TEACHING IN AFRICA

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** TEACHING IN AFRICA **

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"The man who wants his dreams to come true
must wake up!"

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Who Should Control Native Education?

by Z.K. Matthews

WHILE the transfer of Native Education to the Union Government is now regarded as inevitable, the question of which department of state is to control Native Education is causing concern in many quarters. In any other country it might have been regarded as a foregone conclusion that the Education Department would be entrusted with this task, but in South Africa, where the interests of different sections of the population are not regarded as identical, the solution of this problem is not so easy. In so far as we are committed to the policy of a separate Department to deal with Native Affairs, the question immediately arises whether Native Education should not be placed under the control of this Department. The Inter-Departmental Committee had no difficulty in deciding that the Education Department rather than the Native Affairs Department was the proper one for this job, and in this decision they have been followed by the Native Representative Council. The Native Affairs Commission, on the other hand, suggests that the logical Department for the task is the Native Affairs Department. What are the arguments against and in favour of either course?

In favour of the Education Department it is argued that it is an Education Department, presumably in touch with the latest developments in educational theory and practice. It has ready to hand the experts and the machinery for the administering of an educational system on sound lines. It is further believed that the Education Department would be more generous in its financial support of cultural as against purely vocational education, which, it is feared, is the only type of

education which the Native Affairs Department understands or would favour for Natives. Moreover placing the control of Native Education under the Education Department would preserve, both in theory and practice, the principle that Native Education, like all other education, should be financed from General Revenue and not from a special Fund to which Natives only contribute. Expenditure on Native Education would occupy an inconspicuous place in the general expenditure on Education, and it would thus be easier to pass such estimates through an unwitting Parliament than if such appropriations figured prominently in the Native Affairs Department Vote. As Mrs. Ballinger has pointed out, "behind the financial argument stands the far more fundamental consideration that administrative segregation of the kind involved is thoroughly unsound in principle and certain to be catastrophic in practice". It would mean creating a State within a State and would expose Native Education to a bureaucratic control that would have a disastrous effect on Native Development.

The reply of the protagonists of the Native Affairs Department to the foregoing arguments would appear to be as follows. In the first place the Union Department of Education does not possess a monopoly either of educational experts or of the knowledge of educational theory and practice, and the Native Affairs Department could build up a special Department to deal with Native Education and could attract to it men and women with the necessary training, the requisite knowledge of Native conditions and the necessary sympathy with the aspirations of the Native people in this regard. There are such men in the country outside the service of the Union Education Department. Even the Inter-Departmental Committee on Native Education, in whose report there seems to be such a pathetic belief to-day, suggested that Native Education should be placed under a special Board of Control under the Minister of Education. All that is suggested is that this Board should be under the Minister of Native Affairs who, incidentally happens to be the same person at the present time. It is therefore wrong to assume that placing Native Education under the Education Department would place it under the same body as that which controls European education. Again, whether Native Education should be financed from General Revenue or from a special Fund does not depend upon a Department of State but upon Parliament. It is therefore idle for people to believe that the transfer of Native Education to either the Union Education Department or the Native Affairs Department will lead to a change in the system of financing Native Education, least of all to a change contrary to what is approved by Parliament. The present system of financing Native Education is unsound in principle, but it must be remembered that is was established by Act of Parliament and not by the Native Affairs Department. Furthermore, the proposed Board of Native Education would decide on matters of policy regarding the allocation of the funds available and it would be for this Board to decide as between the claims of vocational and cultural education among the Native people, and there is no evidence that the Education

Department would differ greatly from the Native Affairs Department in its views on this matter.

The fear that the Native Affairs Department would introduce segregation into Native Education would also appear to be unjustifiable when it is remembered that Native Education is already segregated from European Education. There are separate Departments of Native Education under the Provinces to-day with separate curricula for primary schools and training schools for teachers and all other types of training except secondary and University education. Here again it may be remarked that a close scrutiny of the aims of Native Education adopted by the Inter-Departmental Committee on Native Education and those of the Native Affairs Commission reveals no radical differences in outlook between them although the Native Affairs Commission was much more clumsy and crude in its statement. Both believe in the education of the Native for the station which he holds in South African life.

Finally the Native Affairs Department bases its claim to control Native Education on the fact that by its very existence it is the Department which should be entrusted with this important task. Hitherto it has been the practice to make this Department responsible for the administration of legislation specially affecting Natives, and because much of this legislation has been of a restrictive and negative character, it has placed upon the Department the odium which properly belongs elsewhere. The Department has shown by its administration of Native Agriculture that where it is given work of a positive nature to do , it is not altoghether incapable of rising to the occasion. What is needed by this Department to rehabilitate itself in the eyes of the Native people is to entrust it with work of a more positive character, to bring it more into contact with the constructive task of building up and developing Native society, and nothing will give it a better opportunity to do this than to place Native Education under its direction. The argument against the Native Affairs Department is that for years its administration has been marked by a singular lack of imagination and by an inexplicable lack of sympathy with the aspirations of the Native people, especially those of the educated section.

The feeling is very strong in Native circles that there is nothing the Native Affairs Department dislikes more than the educated Native and that some of those connected with this Department would like to drive a wedge in between the educated and the uneducated Native or to reduce all Natives to the level of the latter. Instead of drawing the educated Native to its side by giving him more room for the exercise of his gifts in its service, it has confined him, wherever he is employed, to the lowest ranks until it is now widely known among the Native people as the Department for the Employment of Europeans in Native Services. Instead of opening its various branches

to educated Natives, it continues to increase its European staff even in types of work which can quite easily be done by educated Natives on the ridiculous pretext for a Native Affairs Department that Natives must not be employed in any position where they might have to give instructions to Europeans. So that as long as there is a single European in a Native area, the staff of the Native Affairs Department must be mainly European for his benefit. As long as the Native Affairs Department persists in this attitude, the whole weight of the influence of educated Natives among their people will be exercised against it.

The evil genius of the Native Affairs Department is, of course, the Native Affairs Commission. This body from which so much was hoped for when it was established has developed into the arch-exponent of reactionary theories of Native Administration. Its latest Report is a masterpiece of confused thinking regarding Native Education inspired by a thinly disguised dislike of the so-called Europeanised (which, being interpreted, means educated) Native. What surprises one more than anything else is that is it is seriously feared in some quarters that the Native Affairs Commission could give effect to its policy of giving the Native what it calls tribal education. Those who are in daily contact with Native Education know not only the futility but also the impracticability of the Native Affairs Commission's philosophy of Native Education. There need be no sleepless nights over the possibility of that policy ever being carried out.

In conclusion, what line should the Native people take up with regard to this matter? The Native Representative Council is due to be consulted and its members will have to make up their minds as to the advice which they are going to give to the Government. In the opinion of the writer it would be a mistake for them to pin their faith on a particular Department. The general policy of this country being what it is, it seems futile to think that Native salvation lies in the policy of a Department. The policy of this country as approved by Parliament is shot through and through with the principle of segregation which it is fondly believed will save Western civilisation in this country. It is difficult to believe that the Union Education Department would not be influenced by it. It will be the duty of the Native Representatives to make it clear to the Government that whatever Department controls their education, they will never waver in their claim that no artificial limitation should be placed in their way as far as educational opportunities are concerned and in their belief that the salvation of Western civilisation in this country lies in opening its fairest portals as widely as possible to the Native population.

What requires even closer watching than the Department which is to control Native Education is the system of financing it. It is generally believed that the Government is going to take the opportunity to fix what has long been feared,..... (Continued on page 12)

-:AS ONE TEACHER TO ANOTHER:-

E-Lungile School,
P.O. Nowhere.
1st May, 1939.

INSPIRED TEACHING.

Dear Funisisa,

I was sorry to get your Post-Card saying you had got the 'Flu' and were confined to bed. I hope you will soon be quite well again; but do not be in a great hurry to get back to work: most of the setbacks from Flu come because the patient does not properly recover before he goes out again.

You will be wanting something to read I am sure and I am sorry that I have little to send you. But there is one book that I have come across lately that I think you would like to get for yourself. It is a collection of articles written for the daily press by Frank Crane, D.D., (Bodley Head), and issued as a book. The subjects are of all sorts that interest the thinking man of to-day and full of helpful advice. Let me give you some extracts.

a). When will we learn that the mightiest influence we can exert comes from what we are and not what we do or say? "What you are" says Emerson, "talks so loud that I cannot hear what you say".

b). When God gives us a child it is not that we may teach him, but that he may teach us. The wise mother plays with her child and lets others instruct him; the foolish mother instructs her child and lets others play with him. The wise mother is good for the child's sake: the foolish mother wants her child to be good for her sake.

c). It is not victory but the fight that is worth while. Knowledge is of no intrinsic value; its value lies in the exercise it takes to acquire it. Knowledge we may gather from study; wisdom comes only from experience.

d). Our schools should produce the trained, cultured, dynamic, Common Man. The instructors should study the pupils. In fact, all the studying should be done by the teachers. The children should play only. And only those teachers should be selected who know the Secret of Teaching, which is how to make Play out of Work. The One Aim should be to Develop what is in the child and not to cram anything into his brain or trim him, as the Japanese trim trees, into some fantastic, conventional shape.

e). Almost all diseases come from dirt. There is a joy in

just being clean inside and out, that is like no other satisfaction in the world. Dirt in the mind and soul is worse than dirt on the body.

f). I do not say that your passions are all bad, for they are not. God made them and they must be for some good purpose. But God also made hogs. And He meant them to be kept in their place.

I have collected many more of these short but thoughtful paragraphs from the book and am very sorry that I cannot send you a copy as the one I had was lent to me and I have returned it. The writer has a message to give (I should say messages for he writes on many aspects of life) and he is snappy and yet deep in his passages. But just get the book. It is not cheap in price but well worth while.

I hope to hear soon that you are about again and said "Good-bye" to your unwelcome guest.

My best wishes,
Yours sincerely,
I. Kwiatska.

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How Do You Speak English?

(Continued from page 8)

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else try hard to say every sound carefully and clearly. And so there may be other things that make it difficult for people to understand us.

But there are some people whom we can understand but whom we don't want to listen to because their voices, their way of speaking, their attitude towards us, or the things they say, are unpleasant. So

2) The good speaker is PLEASANT to listen to, with a clear, smooth voice, fluent speaking, good pronunciation, friendly manner and not unnecessarily irritating statements. With the last two of these we shall deal in a later series on "How to Speak to an Audience", and with the first three we shall deal in this series.

Lastly, 3) The good speaker is ALIVE -- not dead and monotonous, speaking in the same sing-song voice all the time.

These articles will try to show how we can speak better, so that people will understand what we say and will want to listen to us.

*

H O W

DO YOU

S P E A K

E N G L I S H ?

