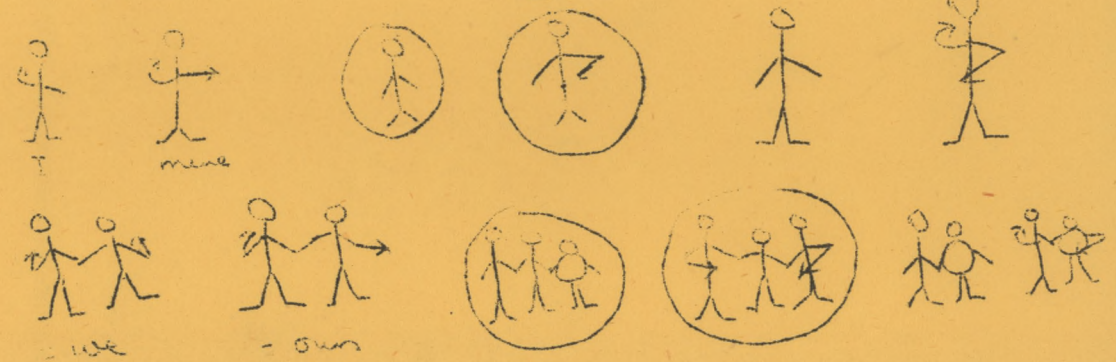
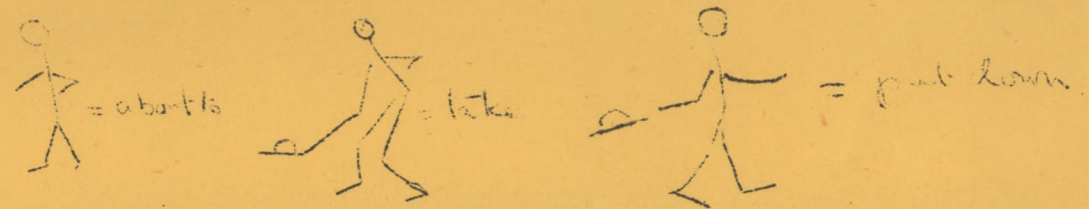
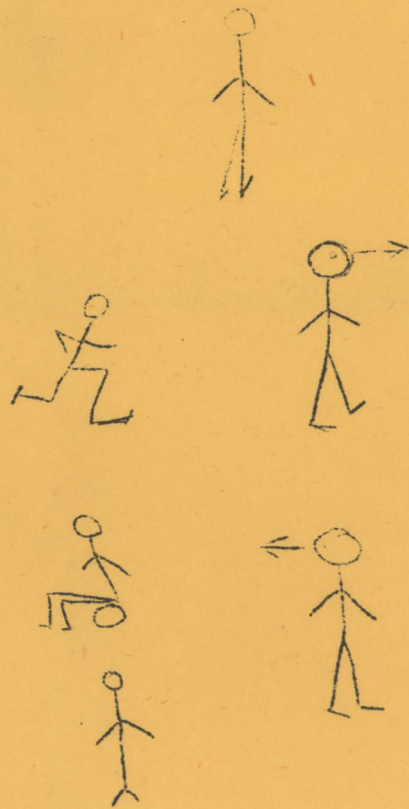
Adults

Adults

M.W.
29.9.58.

