

SOUTH AFRICAN INSTITUTE OF RACE RELATIONS (INC.)
SUID-AFRIKAANSE INSTITUUT VIR RASSEVERHOUDINGS (INGELYS)

(ADULT EDUCATION SECTION)

REPORT : APRIL - SEPTEMBER, 1947.

ORIGIN OF EXPERIMENTAL WORK IN LITERACY.

In June of 1946, Dr. Ray E. Phillips, who was in charge of 16 African Y.M.C.A. Leaders, asked the Institute to give training to these men in the teaching of English to Adult Africans. Mrs. Quintin Whyte was allocated the task.

No specific course was available, but a hasty examination of methods used in the army, in night schools, and in literacy campaigns resulted in the decision to use a functional cum look-and-say method for vocabulary lessons and Laubach methods for literacy lessons. But the courses had to be drafted and tried out at the same time the men were being trained to use them. There was no time to do the testing out first, as the training of the men began in July of 1947 and Mrs. Whyte was already otherwise engaged in full-time work.

This is actually what happened:- (a) Fifteen Vocabulary lessons were roughly drafted and tried out on workers during the lunch hour. (b) Literacy lessons were adapted, one by one from Dr. Laubach's "Streamlined Lessons in English". As each one was drafted it was tried out by Mrs. Whyte and her Secretary on a small group of African women, illiterate in English. These women were not selected. With the permission of the Board of Trustees, the Secretary of the Donaldson Orlando Community Centre (hereafter referred to as the D.O.C.C.) announced that lessons in "how to read and write English" would be given to six women who wished to learn, during one hour, twice a week at the D.O.C.C. Very soon, instead of a class of six, there was an enrolment of 25 with an average attendance of 12-15. The individuals varied from those who had never been to school at all and those who had had up to a total of three years schooling, usually 15 to 30 years ago. A very few of the latter had done a little English as well as a vernacular but even the most schooled had lapsed into almost complete illiteracy.

Meanwhile, the Y.M.C.A. trainees were able to have practice in the teaching of the literacy course by an arrangement made with Rotarian A. McPhail. The trainees taught colliery workers during their lunch hour. (These classes went very well until a change in shifts and homegoing for the ploughing season resulted in a falling-off of attendance. Those who remained free in the lunch hour continued enthusiastically until the end of January, 1947 when the Y.M.C.A. trainees dispersed to new posts. It might have been possible to arrange for further teaching for these workers but the colliery moved and Mrs. Whyte could not arrange for teachers to go so far, either at lunch time or at night.)

To return to the class at the D.O.C.C., by the end of December, 1946 a few of the women who had full attendance were completing the course. Though it had not been intended to continue classes it became clear that the women were keen to do so and during Mrs. Whyte's absence in January and February two of the "completers" held the class together by "teaching" those who had not yet completed and they even recruited new learners.

In the meantime, following upon the Adult Education Conference (in January of 1947), this Institute decided to release Mrs. Whyte as from April 1st, 1947, from other duties so that all her time could be devoted to literacy work. Grants were obtained from the Bantu Welfare Trust and from the Union Education Department for the purpose of conducting experimental work.

From the end of February until April, 1947, the D.O.C.C. class was kept going and this formed the nucleus for the official experiment.

THE EXPERIMENTAL WORK : APRIL - SEPTEMBER, 1947:

The Experiment: - The decision was to carry out an experiment to establish a technique/.....

a technique and method for the teaching of literacy in the vernaculars and in the two official languages to Africans.

Personnel : - The funds available allowed only for two full-time staff, Mrs. Whyte (Adult Education Officer of the Institute of Race Relations) and Mr. David Mgweto (a Y.M.C.A. leader, trained by Mrs. Whyte and seconded for this work by the Y.M.C.A.). All further help has had to be voluntary, but in order to stimulate African helpers a small fee ranging from 1/- to 3/6 per lesson has been paid recently. On a few occasions Y.M.C.A. leaders have been paid a small fee to go to special classes at night. During September, a student from the Jan Hofmeyr School of Social Work, who came to Mrs. Whyte for practice in literacy work, took charge of one group. Mrs. Zea Zimmerman became a regular helper from the end of July: she is the only European voluntary helper. Four Africans volunteered during the period: two taught for about a month and then dropped off through long illness; one taught a few lessons and then had to give up because she secured a permanent full-time post; one, except for several absences due to illness was very regular and, in spite of her youth, remains a popular teacher and will soon become quite expert. These points are mentioned for the problem of the teacher is a very real one in relation to part-time classes. The irregularity of teachers, the constant changing of teachers, the varying degrees of their mastery of technique and method and the constant need to cope with an extra class which has no teacher, are factors which are important and which must be taken into account in the running of any literacy unit. The most successful group, and the one where interest never flagged, was the one which had a regular teacher.