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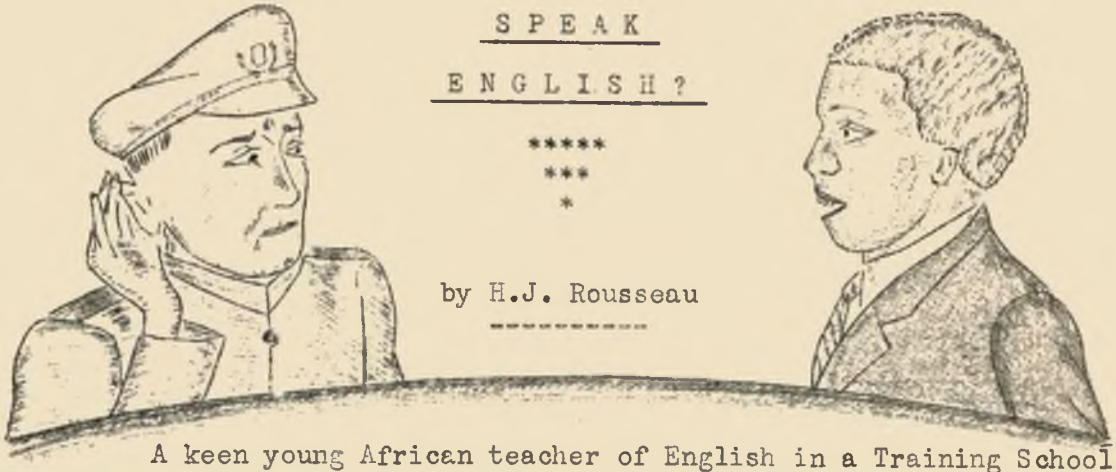
by H.J. Rousseau



A keen young African teacher of English in a Training School has asked the writer to show how we can improve our English speech. This will be done in the next few issues of TIA. The writer is perhaps better able to do so because he himself acquired English as a foreign language, and has had a number of years' experience in showing African student-teachers how to improve their English speech. This article is just a general outline.

A VERY IMPORTANT MATTER

That it is very important for us to speak English well is obvious. All of us who live in places where English is much used must be able to understand what people like magistrates, European settlers, employers or business people think and want, and we must also be able to tell them clearly what we think and want. If they can't understand us and we can't understand them, it will make life rather difficult for us and for them. But it is particularly important for those of us who are teachers to speak English well. English is used to teach all subjects (unfortunately even the African languages) in all African schools from about Std. 4 upwards: in the High Schools, in the Training Schools and at the Universities. In a hundred years' time all this teaching will be in the African languages; but as in the meantime we must speak English, we must speak it so well that our pupils will not learn bad pronunciation, indistinct speech and incorrect sentences from us. At present few if any of us in our lessons speak English as we should. Besides, we shall always have to teach English as a subject in our schools. Now, in the Primary Schools almost all the English is taught by African teachers, and in the High Schools and Training Schools it will be taught more and more by African teachers instead of by English teachers. So it is very important indeed for us to speak English well: if we speak English badly, our pupils will speak it worse.

Unfortunately our schools neglect English speech. Almost all the English lessons are spent on reading or writing English, hardly any on speaking English, although in real life we have to speak much oftener than we have to read or write. The most important reason for this neglect of English speech is that in the examinations the pupils have to write and not to speak — and our schools prepare the pupils for the examinations rather than for life. As we have seen, this is quite wrong, especially if we want our future teachers to speak English well and teach their pupils to speak English well. So let us introduce speech training into our schools at once.

THE SCHOOLS NEGLECT IT

"How to speak English well" is a very big subject and thousands of books have been written about it. Let us examine it simply. How must we speak if we want to be good speakers of any language?

THE GOOD SPEAKER

1). The good speaker is UNDERSTANDABLE. If the people to whom we speak cannot understand what we say, we should save our breath and their time by shutting up. If someone says: "Patgiu brofg spioz gytl slwbnia" we cannot understand him — he must speak a language that we know. Some people say they speak a language that we know but they speak with such an unusual pronunciation that we have difficulty in understanding them. Many Europeans speak an African language like that, and many Africans speak English like that. What do these sentences mean, for example? "Thahss awrah-eet, I leave hiah ent I awvah-het how thee Caw -meetee ahgrit awn Choossdare to ahdawpt hush pawleeteecahl meazhahss ahgenst thee sheshahss" [1] Or "Clee-owse the gite, oo the kee-ow will come into the gawden" [2]. During his school years the writer's English pronunciation was such that English people were sometimes unable to understand him, although he knew lots about Shakespeare and tons about English grammar.

Because pronunciation is difficult to change, this series of articles will deal mostly with the mistakes Africans make in pronunciation when they speak English, and will show how to put them right. As with all its articles, TIA will welcome criticisms, extra information and advice from its readers. It may quite well be, for instance that the mistakes made in West Africa are not those in the Union. Although he will concentrate on pronunciation, the writer must say clearly that it is only one small part of good speaking and that there are other points which are just as important.

Some people, for example, spoak English with the correct pronunciation but as if they have hot potatoes in their mouths or are afraid their false teeth will drop out. They are afraid to open their mouths and to move their lips and tongues vigorously and strongly . They mumble : "Wi a oo ear" instead of saying distinctly: "Bring that book here". They should either shut up or.....

(Continued on page 6)

1) That's all right, I live here and I overheard how the Committee agreed on Tuesday to adopt harsh political measures against the churches. 2). Close the gate or the cow will come into the garden.

NATIVE EDUCATION IN NORTHERN RHODESIA

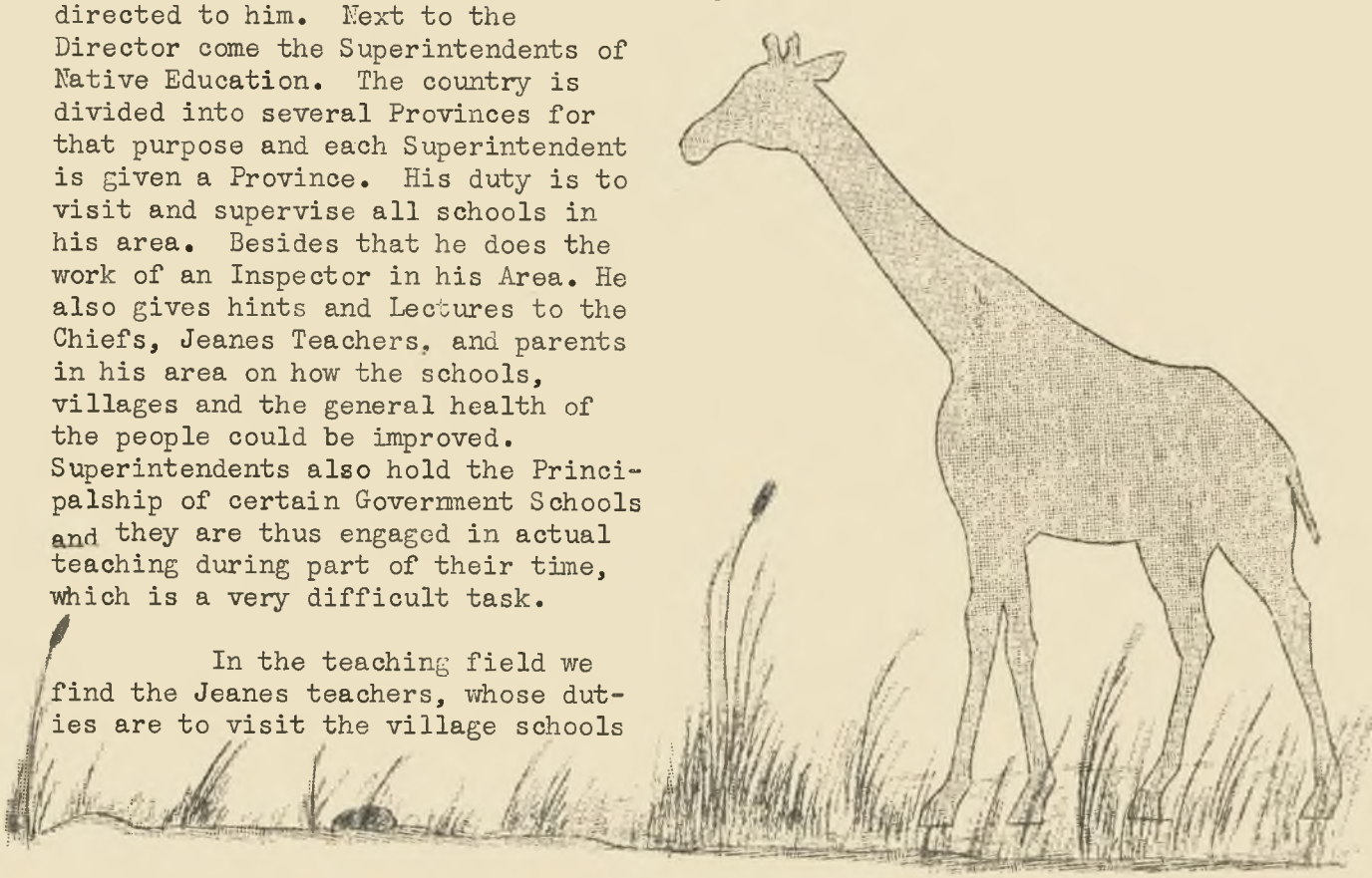
by A.C.J. Ramathe
Head-Teacher, Munali Training Centre, Lusaka

(We are very pleased to be able to publish this article by Mr. Ramathe, who is, according to reports we have received, doing excellent work in a country that is almost three times as large as the British Isles. - Editor.)

I hope it will please the readers of TIA to hear something about Education in this country.

African Education in this country has been in the hands of Missionaries for many years. Then, as in other countries in Africa, the State stepped in to help the missionaries in the general organisation, with Financo, and in having the same type of Education throughout the country. Before we go further, I must state that in this country, Native Education is kept separate from European Education and a very similar system to that which was recommended by the Inter-Departmental Committee on Native Education in the Union of South Africa, has been adopted in this country.

At the head is the Director of Native Education who has his office at Mazabuka. All matters affecting Native Education are to be directed to him. Next to the Director come the Superintendents of Native Education. The country is divided into several Provinces for that purpose and each Superintendent is given a Province. His duty is to visit and supervise all schools in his area. Besides that he does the work of an Inspector in his Area. He also gives hints and Lectures to the Chiefs, Jeanes Teachers, and parents in his area on how the schools, villages and the general health of the people could be improved. Superintendents also hold the Principalship of certain Government Schools and they are thus engaged in actual teaching during part of their time, which is a very difficult task.



In the teaching field we find the Jeanes teachers, whose duties are to visit the village schools

and to help the teachers; they also do supervision work, therefore, and there are Special Institutions for training these teachers for their future work. After training they go out to supervise the schools. These teachers must be teachers who have first passed their Elementary Teachers' Certificate, and who have some experience as teachers.

Besides the Jeanes Teachers, there are two classes of teachers; those who hold the Elementary School Teachers' Certificate and those who hold the Lower Middle School Teachers' Certificate. It was customary that those who wished to be trained as teachers should first pass Standard IV, after which they were admitted to teacher-training; but now the entrance qualification has been raised to Standard VI .

In order to uplift the African women of this country, the Department appoints at certain places, Women Educators, whose duty is to hold classes for the wives of the teachers in training, teachiing them subjects such as Needlework, Cookery, etc. I may make mention of the fact that this school is also open to the wives of the teachers already in employment, in case they also wish to improve their Education.