1. There is nothing new under the sun - what is new is combinations and how a thing functions.
2. On the Mines it is how things work that matters;
 - training, etc;
 - aptitude tests, etc;
 - safety measures, etc;have come to stay. Fanakalo, too, has come to stay as a vital means of communication between boss and labourer, across the colour line, and to get the job done with efficiency and safety.
3. All the testing, training and safety measures are there, but much is cancelled out because very often the approach to Fanakalo is that of telling a man to do it, fana ka lo, and not that of using the language, using the communication of Fanakalo.
4. No doubt basic courses are being given in Fanakalo;
 - No doubt a direct method is being used;
 - No doubt the content is based on the job;
 - No doubt some courses work and get results, but often there is some waste in time, effort, money, personnel and in the way Fanakalo is handled.
5. Remember the resistance to aptitude testing?
 - Remember the resistance to any 'but the hard way of training'?
 - Remember the resistance to T.W.I. methods?
 - It is now the same with Fanakalo. Only recently is the resistance to what I call L. T. O. J. (language training on the job) beginning to break down.
6. Even linguists who hate the idea of Fanakalo (which cannot be regarded as having the status of a full language) admit that for the Mining Industry in South Africa, it has a function.
 - But we must ask ourselves - is it functioning properly, can we make it function better, can we use some expertise in teaching it, can we link that expertise with the expertise of training in routine procedures, methods, and technical instruction even to the extent of making it part of the latter.
7. I believe that if handled properly, Fanakalo can be the catalyst which can precipitate the maximum efficiency and production and happiness out of handing, training, and safety measures.
 - In the organisational set-up in which you work your interest may be human relations, or efficiency, or production. Whatever it is, you cannot disregard Fanakalo. It is Fanakalo and the actual doing of the job which makes for communication, so we must ask ourselves how best to teach Fanakalo.
8. Some of us are hardheaded, some of us have all the experience, some of us have all the answers, some of us have many valid objections,
 - (No new-fangled ideas, please,
We've got a particular set up,
We can't spend time on new ideas,
We can't spend money on new ideas,
We haven't got the people,
We have to meet opposition in high quarters and low quarters,
We've got a scheme that works, and well, mind you!)Taking all these points into consideration, I suggest that you give your consideration to some ideas which may make life easier for you and your colleagues, while, at the same time, making for greater efficiency.
9. To do this, we must -
 - (a) have material to suit the needs of your group;
 - (b) set it out with instructions for its use;
 - (c) see it used and try it out;
 - (d) work out how to pass on the method to others, if it works.Shall we have a try - have you any ideas first?
10. Instead of using material which I have prepared, let us try a step at working out a basic step for anyone working on the Mines.
 - (Then get going on plan lines.)

Some stick-figure conventions:



1958

Q. WHY FANAKALO AND NOT ANY OTHER LANGUAGE?

The Mines in the Union employ Europeans and Non-Europeans. The Europeans may speak either or both of the two official languages or only any of the many "immigrant" languages. The Non-Europeans may speak any of the main Union "vernaculars" or one of the dialects of the Extra-Union territories from which labour is drawn.

In South Africa the situation cannot be met by making the Non-Europeans speak one or other of the two official languages. Nor can it be met by making all Europeans and Non-Europeans learn any one particular "Vernacular," say Zulu. Either course would create an impossible atmosphere, and neither would be politic. So, whatever the arguments may be against Fanakalo, and those arguments are many, the fact remains that it is being used. It began in an effort to establish communication between Indians and Zulus in Natal; it is at present used widely within Industry, particularly the Mining Industry, and it has overflowed wherever the labour pool is made up of men from different language groups.

Q. WILL FANAKALO EVER BECOME A RECOGNISED LANGUAGE?

Fanakalo has not attained the status enjoyed by Swahili in East Africa, nor is it likely that it ever will for, unlike Swahili, it has developed in an area where several "vernaculars" have

- a) acquired full recognition as languages,
- b) acquired extensive literatures,
- c) been the subject of extensive linguistic studies.

True, there are some word-lists, some so-called dictionaries, some courses, and even some attempts at organising grammar and syntax, but Fanakalo is likely to develop to survive only within the area where it has a function. At the moment its function is mainly within certain industries and where work brings together Europeans and Non-Europeans speaking many different languages.

Q. IN WHAT ASPECTS OF THE MINING INDUSTRY DOES FANAKALO HAVE A FUNCTION?

The industry developed through various phases to this present one which displays, amongst other characteristics, these:-

- a) It is organised for matters of common policy in the Chamber;
- b) Group organisation provides for common benefits within the group and also for interchange of experience without interfering in matters of administration as concern the local management of each Mine;
- c) Each individual Mine enjoys certain latitudes for technical and organisational determination (within the limits of Group and Chamber policies).

The limits and flexibilities of this three-fold system are reflected in:

- recruitment policies and practices,
- administrative patterns,
- technical methods,
- training systems.