It is quite apparent that the success of a unit does depend largely on regular teaching personnel, and some means must be found to ensure this. This observation has been borne out by experience where others have used our material. On a mine, where all teachers had been equally well introduced to our methods, one class remained active while three others "fizzled out" as teacher after teacher took charge of the class. In one night school, run by University students, even though different students taught on separate nights, the personnel remained fairly constant and the learners made satisfactory progress. At a similar night school, a class had to be discontinued because of the frequent change of teachers.

In connection with the matter of the regularity of personnel it is of course understood that if each teacher in a succession is equally expert in the method the learners need suffer very little; but it is seldom, even given a foolproof method that such a succession occurs. It seems rather - and this has been borne out at the D.O.C.C. - that a regular inexperienced teacher achieves more and maintains an enthusiastic group where a succession of more expert teachers succeeds only in somehow getting through the lessons and causing a deterioration in the "feeling" of a group. Teaching personnel must be regular as well as suitable.

The Experimental Unit.

The Nucleus: - About fifteen of the original D.O.C.C. class, formed the nucleus of the experimental unit. This seemed ideal for there would be no necessity to recruit. If women wished to learn they would come, and out of their demands we would learn what courses were required. Also the D.O.C.C. was in no way connected with suspected authority, and the six months classes which had run had made no demands of the learners. They knew they could come and go as they pleased and no questions were asked. Suitable sympathy was expressed if information regarding illness and bereavement was given, but never were they asked why they did not come. Information when required for record purposes was obtained tactfully out of class by an African friend. Further, the D.O.C.C. was neutral ground where women from all parts of Orlando could come. There was also a large hall which provided protection and privacy. Through the kind co-operation of the Secretary of the D.O.C.C., mothers and babies could continue to "go to school".

The Growth of the Unit: In April there were 15 women who were doing the literacy course in English. 2 were reading Book I, and 2 were reading Book II of the A.B. Adult Readers. The class gradually grew, several demanding to be taught to speak English, until, by the end of September, 19 were being taught to speak English, 19 were being taught to read and write English, 11 were reading Book I, 7 were reading Book II and 2 were reading Book IV of A.B. Adult Reader.

Where over the pre-experimental period there was a wastage of almost 50%,
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the wastage had dropped to about 30%. The average attendance was slightly higher. During the pre-experimental period only one fell off for a reason that might be put down to lack of interest, and between April and December the wastage showed only 3 who left for reasons other than going to work, going to "Kaffirland", flitting to another location or illness.

Where during the pre-experimental period individuals came and went any time during the class hour, by September an esprit-de-corps became apparent. Friendships were formed and the tendency became to remain to chat in groups after class. The only time the atmosphere ever became difficult was when a tactless visitor appeared. Most visitors just fitted in, but the conduct of one or two resulted in the presentation to all visitors of a little card of "rules". A Literacy Class, if allowed spontaneous growth, can become a valuable nucleus for community activity and development.

The likely wastage for all reasons is somewhere between 30% - 50%.

Organisation: - As has already been indicated, the class was organised in such a way as to meet the demands of the learners. The learners were women, most of them housewives, some of whom took in washing. Morning classes suited them best. They preferred Tuesdays and Fridays because each could come on one of these days, and nine o'clock was the most suitable time, for if they had to collect washing on Tuesday and deliver it on Friday, or if they had to go to town afterwards, trains ran conveniently, and neither Tuesday nor Friday was too near Sunday. The class as such naturally split into three main groups, for vocabulary lessons, literacy lessons, and consolidation lessons. Each group split up again into sub-groups according to the number of teachers available or the distinct stages of learning.

Teachers always worked behind their pupil in accordance with the general technique established. Learners sat as they willed around tables, or on the floor, or on benches, or outside. The only discipline was the maintenance of the sub-group as it evolved and the period of 1 hour's teaching time.

[Work Outside the Unit: - In this country, where there are so many hungry for literacy, it is not possible to confine activity to such an experiment. It is unfortunate therefore that much of the time not spent on the unit has had to be devoted to interviewing interested people, ^{and} showing individuals who appeared anxious how to teach the methods. No direct attempts have been made to start other classes but over fifty requests for samples came and over twenty persons were anxious for the Institute to start classes for them. So far very few were interested enough to give up the necessary time themselves. The classes begun during the period were individual lessons for long-term hospital patients (still in operation but not under our control), a University Night Class (progressing), a Hospital Compound Class, (discontinued because of irregularity and too frequent change of teachers), a small class in Yeoville Night School (continues when the teacher has time to give to the class), a lunch hour class for domestics (after a difficult period due to an inadequate grasp on the part of one of the teachers has continued successfully), a small class at Frankenwald (still progressing), a class run by a private person (progressing), four classes on a mine compound (discontinued due to administrative changes, to be resumed early next year.) Several private individuals have the material but it is not known how many are using it. Experience over these six months has shown that it is important to impress upon would-be teachers the need to adhere to the method.