Amongst the most important educational centres in this country, we may mention the following:-

(1) Munali Training Centre, at Lusaka, is the largest Government Training School; it offers courses in Teacher-Training, Commercial subjects, Carpentry, etc. A High School will be opened here this year.

(2) The Barotse National School, at Mongu-Lealui, is run entirely by a Native Council under the chairmanship of a European. The money used in running the school comes from the Barotse Treasury. This school offers courses in Carpentry, Building, Farming, etc.

(3) The Ngoni National School, run on the same lines as the Barotse National School mentioned above.

Besides these Educational centres, there are Native Authority Schools, and eleven Mission Schools for training teachers; a detailed description of the Schools mentioned above, will appear in our next issue.

Last but not least, may be mentioned the Central Advisory Board on Native Education, whose duties are similar to those recommended by the Inter-Departmental Committee on Native Education in the Union. No stone is being left unturned by the Director, Superintendents of Native Education, Missionaries, etc., to improve upon the health and the standard of living of the Africans in this country.

(To be continued)

-oOOo- DOMESTIC SCIENCE GARDEN -oOOo-

by
Miss J.L. Rogers.

The school garden is easy to talk about but may be much more difficult to accomplish. To create real interest, each child should have a plot, but, if there is not sufficient ground for this, divide the class into groups and give each group a plot, so that there is some competition. Get advice as to the best way to work the ground, the kind of seeds to put in and the time for sowing. Give marks for the care of the gardens.

THE RESULT.

You may have small quantities of different vegetables. If the lesson has been given on the simple cooking of these, do not repeat this continually, but experiment on different ways of cooking and serving. It should be possible to arouse the curiosity and interest of the parents and help to bring a little variety to the home diet.

SUGGESTIONS.

Pumpkin may be steamed, roasted, used for soup, fritters and bredee.

Peas and beans may be boiled, steamed, used for soup, curry, salad.

Tomatoes may be used for salad, soup, bredee, stuffed.

Potatoes may be boiled, steamed, fried, used for soup, stew, salad.

The children and the teacher will both become keen in the variety of results, and there will be no monotony in cooking the same vegetable over and over again. After a few lessons, interesting tests could be given, by dividing the class into groups and each group making as many different dishes as is possible with the vegetables given. Encourage the children to have gardens at home and perhaps offer a small prize for the best results. Be sure to have a few flowers growing too.

(This series will be continued)

WHO MUST CONTROL NATIVE EDUCATION?

(Continued from page 4)

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namely, the system of making Native development depend upon funds derived from Native sources. This will be a calamity, especially in this country where it is believed that the only contribution which the Native makes to General Revenue is the payment of the Poll Tax. The Native makes a much bigger contribution to General Revenue than is generally supposed not only in the form of indirect taxation but also by means of his cheap labour. If it is unfair to tax the European for Native Development, it is even more unjust to tax the Native, however indirectly, for European development. If this unsound principle of public finance is forced upon our Representatives, they will have to fight for the separation of all revenue derived from Native sources, directly or indirectly, from European contributions, so that Native services may be better financed. Native Education ought to be financed on a per caput basis so that normal development in the building up of the system of Native Education may be maintained. Is it too late to hope that the Government may yet abandon its policy of the financial strangulation of a service which is so fraught with possibilities for European no less than for Native advancement in this country? A wrong step taken by the Government in this matter will only further diminish the Native's faith in the white man's protestations of just intentions towards him.

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1. The Transvaal, for instance, uses £600,000 derived from Native Pass fees for financing European education in that Province. -- Editor.

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USEFUL APPARATUS FOR TEACHERS

FIG. 1

We have been asked to suggest a list of useful things which teachers-in-training can make for taking with them when they have completed their courses. We wrote to and asked a number of people who do excellent work of that kind, to help us, but got no replies. The following suggestions have been mostly collected over a period of years in schools where they were actually being found useful:-

WOODEN APPARATUS:- T-square, set-square, compasses, easel, blackboard, blackboard duster (see fig. 1: block of wood with wool fleece nailed to it), simple plane table for mapping school surroundings, measuring wheel for measuring distances in mapping, wooden letter trays for principal, filing cabinet (either vertical or flat, made out of old boxes), shelves, suit-cases or trunks, cupboards, hat-racks, table or desk for teacher (out of petrol boxes: strong & useful), seats for children, Morris or easy chairs with canvas seats, kitchen dressers, ironing boards, sleeve boards; toys or models: locomotive, ship, 'plane, history or geography models; sticks or blocks for printing designs, arithmetic sheets, numbers, &c.; loom; different kinds of subject apparatus, e.g. counting-blocks & beads, geographical jigsaw puzzles, large & small templates (cut-outs) for quickly drawing maps, objects, &c., on paper or blackboard..... (Continued on page 29)

FLYING OVER AFRICA

by Mr Z K Matthews

The Makerere Commission made only a short visit to the Egyptian Sudan. The main purpose of the visit was to examine and report upon the working of Gordon Memorial College to which reference has already been made in this series and the Kitchener School of Medicine. These are the two highest educational institutions in the territory. Gordon College provides in the main the secondary education which is required as a foundation for entry into the various professions by the natives of the country — the Sudanese. As in the East African territories the European pupulation of the Egyptian Sudan is very small and consequently the Sudanese are readily admitted to types of work which in essentially "white men's countries" like South Africa, are closed to the indiginous inhabitants of the country. Law, Engineering, Medicine, the Administrative Ser - vices, etc., can in the Egyptian Sudan only be run if the Sudanese are admitted to them, leaving only the highest posts for European officials.

The great need for Sudanese in Government service has led to the development of professional courses and to the admission into them of men who have not got the preliminary education usually associated with entrance qualifications to these professions. Thus the entrants to the Medical profession possess roughly Junior Certificate qualifications and then spend five years in the Medical School. At the end of this period they are given an examination which approximates closely, so we were told, to the usual standard of medical examinations in the United Kingdom. In other words, the medical training of graduates of the School of Medicine is presumably as high as that usually given to medical students in British Universities, but their general preliminary education was below matriculation standard. When completing this medical training, they obtained certificates which entitled them to practise as medical men in the Egyptian Sudan and they readily obtained employment as medical assistants in Government Service. It was obvious that what was needed here was the bringing up of the secondary education of these men to matriculation standard.

The same conditions prevailed with regard to all the professions — a high standard of professional training superimposed upon an inferior preliminary general education. Unfortunately, the need for workers in these fields is greater than the supply of men. The health needs of the people cannot go unattended while potential workers are busy improving their general education. Workers must be turned out as quickly as possible and in the meantime steps must be taken to raise the entrance qualifications.

The danger of this policy lies in the fact that once one begins to accept as a temporary measure workers with inferior qualifications in professional work, a tendency develops of regarding the

temporary arrnagements as sufficient for the purposes contemplated or for the people for whom they are intended. The result is that the temporary arrangements tend to arouse suspicion and opposition among the whole population and the general development of the country cannot afford to allow major and essential needs to be ignored because of fear of wounding the susceptibilities of certain sections of the population. At the same time, the people cannot be satisfied permanently with inferior educational qualifications. The Government of the Anglo-Egyptian Sudan is aware of the issues involved in these two problems and as racial problems are not as acute in that country, there is every reason to believe that a satisfactory solution will be found.

A primary difficulty of the educational situation in the Sudan is the fact that primary education is very poorly developed, and this difficulty is not minimised by the existence of vernacular schools run by teachers of the Mohammedan faith - the so-called Koran schools. Mohammedanism is the religion of the Sudanese and Sudanese children begin their education in the Koran schools where they are taught the tenets of their religion. These schools leave much to be desired especially as there is so much emphasis on memory work in them. Efforts are being made to improve these schools through which the majority of the children pass in the course of their education. The main channel through which improvement is being sought is in the training of teachers, and Bukt-el-Rhoda, the leading training institution for vernacular teachers is doing creditable work, especially in the direction of relating teacher training to community work.

The general development in community work which it is hoped these teachers will bring about in the villages in which they will work will lead to an increase in the enrolment in the ordinary school system where the pupils are introduced to the elements of modern civilisation.

The education of girls also stands in need of much improvement both from the point of view of quantity and quality. Here again the difficulties are immensely accentuated in a Mohammedan country. But as is usally the case in difficult situation, the little work that is being done is of a very high order and the European women teachers engaged in the education of Sudanese girls yield to none in their devotion, their up-to-date methods of teaching and in the realistic way in which they are tackling the problems with which they are faced.

Tear off → ooooo... ..oooooo.. ...ooooo

AFRIKAANS LESSONS Date: _____

To
The Editor, "Teaching in Africa", S.A. Native College, Alice, Cape.

Dear Sir,

I enclose a 5/- postal order, for which you promise to send me the 50 Afrikaans Lessons exactly as described on page 19 of the March-April 1939 issue of "Teaching in Africa."

PLEASE PRINT NAME & ADDRESS CLEARLY

My Name is:- _____

My Address is:- _____

_____

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* In our *
* schools more *
* of our childrens'*
* time is wasted by ar- *
* ithmetic than by anything *
* else. **********
******* Our Std. 5 child is barely as good in arithmetic as a European Std. 3 child, yet he has spent about 1,000 hours or one whole school year more on nothing but arithmetic. How can we help the child to make more progress? To answer that question, we must first decide

** WHY DO WE TEACH ARITHMETIC?

What do we want our children to get out of arithmetic?

Schools were started to help children to do the things they have to do in life: to keep themselves and others healthy and strong; to speak the language of their daily lives better and to read & write it; to understand, speak, read and write any other language that is

very important in their real lives out of school — French in French West Africa, Portuguese in Portuguese East Africa, English in Rhodesia, Afrikaans in the Free State, and so on.

Now, when does arithmetic help our children in their life out of school? When they count cattle or money, when they sell eggs or mealies, when they buy sugar at the store, when they count their change, when they put their money into the savings bank, when they post a letter, when they travel, when they calculate their school fees or wages, when they measure out ground for a new house, and so on, and so on. We must teach arithmetic in such a way that our children will learn to do these and many other things in their real lives out of school.

But how will they learn to do that? In the same way as they learn to do anything else, for instance to ride a horse, They don't learn to ride a horse by reading a lot of books about the horse or listening to a lot of lessons about the physiology of our legs or the physics of riding. They learn to ride a horse by getting on to the real horse and trying to stay there. In short: They learn to ride by riding — they learn to do a thing by really doing that thing itself and not something else. In the same way they will learn to count cattle by really counting cattle; they will learn to sell eggs and mealies by selling eggs and mealies; they will learn to buy sugar and to count their change by buying sugar and counting their change; and so on. Upon this idea the method of teaching any subject and any lesson should be built : Think of the places where that lesson comes into the pupils' lives out of school, and start your lesson from those places. Arithmetic enters our children's lives in the home, in the cattle-kraal, in church, in the trader's store, on the farm, in town and in many other places.

HOW THEN MUST WE TEACH ARITHMETIC?

In beginning your lesson, START FROM THE CHILD'S REAL LIFE;
in your lesson PRACTISE ON THE CHILD'S REAL LIFE,
in order to IMPROVE THE CHILD'S REAL LIFE.