It is in the local administration of each mine and in its training and operational techniques that Fanakalo functions. The official who is in the Compound cannot make every man in his charge feel secure and cared for unless he has Fanakalo to aid him in his work of helping with problems, helping to adjust, disciplining, guiding. Those who induct or condition or supervise or train on surface can only confuse and not add to every man's sense of security and significance unless they can communicate. Those who work in connection with or who supervise "native occupations" must be able to communicate fluently with every man within their ken - otherwise there will be misunderstandings, accidents, assaults, inefficiency.

Not only must every European be thus deliberately prepared. Every Non-European, too, must be made fluent in relation to his job. Only then will language - in this case Fanakalo - function as a means of efficiency and safety. Without full communication in one language, orders and the understanding of them will not be clear, nor will men know what is expected of them nor how to do it.

If properly and effectively introduced Fanakalo will be the means by which the Mines can solve the many problems that lie along the line of boss/labourer and black/white misunderstandings, resentments..... .

Q. HOW SHOULD FANAKALO BE FITTED IN?

The implication of what I have said is that there is only one point at which Fanakalo training can be effectively integrated, and that is step by step with the routines of mine procedures and of job-instruction.

T.W.I. methods are accepted, and the job-instruction routines which have been introduced provide the bases for Fanakalo training.

Now, there is only one best way of using T.W.I. methods in a given situation, and in the Mining Industry; the best way has not been found unless full communication is an integral part of it. Conditioning, preparation, and safety routines must be accompanied by instruction in Fanakalo, and steps in learning jobs must be accompanied by corresponding steps in acquiring Fanakalo.

Q. WHAT SORT OF METHOD OR TECHNIQUE MUST BE EVOLVED?

Well, we know about the arguments for,

"Learn the hard way,"

"Pick it up as you go,"

"Our own methods work and well too,"

"What's in a method after all?"

"What's the good - the management wont want it."

None of us here who are apostiles of T.W.I. and of aptitude testing and of work incentives, and of training, is concerned with such arguments. We believe there is a best way and our responsibility is to abandon no effort which may result in bringing training near the ideal. We believe that communication is necessary, and that only when communication is complete and established (either before or after job-training) will the fullest benefit derive.

Because no two Mines organise training and courses in the same way, a suitable method will allow for sections of instruction to correspond with divisions in routines and with the different jobs. Each division or job must stand on its own, dependent for a starting point in vocabulary on no more than one or two basic lessons. Steps must be built up according to certain formulae.

Because courses will have to satisfy different categories, steps in the method must be susceptible to adaptation. Thus, when used with literate European learner-officials, reading and writing steps can be used in initial lessons and, later, these officials can be given hand-outs covering the "mteto". When used with illiterates and with raw labour, the method must be used entirely orally and might be supported with drill and singing and even dancing. When used with the experienced in re-training and refresher courses, the steps must be reducible for speed. For the use of boss-boys, it may be necessary to include literacy instruction so that boss-boys can make use of written guides.

Adult experience,	}	as these bear on the job must be made use of
adult associations,		
adult drives,		
adult motives,		
adult techniques,		
adult approaches		

in arriving at formulae.

In accordance with T.W.I. and other modern practices, the direct method must be used as occasion arises and progressing by job-instruction steps while actually learning the job. The formulae will apply at the active points of learning - after introducing media such as induction tours, demonstrations, and films.

Q. CAN ANY DETAILS OF THE FORMULAE BE DESCRIBED?

This can be done best in demonstration, but these points may be useful.

There will be various patterns such as:

- one when introducing a noun in a list of nouns;
- one which introduces a demonstrable verb;
- one which introduces an idea in a context pattern;
- one which introduces a question form.

In every case no more than one idea may be introduced at a time.

Provision will be made for activity practice in language, with drill in giving or receiving orders, with answering questions in chorus and individually, with revision and backstepping.

Q. IS IT POSSIBLE TO ORGANISE THESE FORMULAE AND TECHNIQUES INTO A GUIDE FOR INSTRUCTORS.

For each job or routine there can be a separate guide where the main steps can be set out with little pictures and text on one side, and instructions for the teacher on the other side. This teacher's guide will satisfy for use with both

European/.....

European and Non-European trainers. It must be remembered, however, that while Europeans may add written steps and make a Fanakalo note-book of "mteto" - Non-Europeans will have to have added oral practice.