Requests for Material:- As has already been mentioned over fifty requests came for the material - these came from areas as distant as the Sudan, the Gaborones, Mauritius, Kenya, and Rhodesia. Wide interest has been shown but it still remains to be seen if the interest will lead to the extensive use of the material, at least in English.]

Basis of Experiment: - The following were the tentative conclusions from the work done previous to April, 1947:-

1. The general method employed in the Laubach course is good:
 - (a) It encourages a maximum of self-help and self-discipline and inspires learners to help other learners.

(b)/.....

- (b) It reduces the importance of the teacher to a minimum and excites the activity of the learners to a maximum.
- (c) Being individual, it allows for absenteeism and unavoidable unpunctuality without interfering with the learner's progress.

The evils resulting from competition do not have to be considered, yet the achievements of the more advanced serve to inspire the slower learners.

- (d) It allows teaching to individuals or couples at the same stage on the same day, but when applied in this way to a large group (working as individuals) it also makes it possible for those meeting as a "class" to feel they are participating in a community activity.

2. The points of technique^{applied} by Dr. Laubach are applicable to Africans and many new points in the actual teaching method and in the handling of adults have been discovered and can eventually be incorporated in a handbook for the revised course.
3. Supplementary conversation lessons, though adding to the length of the course, would improve the final achievement of each learner.
4. The course itself has been stimulating enough to hold the group together and even increase it, and that in the absence for over five weeks of the supervisor.
5. One person can handle a group of 10 or 12 pupils giving each individual teaching.
6. Intelligent lay persons make excellent teachers and some newly literates can teach others.

Programme:- The above was the basis upon which it was decided to embark upon the following programme between April and September, 1947:-

1. Revise adapted Laubach Course (rough adaption done for D.O.C.C. class) for making English-speaking Africans literate in English.
2. Test out freely in Johannesburg and with central group the above course.
3. Complete and test our special pre-Laubach course for Vocabulary.
4. Draft a literacy course in Afrikaans for Non-Europeans.
5. Drafting of 3 vernacular courses.
6. Testing out of one vernacular.
7. Drafting of handbook for A.B. Readers.
8. Negotiating for a suitable arithmetic course.
9. Exploring of possibilities for co-operation with other bodies and individuals for writing and production of suitable material after the literate stage.
10. Training of teaching personnel.
11. Extension of Experiment.
12. Testing out of further vernaculars.
13. Preparation for the integration of result of experiment with other work.

The aim was to cover 1 - 4 by September of 1947 and what was possible of 5, 6, 7, 8, 9, and 10, and complete 5 - 10 by April of 1948.

Difficulties/.....

Difficulties:- At this stage it is necessary to emphasise the difficulties that have been met in carrying out the work.

1. The experimental class grew and individuals progressed so fast that the actual organisation of teaching was a real problem. Since April, the only group which was well and consistently organised was that where literacy lessons were taught by the African assistant, Mr. Mqgweto. Except during a fortnight when he was absent and when trainees taught lessons, learners have been under his expert guidance. But the vocabulary group and the group taking consolidation lessons has not only had a variety of teachers but three changes of method. On two different occasions it seemed that suitable persons had been found to take charge and help to draft the consolidation courses, but one had a nervous breakdown two days after she began to help and the other secured a full-time post.
2. The preparation of lessons was difficult for it was not always possible to keep ahead of the class and where there was need to try out the suitability of a particular scheme the necessity to help more than one group at a time and attend to visitors made it impossible to watch test lessons. It became apparent that the needs of the class grew too fast. This constant feeling of inadequacy has made it imperative to make some plan whereby each group can be under the supervision of at least one expert. Mr. Mqgweto, as has already been said, performed the function with the literacy group, but Mrs. Whyte found it quite impossible to fill in gaps, introduce new teachers, and test out for suitability lessons for the two groups at one time.
3. The budget did not allow for a full-time typiste and it was unsatisfactory to have to work first with a junior part-time typiste and secondly to give out typing work. The layout of the English Primer and the errors in it is evidence of this. It is proposed to remedy this by finding a good part-time typiste who will work directly under Mrs. Whyte's supervision.
4. The illustrating of the primer and vocabulary course was done by an African clerk, Mr. Mashugane, in his spare time. He was extremely helpful and at great inconvenience to himself completed the drawings and stencils for the English Primer. A European student drew the key sheets for the large charts, and Mr. Mashugane, who is expert at silk-screening, made the large stencils, set up the plant, and taught Mrs. Whyte and Mr. Mqgweto to do the mechanical work. It will be appreciated that the funds available only allowed for such technical work being done in this fashion and that much time which might otherwise have been spent on preparation of lessons had to be spent on mechanical work.