In school we must give our children the real things they have to do in their real lives out of school and let them really practise doing those things.

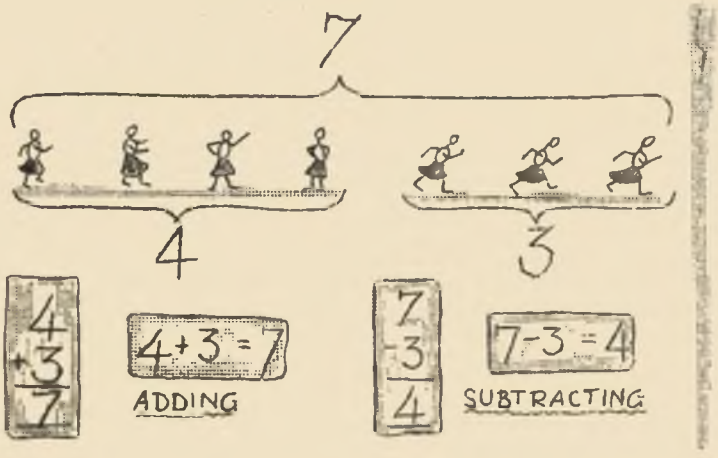
Just one or two examples out of many: Many European schools to-day turn part of a class-room into a shop or store. The Teacher's table or a plank is the counter; on the counter are scales for weighing, packets of sugar, tea, etc., bottles, tins of jam, condensed milk, etc. ; behind the counter are two or three pupils as the shop-keeper and his helpers; and then the other pupils come along with what looks like real money to buy things. Here is a description of such a shop for little children in England of 5-8 years old:

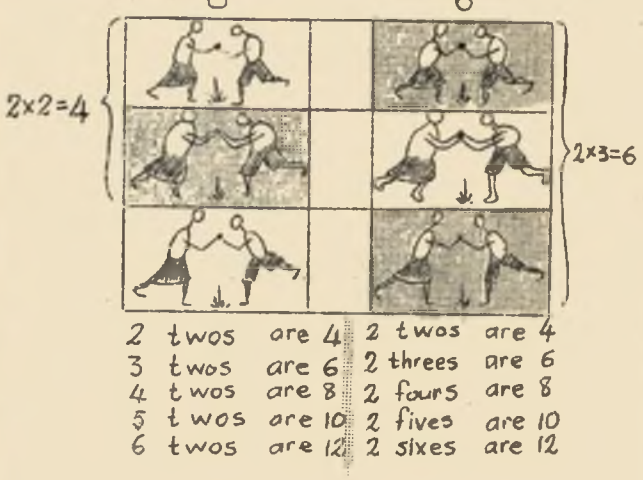
"The shop is stocked with all kinds of packets sent by many firms and stores as advertisements. The children watched the process of "window-dressing", becoming more and more thrilled as each shelf was completed. When the counter was completely equipped with scales and weights, a money-box, various paper bags and packets made by the children, their joy knew no bounds. So keen and interested did they become that the enthusiasm spread to the parents (many of whom sent rice, peas, beans and so on for the shop) and we had to have an 'Open Day', the shop being on view.

"The smallest children are given a few pennies of cardboard, and can buy articles costing from 1d. to about 4d. The next step is to give change from 6d. The top class have ruled out and written their own bill heads and write down the names of the articles that have been bought, giving the prices and adding up the amount of the bill and giving change when necessary".

Giving the children these real life things to do makes them very interested and very keen to practise doing these things better and more quickly. Besides, they already know something about these things before they come to school, so they find it easier to understand them in school. But most important of all is that, when they leave the school, they can at once do these things in their own lives. Take the teaching of interest on money: Interest on money comes into their lives through the savings bank; so if we start a savings bank in school, they won't rest until they have learnt everything about interest, and when they start earning money later, they will know what to do with it.

In the same way, we should teach our children to count, add, multiply, measure, weigh and so on by giving them real things: count real pebbles and pennies, weigh real mealies and measure real cloth, multiply real hand-claps and jumps, add real apples and ears. Here is an example:





"The pupils should measure actual distances, weigh suitable articles, use the paraffin tin (a 4 gallon tin and a 1 gallon tin) as measures of capacity, keep records of their own crops and their dispersal, estimate the size of their land and check by measurement, frame and check other estimates, keep the monthly budget of a family in the village, learn the postal and other charges and, if possible, run the school's savings bank" (Jowitt : Principles of Education).

When it is not possible to have the real things in the class room (e.g. oxen) one can have models or pictures of them. A great variety of apparatus can be made, all by copying the places in real life where arithmetic is found. In later numbers of TIA there will be articles by experts about such apparatus, as well as about the way in which each step in arithmetic should be taught if the children are to pass their examinations and if they are to do the sums in real life better.

OOoo.... ...ooOOoo... ....ooOO

WE ARE TEACHING AFRICAN SHAKESPEARES

(Continued from page 24)

Make the conversations as like the real thing as possible; for example let the pupils not only speak but also act just as the real people at a Church meeting, a women's meeting, a choir competition or a meeting of the Chief and his councillors.

As time goes on, and the children get more practice, one can make such scenes more detailed and let the children write little plays of their own. After the children have discussed scenes that they like and have suggested exciting incidents, good bits of dialogue, possible plots, they can set about working them out -- working either as groups or as separate pupils. Later still, when studying a play (drama), they should try to write a full drama after discussing the features of good dialogue and play-construction. This is done very successfully by the Scouts and Guides, and on a more ambitious scale in some American High Schools that are less dead than the ordinary South African school. It not only gives excellent opportunities for speaking and writing, but also helps the pupils to understand and appreciate the play better. In some progressive schools a whole year's language work has been to make and act such a play, and the children have advanced much faster than if taught by the ordinary bookish page-by-page textbook method.

In our May-June issue will be given lists of interesting & useful topics -- several hundred of them -- to make children eager to tell about things they have done or seen: how to do and make things, what happened on certain occasions, what certain people and things are like, and so on.

*****

L E T'S
* L E A R N
* A F R I K A A N S!

People in South Africa

Many Readers have asked us to publish a course of Afrikaans lessons. Such lessons will be useful for learning Afrikaans and also for showing how one should teach any language.

Why should we learn Afrikaans?

Of the 8 million people in the Union of South Africa, two million speak Afrikaans (1,200,000 Europeans and 800,000 Non-Europeans). Being the language of so many people, and being the language of two-thirds of the Europeans in the Union, Afrikaans is a big part of our real life in the Union, and is therefore being studied more and more in all our schools. In the Transvaal and Free State it is a compulsory subject in all schools, both European and Native, and in the Cape and Natal it will become a compulsory subject in Native schools within the next 5 years. After all, it is absolutely necessary for us to understand what 60% of our rulers say and write, as well as to be able to explain our point of view to them. So it is good for all of us who live in the Union to understand and speak Afrikaans, and for teachers it is necessary either to know it or to learn it as soon as possible.

In order to help our Readers we are therefore going to publish about 50 Afrikaans lessons, which will give them a vocabulary of about 1,000 words. These words will be carefully chosen as the 1,000 most useful words out of the 40,000 words that make up the Afrikaans language, so that at the end of the course a student should be able to read ordinary newspaper articles, books and so on fairly easily and to understand ordinary conversations or speeches.

Further, if he studies the lessons in the way we shall show, he will be able to speak Afrikaans fairly fluently. Because many of our Readers live outside the Union where Afrikaans is not spoken, or already know Afrikaans, the lessons will be sent only to Readers who apply for them and who send a postal order of 5/- to TIA to pay for the cost of paper, ink, printing, postage and labour. To such Readers 8 lessons will be sent with each copy of TIA.

There is an application form on Page 14.

To show what these lessons are like, we give a first Afrikaans lesson on the next page. There are just a few points the writer must emphasize:- 1) DO THE REAL THING -- say the sentence or word and do the thing itself, e.g. point to the object (e.g. "I"), perform the action, etc. 2) USE the words & sentences often in this way.
3) When teaching children a new language, dont write any words until they know at least 50; don't use any words which they don't know; introduce a new word by giving them the real thing itself -- never translate.

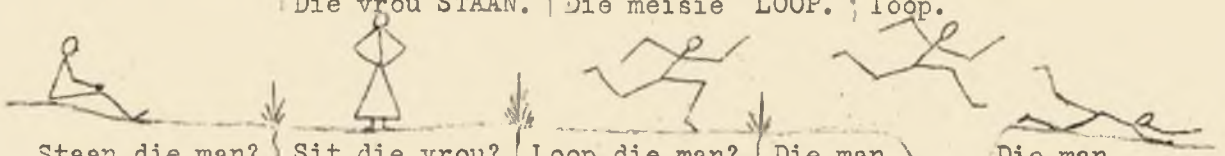
LES 1: Die Eerste Les

Dit is 'n MAN. Wat doen die man? Die man STAAN.

Wat is dit? Dit is 'n VROU. Wat doen die vrou? Die vrou STAAN.

Wat is dit? Dit is 'n MEISIE. Wat doen die meisie? Die meisie LOOP.

Wat is dit? Dit is 'n JONGETJIE. Die jongetjie loop.



Staan die man? Nee, die man staan nie. Die man SIT.

Sit die vrou? Nee, die vrou sit nie. Die vrou staan.

Loop die man? Nee, die man loop nie. Die man HARDLOOP.

Die man SPRING.

Die man VAL.

Is dit 'n meisie? Nee, dit is nie 'n meisie nie.

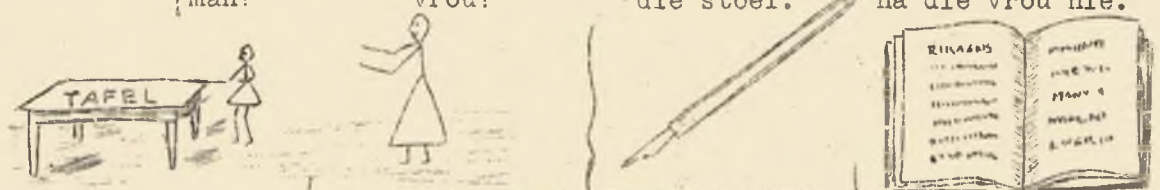
Dit is 'n STOEL. Wat is dit?

Die man loop na die stoel. Wat doen die man?

Die vrou sit op die stoel. Waarop sit die vrou?

Waarop staan die man? Die man staan op die stoel.

Loop die man na die vrou? Nee, die man loop nie na die vrou nie.



Wat is dit? Dit is 'n TAFEL. Staan die meisie op die tafel? Nee, die meisie staan nie op die tafel nie.

Is dit 'n vrou? Ja, dit is 'n vrou. Dit is nie 'n man nie.