Q. WHAT ABOUT WORD-LISTS AND ORTHOGRAPHY?

As each Mine applies the formulae suggested, it can build up its own triple lists - take the word hamba. There will be three cards for it:

Fanakalo list	Afrikaans list	English list
: hamba :	: loop :	: walk :
: loop :	: hamba :	: hamba :
: walk :	: walk :	: loop :
: :	: :	: :

These cards, filed alphabetically for Fanakalo, for Afrikaans, for English, make a ready reference from each language.

The orthography adopted should as far as possible conform with that which is emerging and, where an alternative word or form or spelling is known, it should be entered on the card.

One has only to glance at the four standard works in Fanakalo, Andreasen, Andreasen, Hopkin-Jenkins and Bold, to see that, gradually, Fanakalo is becoming phonetic in spelling and that the words are becoming simplified in form.

Fanakalo is a jolly good tool - only we must handle it properly and use it correctly. If we want to put ourselves into the right mood we should remember some of the most used words in Fanakalo:

Lo bas-boy yena basopa lo bantu.
madoda

Madoda! ~~Ma~~ndela lo mteto!

Pasopa lo ngozi!

Sebenza muhle!

Tola lo bonas!

Ya! Fanakalo!

M.W.

N.C.G.F. STUDY-WORK GROUP

HOW TO INTRODUCE THE NEW TECHNIQUE TO
EUROPEAN TRAINERS

- I Introduce the Trainers to the method with a talk about the principles involved.
- II Show them the Teacher's Guide.
- III Go through lesson one pointing up significances - if possible start by "working up" first part of lesson i.
- IV Make the group watch you dummy-teach the lesson in three stages (use some of class as dummies) right through the lesson.
- V Point up some of the dodges and pitfalls.
- VI Dummy-teach one part of the lesson, then let the Trainers dummy-practise the same part.
- VII Let there be a discussion and then again dummy-teach the first part.
- VIII As VI and VII for second part of the lesson.
- IX As VI and VII for third part of the lesson.
- X Handle an actual group of learners in two sections. You teach one section the first part of the lesson. Let a Trainer teach the same part to the other section of the class. Then proceed part by part.

EXPERIENTIA DOCET!

M.W.
as for 29.9.58 with
modifications.

N.C.G.F. STUDY-WORK GROUP

HOW
TO INTRODUCE THE NEW TECHNIQUE
TO NATIVE TRAINERS

- I Put the Native Trainers at the back of the room, explain plan, and demonstrate how to teach first part of lesson i.
- II Place your demonstrators at the front of the room.
- III Outside, divide a class of learners into three or four sections and keep them outside.
- IV Bring in Section I of the class.
- V Demonstrate the first part of the first lesson (10-12 minutes) and then send the section out for a breather.

Before you bring in Section II to do the same part of the first lesson, discuss any "caveats" and snags with the Native ~~Teachers.~~
Trainers.
- VI Demonstrate the same part of the first lesson while putting it over to Section II of the class. Send Section II out for a breather.
- VII Let your most promising Native ~~Teacher~~ teach the same part of the first lesson to Section III of your class. Rescue him if he gets into difficulties. Send Section III of the class out for a breather while you discuss with the Native Trainers.
- VIII Let Trainers dummy-practise first part of the lesson.
- IX Proceed to do the next part of the first lesson in the same way as IV - VIII.
- X Do the last part of lesson i in the same way.
- XI Demonstrate the whole lesson right through.
- XII Let the Native Trainers "dummy" as learners (making mistakes, etc.) while each takes a turn at practising the technique for the whole lesson.

M,W.
as for 29.9.58 with
modifications.

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R E P O R T

N.C.G.F. STUDY-WORK GROUP 29th September to
10th October, 1958.