All illustrations will be held up until Christmas as the illustrator is doing examinations. Several efforts have been made to get the work done by amateur or professional artists, but either too high a fee is demanded or people cannot do the work in the time required or in the manner required.

5. Administrative difficulties within the Institute resulted in very clumsy arrangements having to be made for the duplicating of material. This difficulty has now been overcome. Again the leafing and checking of the English Primer was, and still is, a long drawn-out task.
6. The greatest difficulty experienced has been the getting in of material from persons who paid a fee for certain tasks. The position is that the people who agreed to help were all busy, and in each case some major hindrance has occurred. It is unfortunate that work of this nature has to be given out, but it is the only way to get short-term expert work done.

The above difficulties have been mentioned in order to make clear that the conditions under which this work had necessarily to be done were far from ideal and that means must be found to provide, as far as possible, for full-time workers even for technical and artistic work.

English Lessons.

- (a) Vocabulary Lessons: - Very rough drafts of vocabulary lessons, built up on direct/functional/look-and-say methods, were used during the pre-experimental period/.....

period by the Y.M.C.A. trainees. By May a few women, unable to speak English, had presented themselves for lessons. These women were started off on the original rough drafts. They were taught by whomever was available for each lesson although Mrs. Whyte and later Mrs. Zimmerman tried to teach the first lesson which was the one which presented great difficulty. The original first lesson started off with "I am sitting", "I am standing". The technique of teaching this with "What are you doing?" and "What am I doing" was too difficult for any but a fairly expert teacher to handle, so after trying various adjustments with little success, it was finally decided to redraft lesson I entirely. By September, after careful testing of the lesson in the hands of several teachers (a standard VI woman, a girl with J.C., a woman with N.P.L. 2, an African social worker, a lay European voluntary helper, and Mrs. Whyte), the form set down in lesson I of "400 First Words in English" to be tabled, was established. The criticisms of the first step may be that the learners are first introduced to English with two single words "man" and "woman", but an examination of the lesson will reveal that the first words which the learners use are in answer to a question and they are in a complete sentence. It was felt that the lessons could be built up from this new basis,

and the methods are not new. What is new is the way the lessons The principles involved/are laid out in a routinised way so that the lay person who is unable or too diffident to proceed, except with instructions, can teach every lesson with success. Every step follows either upon the experience of the learner or a previous step. The learner never repeats after the teacher, but answers in whole sentences questions whose meaning has been conveyed to him in the step just covered by the teacher. The learner is taught nothing which is not of use to him and every word he learns is of every-day use or to be met in the Primer or in one of the early readers. The course covers 400 useful words.

These words are regarded merely as a basis upon which the learner can build a knowledge of English sufficiently adequate to allow him, at a later date, to take a literacy course. Some learners have been taken directly from the vocabulary course to the Literacy Course, but, as such learners have either fallen by the way or had no practice in English except during class, it is not possible to say to what extent the graduation from the vocabulary course to the Laubach course can be allowed. Of course any experienced or expert teacher could safely allow this but it is strongly felt that this course should not be suggested to lay persons.

Returning to the course, although there are many lessons which obviously lend themselves to direct or functional teaching, look-and-say cards are being provided for each lesson. The reason for this is that the laziest teacher has to hand a means of teaching and the cards are a ready record of achievement for the learner.

The teacher's instructions are laid out very simply. They indicate exactly the only words which the teacher requires to use and they indicate activity of teachers and learners and possible learners' replies. It is not intended that the lessons be rigidly adhered to by the expert or experimental teacher. Indeed, the instructions are not for such but for those eager and willing who are anxious to help but fear floundering and unnecessary effort. A lay person who adheres strictly to the method can teach with the assurance that his effort will not be wasted. At the end of September, the lessons were still in rough form and illustrations had still to be done.

The technique for teaching adults suggested by Dr. Laubach was followed out in the course, in the attitude of the teachers, in class organisation in individual teaching, deliberate stimulation of activity of learners ----- The vocabulary, though not scientifically selected, is a useful one.

(b) The English Literacy Course: - It is this section of the work which is furthest advanced. In the first place, the work could be based on a course which had proved useful in America with foreigners able to speak English but not able to read and write it and for foreigners learning English. The course as laid out by Dr. Laubach was obviously unsuitable as it stood for use in the country with Africans (although attempts have been made to use the material in Central Africa). The very rough adaption used during the pre-experimental period had proved itself useful. A redraft was required before a final course could be

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worked on. The redraft has been made and is now freely available.