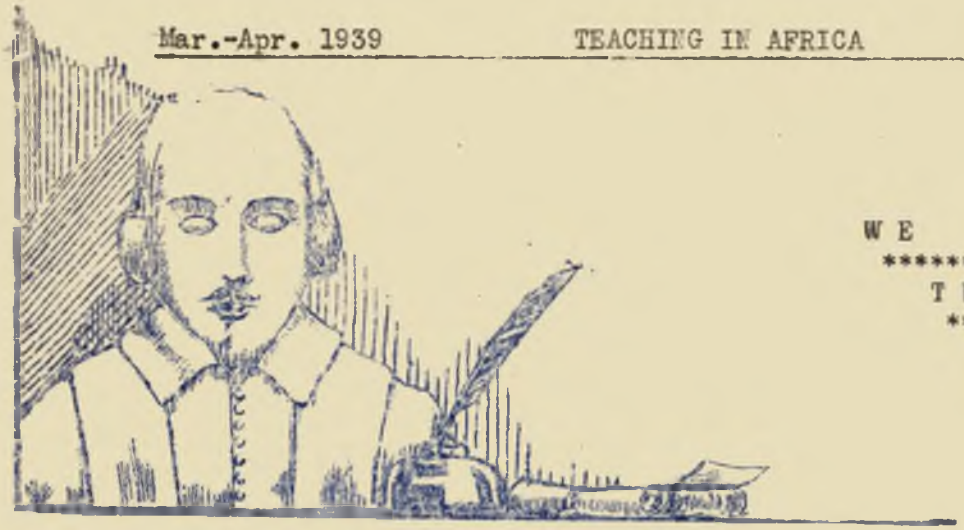
Is dit 'n PEN? Ja, dit is 'n pen.

Is dit 'n pen? Nee, dit is nie 'n pen nie. Dit is 'n BOEK.

Die man SKRYWE op die boek met die pen.

Die ONDERWYSER skrywe op die bord in die SKOOL.

U ken nou 32 Afrikaanse woorde.



WE ARE TEACHING AFRICAN SHAKESPEARES

by H.J. Rousseau

ARTICLES IN THIS SERIES:-

1937 : Vol. I, Nos. 4,5,6 :Teaching children to speak a language.
1938 : Vol.II, Nos. 2,3,4,5: Helping children to speak more and better.
1939 : Vol.III, Nos. 1,2,3 :Subjects for Oral & Written Composition.
Nos. 4,5,6 :Speaking & Writing Better & More Beautifully.

During 1937 the writer described in detail how by copying real life we can help our children to learn a new language pleasantly and quickly. The advice given there is worked out in the Afrikaans lessons announded on p.19. That advice is just as useful in teaching the children to speak their own home-language better - to learn new words, to learn to speak correctly, and so on.

When the children can speak a little, we have to encourage them to speak often, easily and well. The best way of doing so is again to "Copy the Child's Real Life," and how to do this was described fully in 1938. This year the writer will give lists of subjects for speaking and writing about, followed by articles on how to help the children to speak and write more correctly and more beautifully.

The writer must apologise for taking up so much space with lists of subjects when there are millions of other interesting subjects in the world and when it is so easy to collect subjects by using the rule: Copy the "Child's Real Life". If we watch what our pupils like to do and talk about in life outside the school, we'll find numberless subjects for oral and written composition that will loosen their tongues and quicken their pens. Then we won't make the misteke of wanting them to speak about "A Spring Sunset" when they are excitedly whispering

COPY THE CHILD'S REAL LIFE

about preparations for to-night's concert; and we won't make children who have never been within 500 miles of the sea, write about "Should Lifeboats be nationalised?" when they are bursting to tell us about the motor-car that Kotemba's brother has brought back from the town.

The more like real life we can make a subject, the more eager they will be to speak and to speak well. If we want them to write about the sea, for instance, we may

MAKE IT REAL

(1) take them to the real thing (the sea);
(2) bring the real thing to them (e.g. fishes, sea-shells, sea-weeds);
(3) make a working model of the real thing (e.g. pond with "boats", waves, etc.);
(4) give them a working picture of it (e.g. cinema film of sea);
(5) give them a still picture or drawing of it.

In the same way, if we can't take them to the Chief and his court or bring the Chief and his court to them, we can let them act and play at being the Chief and his councillors. Or instead of making them write about "A Concert", let them act it and then speak about "The Funniest Concert I have attended". Or if we live at the sea, we can think of all the things of the sea that touch our children and let them speak about those, e.g. "How I was carried away by a great wave", "The best kinds of fish that I have eaten" , "An accident on the rocks", "Some terrifying Octopuses I have seen", "Where to find the most beautiful shells" and so on.

To sum up: Copy the children's real lives out of school and make the copy as like the real thing as possible.

P L A Y S.

(N.B. Do the real thing. Act yourself and let pupils act).

Conversations.

Try to persuade your Teacher that you did do your homework.
Try to borrow 5/- from your Father (Minister, etc.).
Try to borrow your friend's bicycle (best dress, plough etc.).
Show how you would ask the storekeeper for work.
Try to make the class laugh.
You are ill but afraid of the doctor, so you try to prove that you are quite well.

Trying to prove:- 1) Try to prove to the Trader (Shopkeeper, Policeman, Magistrate, Headman, Minister, Head-teacher, etc.) that you did not break the window (or beat the small boy, or steal the fruit, or let the cattle into the field, etc.)

2). Try to prove to .... that you will pay your debt or do the

work, etc.

3). Try to prove to the motorist that the goat or dog he has killed is yours.

Trying to persuade:- 1). Mr. A. tries to persuade Mr. B. to buy his wagon (or his mealies or eggs, etc.)

2). Mr. A. tries to persuade Mr. B to sell (hire, lend) him Mr. B's oxen for ploughing (or Mr. B's horse, bicycle, motor-car, cart, hens, goat, etc.)

3). Miss X tries to persuade Miss Y to lend her Miss Y's fine new coat for the party (or to help her with the party, bazaar, etc.)

4). You try to persuade the Trader to sell you a pair of shoes on credit (or try to persuade the Native Commissioner not to make you pay the tax, etc.)

Complaining:- 1). The boy back from town (or the mines or boarding school) complains about conditions at home, and his father replies.

2). Complain to the postmaster about a lost letter.

3). The ox speaks to the leader.

4). The teacher complains to your father that.....

Quarrelling:- 1). Brother and sister quarrel about a toy (or about who should go to the shop or do some work).

2). Two school-girls quarrel about.....

3). A man with two wives hears them quarrelling about.....

4). Two neighbours quarrel about the boundary between their ground (or about their children, or cattle which trespass, or dirt which is thrown into the other man's ground, etc.)

5). Two dogs quarrel over a bone.

6). A motor-car and an ox-wagon scold each other.

7). At a very narrow part of the road two ox-wagons meet and neither will give way.

8). One child has accidentally hurt another, and they start quarrelling.

9). One pupil has damaged the book of another. Etc. Etc.

Gossiping:- 1). Two ugly old women discuss an attractive younger woman or girl.

2). A jealous woman tells her husband about her neighbour's naughty children, or slovenly house, or hopeless husband, or dreadful tongue, etc.

3). Two girls discuss a boy in whom they are both interested but who refuses to take any notice of them.

4). A man tells the minister about all the bad things another member of the congregation does.

5). A trader tells his customers how a neighbouring trader cheats them.

6). A young man tells another what a marvellous girl his beloved is.

7). A school-boy tells his friends what a fine father he has.
Etc. Etc.

Boasting:- 1). Two boys boast about their respective horses.
2). Two women boast about their cooking.
3). Two girls boast about their high education. Etc. Etc.

Telling each other:- 1). The minister and the teacher tell each other what difficult lives they have to lead.
2). The minister and the teacher tell each other what good lives they lead.
3). The town boy and the country boy tell and ask each other about the ways in which they make a living (or about the things to be seen and done in the country and the town).
4). In the same way : conversations between Tshaka and a girl from a conquered tribe, Julius Caesar and a conquered British chieftain, two friends who meet again after many years, Mr. Ancient and Miss Modern (or the ancestor of 1839 and his town-dwelling descendant of 1939) , you and your great-great-grandfather, you and Moshesh, etc.
5). Two old men tell each other about the great things they did as young men.
6). Two old maids tell each other how beautiful they used to be and how many men wanted to marry them.
7). You have tooth-ache, and you and your mother talk.
8). You tell the doctor all about your illness.
9). Two explorers, who happen to be at the South Pole (or in Central Africa) on Christmas day, talk about.....
10). A dog and a jackal talk about .....
11). A hen and a duck .....
12). Mother Nkuku and her children.....
13). What a prize ox tells his friends on returning from the cattle show.
14). Two motorists whose cars have stuck in the drift, talk.
15). It is winter, and a sheep tells a goat how different the hill-side is in summer.
16). Two friends travelling home from different schools, talk about....
17). Conversations you have heard.
18). What the baby would say to its sister, if it could speak.
19). If your cat (school books, desk, donkey) could speak.
20). What the monkeys (hyenas, wild geese) say to one another.

It may sometimes be necessary for the teacher to start the conversation. Some conversations would be discussions among a number of people, e.g. meetings of the tribe (or village or women or congregation) to talk about things of importance to them. The possible number of subjects for conversation is just as great as the number of things we speak about in real life. So once more : Copy Real Life — listen to the things people speak about in real life, write them in your note-book, and use them in school. Make the school conversations as like the real thing as you can..... (Continued on page 18)

FORT HARE GRADUATION

by Principal A. Kerr, LL.D.

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THE first graduation ceremony at Fort Hare, when one student received the degree of B.A. and another the College Diploma in Arts is still quite fresh within the memory of many. That was in 1924, when a memorable address was given by Prof. Dingemans of Rhodes University College. On the 1st of May this year twenty-three degrees were conferred at Fort Hare, 18 being B.A.'s and 5 B.Sc.'s. By a fortunate conjunction of events, the Vice-Chancellor of the University of South Africa who conferred the degrees was Senator the Rt. Hon. F. S. Malan, LL.D., a noted friend of the non-European races, who, as Minister of Education in the Union Cabinet, placed the first Government grant upon the Estimates for the support of Fort Hare and so made possible its establishment. In his address to the congregation Senator Malan described three functions of the Native College. He said that it must stand for hearty cooperation between the Europeans and the Africans. Secondly it must cater for the special needs of the Africans -- spiritual, intellectual, physical, social. Thirdly it must train leaders with well-balanced minds and sound characters.

An interesting feature of the curricula of the graduates given below is that in almost every case some subject or subjects have been included which may be held to bear directly upon the special environment of the student. This applies of course mainly to the graduates in Arts, in whose case greater latitude is allowed than in the case of the graduates in Science. The major subjects included such subjects as Social Anthropology, and Xhosa and Sotho, two of the main Bantu languages of S.Africa, while Native Law, Tswana and Zulu were also selected as subsidiary subjects. English, History, Psychology and Ethics were common choices. As the main outlet for Arts graduates, at Fort Hare as at other universities, continues to be the Teaching Profession, school subjects appear constantly in curricula, and it is pleasing to notice that while English naturally attracts students, one of whom obtained a First Class, considerable variety of choice in other directions is being exercised. It is important to observe that numerous options of subjects are now available in three year and two year courses and that the interests of the community are being served by students selecting from the whole range.