- VENUE: Supervisors' Training Centre, Robinson Deep.
- AIM: To acquire the methods of training others, both Europeans and Non-Europeans, in the use of a special technique of teaching Fanakalo while giving technical training to both European personnel and Non-European labourers.
- GENERAL METHOD: To rough-out, according to special formulae and techniques, some drafts of lessons to suit the needs of the Mining Group:
- To watch a demonstration of the method of using the material;
- To acquire the method by practice;
- To acquire the method of passing on the techniques of teaching.
- PROGRESS: On September 29th, the members considered a special and established technique of preparing material and using it for language teaching along with job-training. They applied the demonstrated formulae to "work up" a first basic lesson, based on general vocabulary.
- On September 30th, it was decided to abandon the first attempt and adopt a slightly different approach, and the first lesson was "roughed out" anew.
- On October 1st, the steps for the next four basic lessons were set down in rough, and the typescript of the first lesson was checked and teaching steps for it were worked out. The members were not ready to turn their attention to other than basic lessons at this stage.
- On October 2nd, it had been planned to have "Manyuwan Tropicals" available so that there could be demonstrations and opportunities to practise the first lesson. At the last moment, arrangements unfortunately fell through. It was clear that members were still not ready to work on a boot-drill lesson or a shovel-drill lesson nor on a technical lesson. Instead, they spent October 2nd and October 3rd on developing vocabulary lists for tools. This meant that the programme fell behind the time plan.
- On the morning of Monday, the 6th October, the members responded to the idea of tackling a technical lesson and it was possible to demonstrate how to work out steps in Fanakalo training to match the key points (according to T.W.I. breakdown) in joining rails. The afternoon was spent on studying a hand-out on Fanakalo Training on the Mines, and in planning to secure "Manyuwan Tropicals" and others for demonstrations and practising purposes. Negotiations were started for the arrangements which were finally made for facilities for demonstrations to take place, on October 8th, at Luipaardsvlei.
- On Tuesday, the 7th October, the handling of a lesson on shovel-drill was discussed in detail and the lesson was planned in rough. In informal discussion, the members clarified points in relation to aim, plan, and programme, and it was decided to leave all drafting of lessons to Mrs. Whyte so that the full programme could be completed by the 10th of October.
- Wednesday, the 8th October, was spent at Luipaardsvlei. This was a critical day, because it was not until they had seen the techniques demonstrated and until some had tried to use them themselves that the members became convinced of their value. The day was also valuable in that the members experienced being trained to use the techniques. In addition, it was clear that the Induna and the Boss-boys who were present were "intrigued". The day could not have been so fruitful had it not been for the detailed and efficient arrangements which had been made by the Mine and Compound officials and by Mr. Burrel.
- On Thursday, the 9th October, Luipaardsvlei made it possible for us to have demonstrators and boss-boys and other demonstrators were supplied through the Supervisors' Training Centre and Robinson Deep. The day was spent in practising the method, criticising attempts at teaching, and "working up" the steps of how to train others to teach. Mr. Burrell himself trained two of his Boss-boys in the method of teaching the first lesson.
- From the morning of the 6th October, it was clear that material as well as method would have to be differentiated for European use, so Mrs. Whyte prepared the steps for the introductory lesson for Europeans, and
- on the morning of the 10th October, six of the members brought European teenager friends to be experimented upon. The members studied the material for the first few steps and planned the attack. The modified method was demonstrated and practised and the technique of training others to use the method was detailed.

At various/.....

MW/F/1958/510

At various stages, the matter of Literacy for Boss-boys was touched on, as was the subject of Literacy in Mine Compounds, but it was agreed that those particularly interested in these should investigate and seek opportunities to have them considered later.

In regard to vocabulary lists, it was decided that these should be treated as by-products of the lessons.

TO SUM UP:

By the end of the ten days' course, the members felt that they had found a useful and constructive approach to Fanakalo teaching and training. They also had had practice in,

- a) the technique of working out Fanakalo steps to fit in at breakdown points in routine procedures and technical training;
- b) the method of using the material,
- c) the method of training others to use the material,

and, in addition, were stimulated to seek opportunities to add to the lessons with a view to making complete manuals.

MATERIAL:

Attached are copies of the material produced by Mrs. Whyte, between October 10th and October 24th, on the basis of roughs worked out with the members of the group. (The orthography adopted is that which is emerging all over the Mines. It does allow for variations in use, form, and spelling.)

Eight Pattern Lessons for "Raw" Labourers set out with notes and instructions for teachers (pale blue paper), and Directions as to how to train others to use the lessons (pale pink paper);

Three Pattern Lessons for European personnel (lemon paper), and Directions as to how to train others to use the lessons (mauve paper);

A hand-out - Fanakalo on the Mines;

A hand-out - Hints about Adults;

A hand-out - Plan and Programme (not placed before the members);

Stick-figure dodges;

Notes for introductory remarks by M.W.