For teaching reading and writing Dr. Laubach followed this method: The learner was taken in a routinised way through a chart for words having a common vowel. The charts were, in most cases, built up on a six column system of picture, word, first consonant/vowel unit, reversed unit, a new word embodying the reversed unit, a picture. Then the learners were given flash cards showing pictures with corresponding words on the reverse side. Exercises and games were employed to test the learners' mastery of the words. The learners were taught to write the words and finally they read.

To begin with we followed the system rigidly, but we soon found that some learners became impatient with the flash cards. Eventually we found that the best routine for conducting African learners through the charts was not as laid down by Dr. Laubach. What we established was the routine set out in detail in R.R. Literacy 38/47 (attached). Our charts were built up on the same system as that of Laubach but we found that the most important learning step in the complete lesson was that of writing, when the learners mastered the look of the words as well as the writing of them. We had, and still have, doubts regarding the necessity for showing the reversed consonant/vowel unit, but we are not yet satisfied that it can be discarded. For several months the idea has repeatedly suggested itself that there is a simple way of framing the charts. It is a matter which will be carefully considered before a final draft is made. The bracketed words in the charts were introduced for reference only but long before September it became clear that they were unnecessary. The layout of the charts and sentence by the typiste was most unsatisfactory, but once again that, with scores of other small points, will be considered when a final draft is done.

For the writing stage, after trying several methods, we were able to establish a most satisfactory routine (see R.R. Literacy 38/47) which served to teach formation of letters, spacing and disciplined layout from the very first. We feel that here, as in the routine of conduct through the charts, we have improved on "Laubach". Again, when it came to the reading stage we were able to establish a useful way of encouraging rhythmic reading and, at the same time as teaching reading, we found a way of suggesting the habit of silent reading. In R.R. 38/47 it will be noted that before a learner is allowed to read a sentence aloud he must "know (i.e. silently read) what it is. Learners also grasp the meaning better when they read in this manner.

What was most interesting about the course was that there seemed to be no great difference between the rate of learning as measured in numbers of lessons required by complete illiterates (in English and vernaculars) and by those illiterate in English only. As long as a woman could speak English, once she could hold her pencil and write the first few words, she could hold her own with any other.

A point which has troubled us greatly is whether or not we should adhere to the simple script adopted. Many of the learners who had had some vernacular education at some time could write longhand but all conformed to the script. Our main argument for the use of script is that when literacy lessons are ready in the vernacular, it is easier to popularise a method which embodies script - for simple script is much easier to use where the "each one teach one" principle is applied. Writing experts claim that it is as easy to teach longhand straight away, but literacy, as it will have to spread in Africa, will not be taught by the expert and script has the merit of being safer in the hands of the learner. This point, however, requires to be gone into very thoroughly.

The 18 groupings of words into charts as in Laubach has been followed up to a point, but in our adaption words have been separated into the 21 principle phonetic groups. This serves to a certain extent as a speech corrective. The African who tends to say "sheep" for "ship" will notice that "ship" is not with "deep" but with "milk" (which is not usually so grossly mispronounced), and the European who says "rien" for "rain" will notice that "rain" is not with "die". Here again it is stressed that it is not teachers, expert in standard English speech, nor phoneticians who will be doing the teaching, but people who speak in a variety of accents and the learners themselves will already be able to speak English and very rarely will their pronunciation be standard.

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The words used in the course were selected in an arbitrary fashion, but on examination, it was revealed that very few of the words did not occur in Laubach's course, or in the first 800 basis words or in Easy English, and between 300 and 400 were common to all three vocabularies. It is claimed that no word has not a highly functional value for English-speaking Africans in the Union though there may be some notable omissions.

At the last sub-Committee meeting it was agreed that the next draft should be based on a carefully selected defining vocabulary. Since that date careful consideration has been given to this matter and it has become clear that any defining vocabulary of 1000 will have a certain number of words, roughly 700 common with any other defining vocabulary and that the time employed in such a selection would be wasted. Easy English or Oxford English or any other limited vocabulary of 1000 words will not be very different and it is suggested that for the purposes of the work Easy English (which has a defining vocabulary of 1000 words, has been compiled for writing for Africans, and has been used successfully) be adopted. More suitable material for adult Africans is available in Easy English than in any other vocabulary, and Africans with this vocabulary as a basis can have easy access to material based on other similar vocabularies. There are only two books in the series based on this vocabulary which might be considered by some as unsuitable for adult Africans.

Regarding the use of the English Primer, we are satisfied that it is a good means of teaching the mechanics of reading and writing English and that the technique and methods used will prove even more valuable in the vernaculars where the "each one teach one" principle can be easily applied.

The Each One Teach One Principle in relation to the two Official Languages:-

It is not recommended that learners or newly literates should teach others because:

- (i) The official languages are not the home languages of the learners and their mastery of the spoken language is therefore, except in rare instances, very inadequate;
- (ii) many who can scarcely be regarded as adequate English or Afrikaans speakers cannot be debarred from a literacy course and even when they have completed a course and can read quite fluently will themselves require some language teaching.