The names, homes and major subjects of the graduates of 1938

are as follows:-

* Bachelor of Arts:

Bam, M.M. (Umtata):	Roman Law,	Social Anthropology.
Davids, J.J. (Graaff Reinet):	English,	Psychology.
Flatela, S.C.B. (Flagstaff):	English,	Social Anthropology.
Hermanus, V.V.V. (Idutywa):	Psychology,	Social Anthropology.
Kumalo, N. (Fort Beaufort):	English,	Ethics.
Makae, T. (Mount Fletcher):	English,	Sotho.
Makalima, R.G.S. (St. Marks):	English,	History.
Maliza, M.M. (Peddie):	English,	Social Anthropology.
Matlhare, A.A. (Ladybrand):	Sotho,	Politics.
Mpumlwana, Miss P.P.N. (Qumbu):	History,	English.
Nabe, H. (Healdtown):	English,	History.
Ntlabati, L. (Hackney):	Psychology,	Ethics.
Ntloko, W.D. (Libode):	English,	Xhosa.
Nulliah, G.K. (Pinetown):	English,	History.
Peteni, R.L. (Keiskamahoek):	English (Class I),	Social Anthropology.

In absentia:

Hlabangana, C. (Rhodesia):	English,	History.
Msengi, P. (Nqeleni):	English,	History.
Zulu, A.H. (Reunion):	Social Anthropology (Class I),	Ethics.

* Bachelor of Science:

Jojo, W.L. (King Wms. Town):	Zoology (Class I),	Chemistry.
Mabiletsa, P. (Johannesburg):	Zoology,	Chemistry.
Moikangoa, D. (Bloemfontein):	Zoology,	Botany.
Mzoneli, A.E. (Groutville):	Zoology,	Chemistry.
Nyembezi, H.M. (Newcastle):	Zoology,	Chemistry.

In contrast with the years round about 1918 and 1919, when not more than half-a-dozen students were presented for Matriculation , it may be interesting to note that, in addition to the 18 graduates, 56 students sat yearly Degree examinations in Arts and that 47 of these were successful in completing their year. In addition to the 5 graduates, 21 students sat for various stages of the B.Sc. Degree, 13 of whom were successful. Altogether examinations were taken in 24 distinct degree subjects, leaving out of account second and third year courses & such special courses as Agriculture, Medicine, Theology and Education, all of which are carried on at the College. This gives a good idea of requirements of even such a simply organized society as we find among the non-Europeans in South Africa.

OOoo.... ....ooOOOOoo.... ....ooOO

** P I O N E E R S. **

* The Editor has had the pleasure of reading a letter by a Senior Officer of the Medical Department, Tanganyika Territory, in which he expresses satisfaction with the work and qualifications of Mr W.L. Jojo, who appears in the list of B.Sc. graduates above, and who entered the service of the British Government at the beginning of 1939. In our next issue we hope to hear something more of this African Pioneer who is blazing a trail that will still attract many Africans from the South.

YOU CAN MAKE

THESE DUPLICATORS

By request we publish these instructions for making 2 kinds of simple and inexpensive duplicators which the writer has found very useful indeed. They may be ordered from overseas for about 15/-, but when postage has been added and customs duty they cost one about 25/-, while they cost only about 2/- to make. The writer does not know of any firm in South Africa that makes them; why shouldn't some enterprising African start such a business? There is a great demand for them because they are useful not only to the teacher but also to other people. Every teacher repeatedly needs many copies of a piece of music, map, diagram, notes, examination papers, &c. To dictate notes in class is a waste of time, bores the pupils, makes them think of the writing rather than of the meaning, is bad for their handwriting, and causes mistakes; to write notes on the blackboard to be copied down is worse. It is much better to hand out blank maps, diagrams or semi-blank summaries at the beginning of the lesson which the children fill in as the lesson proceeds; or else to give the lesson as interestingly as possible and hand out duplicated notes on it at the end for revision. This is particularly necessary in African schools, where there are so few suitable textbooks. So the teacher might experiment with such duplicated notes for a year or two, and then, if they proved useful, have them published as a book. The first duplicator to be described is made out of materials obtainable anywhere; some of the materials for the second duplicator will have to be ordered from large chemists like Lennons Ltd. in a large town. Both of them will make 30-40 or even more copies after one gets some practice, and more than one colour may be used. To make hundreds of copies one needs a more expensive machine; the machine on which TIA is printed costs about £120, but one can get secondhand flat duplicators from Ellams or Gestetners for about £2 which do quite good work; for every page one needs a stencil costing about 6d.

ITS VALUE

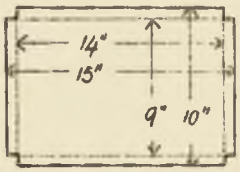
Clay Duplicator

WHAT YOU NEED) Clay (thoroughly cleaned) costs 0d.; Glycerine costs 6d.; Smooth galvanized iron (15" x 20") costs 6d.; Lots of care costs 0d. -- but are you keen enough to take the trouble?

TIA will pay 5/- each to the first two Subscribers from whom it receives copies of work done on either this or the next duplicator.

TO MAKE IT: Soak the clay in water; meanwhile begin making the tray as described below. When the clay is quite soft, stir with a stick to make it thin. Then pour the clay through a coarse sieve with holes small enough to stop the largest sand grains from passing through; the writer used a piece of sacking as a sieve. Then pour the sieved clay through a finer sieve; the writer used a piece of muslin. Keep on until the clay that passes through is perfectly clean and fine.

Meanwhile get or make a shallow tray about ½" deep and about 1" longer and wider than the paper to be used for duplicating; the lid of a strong cardboard or wooden box will do, or the side of a paraffin tin, but the writer used a piece of galvanized iron like that overleaf



This was made into a tray with the help of pliers and a hammer. It is best to have another as cover to keep the clay damp.

Now pour the clay into the tray and put it in the sun to dry. No dirt must get into it. As the clay dries it shrinks; so add more clay untill the tray is full and can just be shaped with one's fingers, being still moist, but fairly hard. The surface of the clay must now be made perfectly smooth. To do this, put a piece of plank on the clay and hammer it all over. Then scrape the surface with a long, straight knife or the clean edge of a perfectly straight ruler. When it is quite smooth, warm the clay slightly, pour glycerine over it and cover it to keep out the dust; leave it for a day or two until all the glycerine has soaked into the clay. Now it is ready for use.

** TO USE IT: With good copying or hectograph ink and a clean pen, write the words or pictures to be copied, on to paper that has a smooth, hard surface, for the ink must not soak into the paper but dry quickly on the surface. So it is best to write when the air is fairly warm, e.g. near the fire or in the sun. The best colour is black ink, but other colours may be used along with it. While the writing is being done, a clean sheet of foolscap paper should be lying smoothed down on the clay to absorb unnecessary moisture; if this paper wrinkles, the clay is too moist, so put on a fresh sheet. When your writing is finished and dry, lift one corner of the sheet on the clay and peel it off. Again make sure the surface is smooth. Then, taking the sheet you have written on, place it smoothly on the clay so that the ink comes into contact with the clay. AVOID WRINKLES: every part of the sheet must come into contact with the clay; so press it all over firmly against the clay with a smooth pad of cloth. If you want to know just where to put the sheets on which you want to get the copies, you can mark the edges of the original by putting thin strips of paper on the clay. To be able to lift the sheets quickly off the clay, put a bit of paper under one corner of the original so that you can easily get hold of the corner.

Leave your original on the clay in this way for 3-5 minutes, meanwhile putting ready the paper to be used for the copies. Unruled, smooth paper is best to use, but ordinary smooth foolscap does very well indeed; rough paper is no good. When the 3-5 minutes are over, peel off your original, when a perfect mirror image of the original is left on the clay. Press sheet after sheet on to the clay, smoothing it gently but firmly all over, and then peeling it off quickly. If the first few copies are done fairly fast and not pressed down too hard, more copies will be obtained. When towards the end the copies become faint, clearer ones may be obtained by leaving the sheets longer on the clay, or by damping them before putting them on the clay; if you do the latter, there must be no water on the surface of the sheets.

** TO STORE IT: When you have enough copies, wipe the clay perfectly clean with a damp sponge or soft pad of cloth. Don't wipe too much of the clay away: so use clean water, but not too much; and turn the sponge as you wipe so as to use a clean bit every time. Then cover the clay with a damp cloth soaked in glycerine, place

the tray cover over the tray, and store it in a cool place. Don't let the cloth become dry, or the clay will crack. It is important to wipe the clay clean IMMEDIATELY after getting the number of copies one wants, otherwise the ink sinks into the clay and is very difficult to remove. If one wants to use the duplicator again at once, one should dry it by placing a sheet of paper on the surface, and proceed as before.

JELLY DUPLICATOR

** YOU NEED: 1 oz. gelatine.....(1)
6 oz. glycerine.....(2)
1 oz. brown Demerara sugar.(3)
2½ oz. barium sulphate.....(4)

This is much easier to make. The gelatine & glycerine need not be good quality, & the sugar need not be Demerara sugar. Break up (1); soak 10-15 hours in 3 oz. cold water. Then pour in (2) and heat over gentle heat. Add (3), stirring till it is dissolved. Mix (4) with 1 oz. water and add, mixing thoroughly. Now pour into shallow tray (like that of clay duplicator), taking care that no bubbles appear on the surface -- if they do, prick them.

** YOU USE IT in almost the same way as the clay duplicator. The difference is that, when one has finished duplicating, the gelatine mixture must be melted as before and allowed to set before using it again; it cannot be wiped clean.

** MANUFACTURERS of good clay duplicators: E.J.Arnold & Son, Ltd., Leeds, and B.Podmore & Co., Ltd., Southport, England.

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USEFUL APPARATUS FOR TEACHERS

(Continued from page 12)

sets of arithmetic or reading cards (flash-cards; composition cards or reading sheets, especially for beginning to read; exercises of various kinds -- sentences to be completed, sums to be done &c.: pupils work on their own while teacher attends to backward ones or other class): it is best to varnish such cards; looms; waste-paper baskets; pantograph.

** PAPER:- enlarging set for making larger pictures, maps &c. (described in TIA, Feb.-Mar. '38); picture reading sheets (sentence method, in home-language & English); (Reading is exceedingly important but very badly taught); picture arithmetic sheets; picture and other maps (e.g. relief, historical); picture time-charts; realistic composite pictures of human body, locust &c. where part after part can be removed to show remaining parts; collections of pictures; first ten lessons in English with pictures & apparatus needed (similarly 1st ten in Arith., Reading, &c.); some apparatus described under "Wood" may be made with cardboard.

** METAL:- garden rakes out of hoop with nails through hoop; chains from wire (for lamps &c.); small garden forks & spades; pails, cake pans, bread pans, baths &c. from galvanized iron; stove out of petrol drum; trays for duplicators described on p. 28; &c.

** OTHER:- clay toys & models; duplicators; collections for Nature Study & Geogr.; apparatus from cloth; repairing broken windows, locks &c.

TEACHING IN AFRICA

Vol. III, No. 2 -o-CONTENTS-o- May - June 1939

Published at the S.A.Native College, Fort Hare, Alice.

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"What Others have Done,

W e C a n D o!"