} orange
paper

During the final session, it was decided to ask that consideration be given to the suggestion that the members of the group meet periodically to discuss experiences and develop additional lessons, and to consider any suggestions which might come up in regard to Literacy.

The members of the group wish to record their thanks to:-

Mr. O. Richards' deputy, Mr. K.W. Barnes, and his colleagues Mr. W.R. Allen and Mr. H. von der Mader; for their constant kindness and help;

Mr. N.P. Pearse and Mr. P. van Rensburg, for their interest;

The Managers of their Mines who made participation possible;

The Manager of Luipaardsvlei, Mr. D. Chemick, and his colleagues, including Mr. J.K. Leach and Mr. A.W. Elliot, for the welcome and facilities provided at Luipaardsvlei;

The Manager of Robinson Deep, Mr. F.G. Fitch, and other officials there who helped us;

Mesdames Anita Adendorff, Hester Adendorff, Glynis Owen, Delise Sykes and Messrs. Duncan Campbell and Owen Oekley, who submitted to learning Fanakalo;

The Indunas, Police-boy, Boss-boys, 'Old-hands' and 'Manyuwan' from Luipaardsvlei, Robinson Deep and the Supervisors' Training Centre, who were learners, teachers and demonstrators;

Jay and Raymond for their ministrations of tea.

M. Whyte
on behalf of all who
participated.

1. I think it is right to say that you agreed that there are techniques whereby Fanakalo can be taught while teaching procedures and the job.

You agreed that the technique must be slightly different for Europeans and Non-Europeans. and (having all shared in preparing and testing out material suited to the general needs of your group) you agreed that, with the flexibilities provided for, adaptation for any particular Mine is easy. You agreed, too, that the basic lessons and introductions to technical lessons must be simple and positive, and that all embellishments of reasons, old and new, (e.g. shovel)... can be acquired by learners later.

2. Now, here is the re-drafted, re-organised, and revised (as far as is possible at this stage) version of the material we worked on.

3. How best can the techniques be given a try?

I feel that the only way to achieve any real headway is to organise an introductory demonstration not done in the first instance by any of you but by me.

The reasons are that, if it fails, the mistakes are not yours but those of a handy "scapegoat";

that you can immediately re-demonstrate, with great effect and added prestige;

that it is only fair to me.

May I suggest that you organise one common demonstration or three (one for the Far East, one for the Far West, and one for Central Rand), or one at each Mine.

You select 10 or so really-ignorant-of-Fanakalo new labourers and invite your Managers....., colleagues,..... and boss-boys.

Have available police-boy, boss-boy, and old-hands,
" " 3 hard hats, 2 jackets, 3 belts, a pair of boots,
a pair of leg-guards, a pair of gloves;

" " a shovel and some broken rock;

" " 2 bits of rail, a 4-lb hammer, a spike, 2 fish-plates, 4 nuts and bolts, and a double-end flat spanner.

Ask me to come along (word perfect and with all my wits about me) to "scapegoat demonstrate" for you - there is no financial implication involved.

One of you explain to all present (except those to be taught) what we are getting at -

- a) a way to get labourers to communicate and understand orders quickly;
- b) a way which can be used to get Europeans able to communicate and give orders and understand....;
- c) a way which can be integrated with other training (even by boss-boy trainers);
- d) a way which can be used as a means of training.

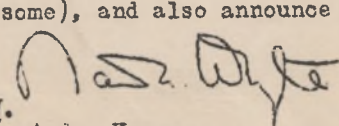
4. About carrying on with the making up of lessons for a manual -

- a) You should all together, work up one more basic lesson, e.g., waiting-place;
- b) You should then allot preparatory work to pairs -
one pair to finish tracks,
" " " do pipes,
" " " supports, and so on....

Then, when you meet, you can clear two jobs at a time.

5. I have some other ideas, e.g., about literacy for boss-boys, etc., but these can keep.

6. Please let me know if you find mistakes (there are some), and also announce any new "wrinkles".


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