Usually literacy is taught to primitive or semi-primitive people in the vernacular of which they have full understanding. In South Africa the problem is peculiar for literacy has to be provided not only in one vernacular but in many, and because of the force of changing conditions inherent in industrialisation and urbanisation of the Africans in Afrikaans and English as well. And these languages are not the home languages of the Africans.

It should be noted that Dr. Laubach's course has been used in America to teach foreigners to speak English. This could be done with Africans in cases where the teacher is certain that the learner will be in the position of being forced to speak much English. In most cases, however, adult Africans who learn to speak English find themselves in an environment where they may speak as much vernacular as English and the practice they have is not sufficient to allow for this method to be used. It is therefore stressed that only those whose English is adequate should be given a literacy course. Those whose speech is limited should be taken first through a vocabulary course and should be made to use and develop their speech before they are taught literacy. (We have had the experience of teaching doubtful cases to read perfectly but they understand little and have great difficulty in conveying an idea to paper).

During April, May and June, it became clear that although the course was specially designed for individual teaching it might become necessary to adapt it for use with mass classes. Large groups as on mines would have for some time at least no use for a course which was not applicable to a mass. The

committee therefore agreed that large charts for the course be made. About a third of them were completed by the end of September. The extra cost involved in producing these charts will be roughly £75 and as 20 sets are being produced they will be sold at £3.10.0. per set.

(c) The Consolidation Course:- There were two main reasons for the decision to take learners from the Literacy Course on to a Consolidation Course:

1. During the pre-experimental period it became clear that having learned the mechanics of reading and writing the learners themselves wished to carry on.
2. The Literacy course does teach the mechanics of reading and writing but because English is not their home language it is unusual to find a learner proficient enough in spoken English to make it possible for him to carry on on his own.

Most learners therefore require further help. The A.B. Adult Readers were the only available readers specifically written for Adult Africans. The opinion was expressed that these readers were too steeply graded. It was therefore necessary to test. Two learners from the pre-experimental group who had taken the Literacy Course, who were very average, and who had read through A.B. Reader I during January and February, were allowed to carry on reading through the series. As far as the actual mechanical reading was concerned, the books presented no difficulties and by the end of September these women had reached half way through Book IV. By the end of June it was quite clear that Book I and Book II at least could be used for consolidation work and as learners in the Unit graduated from the Literacy group they were started on Book I. By September, several had completed Book I and were on Book II and a new group had begun Book I. Up to this date however very little written work had been done and it was only possible to get learners to answer a few questions on each lesson.

At the beginning of September, a Jan Hofmeyr School student took over the Book I group and tried out a routine method of teaching. He was successful up to a point and his work is the basis upon which further work is being done. At the end of September a beginning was made in the systematising of the teaching for Book II. The person who began this work had just started when she had to give up the work owing to a nervous breakdown. Mrs. Whyte is now drafting lessons for Book II.

It was felt that although there are many established and suitable ways in which the expert can use these Readers, once again it would be helpful to set out lessons in such a way that lay persons with little or no experience can use them. It was also felt that the general technique applied should be the same as that for the other courses.

Afrikaans: - In April Mrs. Whyte made a special journey to arrange with Professor Rousseau for the drafting of the Afrikaans course. In June Professor Rousseau showed the sub-committee the draft of the first lesson. Professor Rousseau was to have completed the draft during the winter but by the end of September he had not been able to do so. It will probably be necessary to draft courses corresponding to the vocabulary and consolidation courses in English.

Vernaculars: - In April Mrs. Whyte approached Professor Doke who recommended Mr. Mofokeng and Mr. Ngcube to draft the vernacular courses in Sotho, Zulu and Xhosa. The courses were promised for mid-winter but by the end of September were not yet to hand. Mr. Mofokeng's health broke down in July. Mr. Ngcube was held back owing to three false starts. Early in September, however, a satisfactory charting system was found. Specimens of the first lessons in Zulu and Sotho will be tabled. It will be seen that in both Zulu and Sotho (and this will be done in Xhosa too) the system is to teach whole words involving one vowel and consonant with each lesson. At the end of the course the learner should be able to read and write fairly well in his own language.

The teaching method will again be routinised but the big difference between the vernaculars and the official languages will be that each learner will be able to teach the lesson he has just mastered to a friend.

TRAINING:

As the result of having to train a member of the EOAN Group (Cape Town), an official of the Basutoland Government and a Jan Hofmeyr student,

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we have found a method of training people in the methods used.