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The Ability of the Native Pupil

by J.H. Dugard,
Principal of the Training School, Healdtown

***

THE South African Council for Educational and Social Research has recently issued three monographs which cannot but stimulate the interest of everyone who is concerned with the education of Native pupils. Each is written by a highly qualified educationist holding an important position in the Government or University service. The writers have carried out careful observations on the subject of inter-racial differences in ability and intelligence and have sometimes arrived at provocative conclusions with which we are unlikely to agree. We must nevertheless remember that these are competent attempts to add to our knowledge of our pupils, and we hope that further research will follow.

The books to which we refer are:-
"The Learning Ability of the South African Native", by J.A. Jansen van Rensburg;
"The Educability of the South African Native", by M.L. Fick;
"The Native Std. VI Pupil", by P.A.W. Cook.

Dr van Rensburg and Dr Fick are psychologists who have set out to assess the learning ability and intelligence of groups of Native pupils compared with that of other racial groups in South Africa. Dr van Rensburg applied four learning tests, each of which involved chiefly manual factors. His experiments seemed to show that Native pupils learned more slowly and did not reach the same level of excellence as European children even after considerable practice. While we feel compelled to accept Dr van Rensburg's experiments as accurate as far as they go, we believe that it will be necessary to apply a much greater variety of learning tasks to many other groups of children before agreeing that "the Native has not the learning ability to be able to compete on equal terms with the average European, except in tasks of an extremely simple nature". To be able to learn or improve in one task does not mean that one is just as able to do other tasks. How many learned professors would fail in a simple test in drawing or woodwork? We wonder what the results would have been had Dr van Rensburg compared European and Native children in singing or even Latin grammar!

Dr Fick has endeavoured to compare the intelligence of Native children with that of other racial groups in the country by using tests which have been found fairly reliable with Negroes in America or Europeans in South Africa. Here again the Native child fares badly and is placed about four "mental" years behind the average European child of the same "chronological" age. (For example: According to Dr Fick a Native child of 10 has the intelligence of a European child of 6). We are left with the impression that Dr Fick has attempted to find proof for a theory already established in his mind. We are very doubtful concerning the suitability of his tests and still more of his biological theories of race inheritance which find little support Germany to-day.

There is so much of general interest to teachers in Dr Cook's book that we strongly recommend everyone engaged in higher-primary or post-primary education to study this contribution to our knowledge of the Std. VI pupil. It will be remembered that the Inter-Departmental Committee on Native Education administered achievement tests and questionnaires to over 12,000 Native pupils and students in 1935. The achievement tests consisted of a large number of short tests in English and Arithmetic; in the questionnaires pupils were asked 25 questions on a variety of topics of educational and sociological interest. Dr Cook has analysed and interpreted the facts which were obtained. He explains that special attention was devoted to Std. VI pupils because they form the "finished product" of the Native Primary School and they form the highly selected group from which the best of the population will be expected to be drawn. Only 2.5% of the children who enter Sub A reach Std. VI, and of these on the average more than 40% fail each year. Dr Cook gives a number of good reasons to explain the apparent ineffectiveness of the teaching which produces such an unsatisfactory attainment, and we believe he is generally correct in suggesting that "of the pupils who ultimately reach Std. VI the majority are not the intellectual cream of the pupils who enter the primary school, but are chiefly

(Continued on p. 38)

FIRST STEPS IN ARITHMETIC

by

Otto F. Raum,
Ph.D., author of
"Arithmetic in Africa"

Not all children entering school know numbers. It is therefore necessary during the first weeks and months to carry our exercises in the vernacular which will lead them up to the idea of number. These exercises should start from the child's experience in house, kraal and school. They should consist of play and games, handling of counters, telling of stories and drawing. They should start with vague notions about bulk and amount of things and lead to a grasp of numbers. The following plan is suggested:

1. ORDER EXERCISES.

Through these the child should learn the meaning in the vernacular of expressions of order, such as: behind, in front of, at the back of, the first, the last in a row, in the middle. This can be done by means of games, play with counters, stories and drawings.

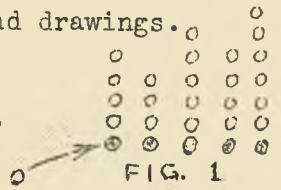


FIG. 1

(a) Games : (i) Free running, galloping and trotting like horses or dogs, hopping like grasshoppers, giant strides. At signal they run into loose group, or form line (snake) or a circle, or follow a leader.

(ii) Setting up rows of stones or beans. Whoever knocks first stone away, wins stones in row. (Fig.1)

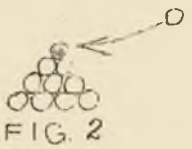


FIG. 2

(iii) Setting up stones in heaps. Whoever knocks off top stone wins stones in heap. (Fig. 2)

(iv) Laying beans in circle, mark central spot (Fig. 3). Whoever throws in a bean so that it comes to rest in this spot wins beans.

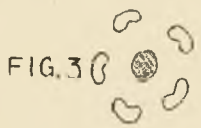


FIG. 3

(b) Play with counters: Each child should have a set of stones, beans, beads, stocks, seeds. Children pretend these are animals, etc. Children should be encouraged to talk freely about the topic chosen.

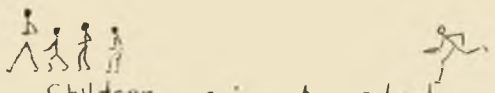
(i) How my father's cattle or goats walk to pasture.

(ii) How a mother hen looks after her chickens.

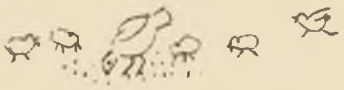
(iii) How we children go to school (from various localities).

(c) Stories by teacher about animals, people, trains, fruits, crops. Children represent amounts of objects with counters (no exact numbers required). Stories by children: whenever objects are mentioned the child shows with his counters how many there were (no exact numbers required).

(d) Drawings in sand, on paper, in order to illustrate stories, to re-


Children going to school

vise games and play with counters; to extend stories and games in imagination.



Mother hen & chicks.

2. SELECTION EXERCISES.

Through these the child should learn that when objects are grouped or numbered together they belong to one class. Learning of expressions in vernacular : to belong to, same, alike unlike, group.

(a) Games : (i) Free skipping ; at signal each child runs to join a partner of same sex or size at a line marked in ground and skips with him (her).

(ii) Free skipping of pairs; at signal two pairs join hands and skip in ring.

(iii) Indigenous games, e.g. one pupil is made a marten , another a mother hen, some more are selected to be chickens and stand in line behind hen. The marten tries to catch the chickens, the mother hen tries to head him off.

(b) Play with counters: Children pick out, or mark off, small group of counters from large group.

(i) Baboon troop in maize field. Owner comes. Mother baboons and children (small stones) retreat; father baboons prepare to fight.

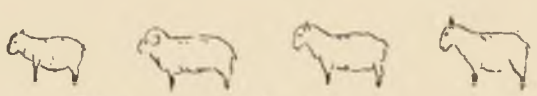
(ii) Herd of cattle — oxen taken out for inspanning (children remove large stones).

(iii) Father selects plants, seeds, trees for his vegetable garden, banana plot, coffee or cotton plantation, etc. (children choose sticks).

(c) Stories by teacher about special kinds of animals, people, fruits, crops — e.g. black cows in herd, tall men among a crowd, rotten oranges on a tree, large cobs of maize: Children mark off counters in a large heap to represent these things with a special quality. Stories by children on similar topics, based on their experiences; as they tell story they show with counters the special group. For instance "My father keeps fowls. Yesterday he sold all the cockerels" (those counters are taken out).

(d) Drawings: in sand, on paper with chalk, to illustrate stories, to revise games and play with counters, to extend stories and games in imagination. For example:

Good + Bad oranges



Sheep and ram

3. COMPARISON EXERCISES.

Through these exercises the child should be enabled to distinguish between large and small groups. Expressions to be learned (in vernacular): many, few, more less, fewer, much, little, plenty, not enough, etc. Clever children may already introduce numbers; they may do so, but no special attention should be paid to exact numbers.

(a) Games : (i) Tug-of-war : Two leaders choose as far as possible equal groups.

(ii) Arch-games of the Oranges-and-Lemons kind. Search for indigenous examples.

(iii) Children competo in collection of seeds, if possible of striking colours, and other counters. The collections are compared. Rough estimates enough, not yet exact numbers.

(b) Play with counters: (i) Herd boys coming with their cattle to dipping tank. Compare herds (represented by stones).

(ii) How much firewood my mother and my small sister can carry home (represented by sticks). (Answers: "Many" & "Few").

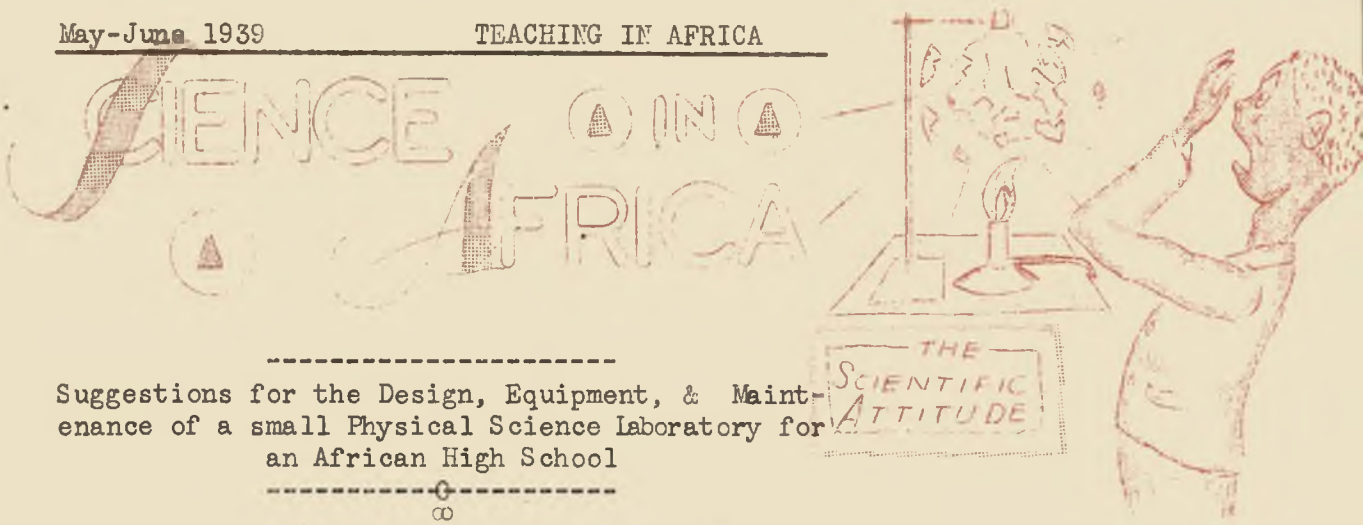
(iii) How many people travel on a lorry, how many in a touring car, how many on a motorbicycle. (Many, few, one).

(c) Stories by teacher: Stories of rich and poor people (children represent their money by beads); and other stories of chief with many wives and tribesman with few wives, of woman with many children and another with few children, etc. By children : of mother pig with large litter (the teller of story shows size of litter with his counters, the listeners comment). Stories on number of young of various animals : Lions, cattle, cats, dogs, birds. (Exact numbers not yet required).

(d) Drawings: For example: Moon and stars; maize field of parents and of child; plantation of African and European, e.g. of wattle, coffee, cotton, tobacco (represent plants by upright lines).