Trainees are shown by Mr. Mqgweto or by Mrs. Whyte the technique and teaching methods, and are gradually introduced to teaching from 1 - 10 learners in a group. Concentrated training can be given in a fortnight but it is felt that if any extensive training is to be done trainees should, where possible, remain two months in training. If a constant relay of trainees were available a small literacy unit could be run entirely by the succession of trainees.

SUMMARY OF WORK.

To September 30th progress had been made in these ways :-

English:

1. The Vocabulary course, though not completed, was ready for finalising in draft form. (It will be complete by Christmas).
2. The Literacy Course was completed and satisfactory. (It will have to be revised some time during 1948).
3. A third of the charts to accompany the Literacy course for mass teaching was completed. (The remainder will be ready by Christmas).
4. The Consolidation lessons were roughly drafted in two different forms. Both were unsatisfactory and a third draft was begun. If the method now being tried is successful, the draft should be ready by Christmas.
5. Training - A system of training is evolving.
6. Afrikaans lessons were being drafted.
7. Vernacular lessons in Zulu and Sotho were being drafted. (The Zulu lessons will be ready for testing about the middle of December. Sotho lessons should be ready at the end of January).

THE PRESENT POSITION - NOVEMBER, 1947.

Three students of the Jan Hofmeyr School came in October for training in Literacy work. One came for three weeks and has gone to Modderfontein Dynamite Factory for 3 weeks. There, as part of his work as a social worker, he will try to introduce our methods of teaching to a small group. The second student is working part-time with Mrs. Whyte. By the end of November he should have a grasp of our methods. The third student is with Mrs. Whyte four days in the week.

The EOAN Group is using our Primer with Africans in the Cape. We are somewhat concerned to hear that our method is not being adhered to. The matter has been taken up with Mrs. Southern Holt, the President of the Group.

The Y.M.C.A. have just made available to Mrs. Whyte the services of another Y.M.C.A. leader, Mr. Mayekiso. The salary of the man is paid for by the Y.M.C.A. for a few months. It will now be possible to hand one group in the D.O.C.C. class over to this assistant and from the beginning of December more time can be devoted to test lessons.

The National War Memorial Health Foundation has offered sums of money sufficient to give 12 Jan Hofmeyr School students training in literacy work during 1948. If a satisfactory arrangement can be made then it will be possible for Mrs. Whyte to undertake the task. The arrangement will probably be that a portion of the money, sufficient to cover the salary of another Y.M.C.A. leader, will be made over to the Institute. If money can be found to pay for the continued services of Mr. Mqgweto and Mr. Mayekiso and Mrs. Whyte from April to December 1948, then the staff will be able to cope with such training.

Typing and other help: As has already been mentioned the present arrangement is not satisfactory. Moreover, this side of the work is becoming so heavy that Mrs. Whyte is unable to give adequate time to the completion and drafting of courses. The full-time services of a European able to type and willing to teach and fit into all sections of the work is required.

Recommendations/.....

RECOMMENDATIONS:

1. That further means be provided to continue experimental work.
2. That the programme and budget for the period October 1947 - March 1948 be approved and that the programme and budget for the period April 1948 - March 1949 be put forward.
3. That the work be continued on an expanded basis after April 1948 under the supervision of Mrs. Whyte.
4. That means be provided to retain the services of Mr. Mgwoto and Mr. Mayekiso till March of 1949.
5. That the services of a third Y.M.C.A. leader financed by the War Memorial Health Foundation be secured from January.
6. That a separate training unit be organised and run by the students.
7. That means be provided to obtain the full-time services of a European assistant.

Maida Whyte
ADULT EDUCATION OFFICER

15th November, 1947.

A. W. G. Champion, M.R.C.

UMKULUMELI WABANTU

MEMBER OF:
NATIVE REPRESENTATIVE COUNCIL
ACT 12-1936.

MEMBER OF:
LOCATIONS
ADVISORY BOARD, DURBAN.
ACT 21-1923.
KING EDWARD VIII HOSPITAL
ADVISORY BOARD.
MCCORD ZULU HOSPITAL.

RESIDENCE:
INANDA M.S. PHOENIX RAIL
AND
318 GREY STREET, DURBAN.

19, Old Dutch Road,

Durban, Natal.

28th Nov 1947

A. M. C.

(Natal)

The President General
A. N. Congress

Dear Sir,

I write to express my agreement with the spirit underlying the resolution that has been passed by your Working Committee. I also note that this is the first time that we have been given your resolutions in this form.

Yours faithfully

A. W. G. Champion

10
ABX. 4711286

Wilkesboro P. O.

North Carolina

28th Nov., 1947.

Dear Dr. Linn

Phyllis and I have decided to request you to be one of the speakers on the occasion of our marriage on 3rd Jan., 1948. We hope this will not interfere with the doctor's programme.

Phyllis should have written, but according to African custom, it's the man who makes such arrangements.

Thanking the Doctor,
I am

yours truly,
H. F. Muggidume

ABX. 471201a

SOUTH AFRICAN INSTITUTE OF RACE RELATIONS

(INCORPORATED)

Head Office: at

22 Ameshoff Street.

Telephone: 44-4368
~~44-4369~~

Telegrams: Ubuntu.

P.O. Box 97,
JOHANNESBURG.

In reply please quote: DAR/CT.

1st December, 1947.

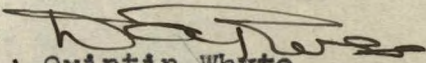
Dr. A.B. Xuma,
104 End Street,
JOHANNESBURG.

Race Relations

Dear Dr. Xuma,

Professor de Kiewiet of Cornell University, U.S.A. and author of "A Social History of South Africa", is out here on a preliminary tour on behalf of the Carnegie Corporation. He is very anxious to meet you and I shall be glad if you will come to dinner on Friday 5th at my flat, 2 Durham Court, Ameshoff Street, between the University and the Non-European Hospital.

Yours sincerely,


Quintin Whyte
ACTING DIRECTOR

P.S. Please phone & let me know if you can manage it.

A.N.C

ABX. 4712016

King George V. Hospital
Ward I3 - I4
Durban

1st December 1947

My dear President General,

I was very glad to receive your circular which took some time to reach me for it was addressed to Cradock.

I quite agree with it and think it covers the general opinion of the leaders of the African National Congress.

Moses Kotane however writes to say he is sorry he will be unavoidably prevented from attending Congress at Bloemfontein "because it was my intention to criticise the President and yourself severely for the manner in which you as high officials and directors of Congress conducted yourselves". The sedition case is remanded for 17th Dec-

ember. I am very sorry that these leaders of the left wing will not attend this Congress for I have had gone out a great deal to organise the National forces within Congress in order to get the Congress put on a real national basis and not be made a platform of party men.

I think Port Elizabeth is coming prepared for the fight. I think Kimberley will join Port Elizabeth and I know that the whole Natal is national to the extreme.

I am still trying to get free but the Cradock Doctor was here on Thursday last week and urged the doctor to keep me for some time because he said I was working too hard at home.

I do not object to these party men as members and even as leaders of Congress but I do object to their being so emphatic on lines which suit them but do not suit the African nation as a whole.

These people have the gift of the gab and they know how to sway the audience at meetings and get resolutions passed which cannot be put into effect because of the difficulty of getting public opinion behind them. To such men public opinion is their party, and they do not realise the danger in which the whole race would be placed in putting to effect a resolution which would divide the people instead of uniting them. I do not support extreme nationalism. As far as that is concerned I welcome the leftists for they are progressive; but I do not agree in letting the leftists have the reins of our NATIONAL organisation for there is no knowing to what rocks they would steer the ship.

I shall be glad if this Congress will see its way to relieving me. I do not like to leave you alone in the fight but the work of the Secretary General requires someone who can give more time to it than I can afford to give.

Wishing the conference every success

yours very sincerely for Africa,

James A. Calata
.....
James A. Calata
Secretary General

A. N. C

(copy)

AVX 471203a

E. C. Kolowid School,
Hope-Town.

3/12/1947.

The President General,
A. N. C.

Dear Mr President,

In reply to your letter of the 17th ultimo. I wish to express my entire agreement on the decision arrived at by your working committee, ament Resolution No 7 of the annual conference of the A. N. C. of December 1946. Your working committee has done a good piece of work by giving a lead to the nation and electorate. We Africans owe it to the out going N. R. C to rally round the banner of Congress and make sure of returning all the M. R. C's of the last Council. I also welcome the idea of your working committee in suggesting the nomination of extra members to the N. R. C on a strictly Boycott ticket. The country no doubt will welcome your declaration on the election.

yours Sincerely
S. Sesidi

ARX. 4712036

PARENTS' DAY

VOCATIONAL TRAINING CENTRE.

WEDNESDAY

DECEMBER 3RD, 1947.

PROGRAMME.

MORNING, 10 a.m.

Football Match. (Final for
Mayor's Cup.)

AFTERNOON 2- 3 p.m.

Inspection of Buildings, Exhibits,
Workshops, by visitors.

3 p.m.

Physical Training Display.
Concert:
Speeches and Reports.
Presentation of Football Cup.
Presentation of Tennis Prize.
Presentation of Certificates.

SCHOOL SONG.

ANTHEM

4.30 p.m.

T E A

YOU ARE CORDIALLY INVITED TO ATTEND ESPECIALLY
FROM 3 P.M.

-----oOe-----

R.S.V.P.

VOCATIONAL TRAINING CENTRE
P.O. BOX 5382
JOHANNESBURG

PLEASE
submit

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