4. NUMBER EXERCISES.

You will hear about these next time.



Suggestions for the Design, Equipment, & Maintenance of a small Physical Science Laboratory for an African High School

by D.H. Darling, M.Sc., St. Peter's Secondary School, Rosettenville.

Introduction

It is the writer's opinion that it is being realized by an ever growing body of teachers in African Schools, that Physical Science is a subject not only of high educational value in itself but of vital importance to the careers of some of their charges. As a result many teachers are now considering for the first time the inclusion of Physical Science in the curriculum. To those who have decided to include the subject and are seeking for information, it is hoped that the suggestions embodied in the articles outlined below will be of use.

In most African schools expense is an item which cannot lightly be disregarded, and as far as is possible the following suggestions have been made with an eye to maximum efficiency with minimum expenditure; while the controlling factor throughout is the provision of adequate arrangements for each pupil to do as much practical work as possible.

The suggestions will be made under the following headings:- 1) D E S I G N; 2) E Q U I P M E N T; 3) M A I N T E N A N C E. Suitable dimensions where necessary, and approximate costs where possible, will be included in this series of articles:-

Article 1: D E S I G N

Some factors influencing design are:

1. (a)- Average size of class;
   (b)- The fact that each one should do practical work where possible.
2. ---- The storage space for apparatus & materials.
3. ---- The position of the laboratory in relation to (a) Other buildings; (b) Drains & water supply; (c) Lighting (natural & artificial).
4. ---- The future possibility of adaptation for the inclusion of Biology, Botany, Agricultural Science in the Curriculum.

Article 2: E Q U I P M E N T

Some factors determining equipment are:

1. The Syllabus to be followed -- here there is special reference to the Physical Science syllabus of the J.C. exam. of the Univ. of S. Africa, & the combined subject Physics-and-Chemistry of the Joint Matric. Board Exam. (in the latter examination it is now to be noted that Electricity & Magnetism has been included in the combined subject.
2. The average size of the class, each one to do practical work.
3. Water supply. 4. Lighting. 5. Availability of a supply of coal gas and electricity.

Article 3: M A I N T E N A N C E

Some factors affecting maintenance are:

1. Annual sum available for materials.
2. Teacher's spare time.
3. A laboratory assistant.

Each of the above will be discussed in detail in 3 succeeding articles. Article 1 will be published in our next issue.

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The Ability of the Native Pupil

(Continued from p. 32)

those pupils whose moral determination and economic means enable them to attempt to gain the precious certificate which opens up a world of economic promise."

Dr Cook uses the arithmetic test as a measuring stick of comparative ability as in the case of White children this was found to correlate or agree very highly with general intelligence. It would appear that the distribution of arithmetical ability in Native Std. VI pupils is almost the same as that of European Std. IV children. Two conclusions are suggested from this result: either the pupils who drop out before Std. VI are just as able as those who remain, or the original material is far weaker in Native than in European schools. Dr Cook hesitates to adopt the second, but says that if the first is the explanation, money is being wrongly spent upon pupils who have not the innate ability to profit from the school.

There are many critics of the type of education at present given in our Primary Schools, and we may confidently anticipate that they will soon be using the arguments employed in the studies to which we have referred. We must be prepared to meet our critics. Experts will challenge the methods and technique of the psychologists who have presented these disturbing conclusions, and we shall expect further investigations from workers in the field of Native Education to be focussed upon this major problem.
(These books may be ordered from J.L. van Schaik, Ltd., Pretoria; 2/- each. We cannot argue against them if we don't study them closely).

How One Can Make

-: Science Apparatus :-

by

H.M. von Rapacki-Warmia

------00------

It is my intention to publish a set of articles that will deal with the manufacture of apparatus to be used in the teaching of physics in Secondary Schools and nature study in Primary Schools. All teachers who have to deal with these subjects, will agree that apparatus is so expensive that they have little or no hope of getting it from their departments, or if they do, the supply is nearly always utterly insufficient.

Kindly note that these articles are of the same value to the teacher on the Farm School as to the teacher in a High School in Std. 8. The articles will deal with : Mechanics, Heat, Magnetism, Sound, Electricity and Light.

Just to convince you that I am not propounding some nice theory that proves utter nonsense when transferred into practice, I may tell you that I manufactured 198 pieces of apparatus in 1933 for the Educational Exhibition in Bloemfontein. It may sound incredible but I made all this amount of very useful help to teaching for the enormous sum of £2.18.4. Further, all these things have been and are still being used.

I propose to give very detailed explanations of how to make the different things, so that there will be no difficulty in making them. May I point out that I intend to show how to make the apparatus, but that I consider it unnecessary to touch on the actual lesson. That the teacher will have to prepare himself.

APPARATUS NO. 1

Pulley, with one stationary and one movable disc.

Material needed: One small plank of a fruitbox, about 14" of ceiling board, a little wire, two $\frac{1}{4}$" hooks, three bullets (or marbles) some line.

First of all plane the two pieces of wood, so that they look nice. On the fruitbox plank draw with the compass four circles of 3" diameter (Fig. 1) and 2 of $2\frac{1}{2}$" diameter (Fig. 2) (Next page)

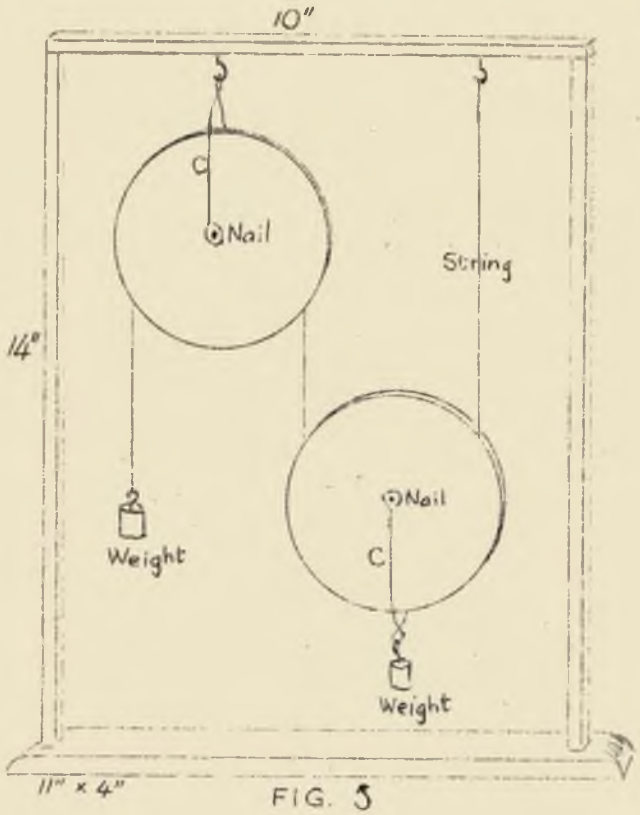


FIG. 5

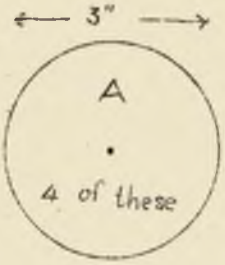


FIG. 1

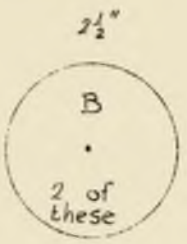


FIG. 2

FIG. 3

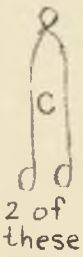


FIG. 4

Cut these out with the fretsaw and finish them off with the file and sandpaper. You have the centre of each disc from your compass mark. Drill through each a hole through the centre with a drill big enough to let a 1" nail turn easily in it. Then glue two larger and one smaller disc together as shown in Fig. 3.

Next cut two 14" strips off the ceiling board and one 10" strip, all to be about ¾" wide. Plane the cuts and nail the shorter piece to the ends of the two longer pieces. Lastly cut a piece of about 11" of the piece of ceiling and make it 3 or 4 inches wide. Finish it off and make two square mortices into the bottom plank. Glue the ends into the mortices and your frame is finished.

Find the two spots where the screws must be placed in the top of the frame, seeing to it that the lines hang perpendicular. Make 2 loops of wire as shown in Fig. 4; fasten them to the wheels. Fasten and thread your string through the wheels and attach your weights (Fig. 5) and finished is a very useful apparatus.

Oo.... ....oO

HANDICRAFTS

In Europe and America more & more handicrafts are being introduced into the schools. Our schools must not be backward, so TIA will publish a number of articles on this subject. That on p. 47 comes from "The Eagle", the newly established magazine of the Healdtown Past Students Association and the best magazine of its kind we have yet seen.

BANTU ENGLISH PRONUNCIATION.

by C.E. Hundleby, M.A.,
Principal of the Training School, St Matthews.

--oOo--

(We are very glad to be able to publish this, the first of a series of articles by Mr Hundleby on a subject that he has made a special study of and is writing a Dissertation on for his Doctorate. -- Editor.)

--oOOo--

There have been a considerable number of articles in TIA that have concerned themselves with the writing or speaking of English. Each one of these has had some particular message for us. A recent contribution analysed the main points of good speech, and gave comparisons of good and bad pronunciation. There was one significant statement in that article: "During his school years the writer's English pronunciation was such that English people were sometimes unable to understand him, although he knew lots about Shakespeare and tons about English grammar." What an indictment this is of the English teaching at school!

It is only comparatively recently that any serious effort has been made even in England to cultivate good pronunciation. Our teacher training colleges neglected this important branch of learning almost entirely, and so released large numbers of teachers into the schools to teach English, when these same teachers themselves were unable to speak their own mother-tongue reasonably well. As the quotation above emphasises, a great amount of concentration and perspiration were expended on such things as parsing, analysis, metrical variations in Shakespeare, and sonnet forms, but when the newly qualified teacher proudly drew his first salary, he was still unable, in many cases, to speak his mother-tongue with any degree of accuracy.

If that has been the case in England, it has been infinitely worse in South Africa, in the training both of European and of African teachers. Our African teachers have had courses in English that have been formal, uninteresting and practically useless as far as learning to speak is concerned. This has been due first to those who have been responsible for the framing of the syllabus, and secondly to the unintelligent interpretation of this syllabus by the teachers. Cases have been known where students could quote lengthy extracts from a grammar book, long strings of words from a dictionary, or terrifying lists of prefixes and suffixes, but their pronunciation was execrable. What is the use of this? The answer would seem to be found in the modern tendency to throw formal grammar as such on the rubbish heap, and substitute a type of teaching which will accomplish our desired aim of "better English" sooner and in a more interesting way.

If English is to be spoken, it should be spoken well. It is not within the scope of this article to examine this question further, as it is being dealt with already in TIA, but one or two words might be said concerning the difficulties confronting a reformer of English speech among the Africans. Is it possible for an African to speak exactly what is known as Standard English? The casual observer would reply "Yes" to this question, and would quote many Africans who have acquired such skill in English pronunciation that they speak English "perfectly". But to the trained ear there would very probably be certain divergences from Std. English Pronunciation; there would be certain adaptations & modifications which would distonguish it from Std. Eng. And it would be surprising if this were not so. Correct pronunciation depends on so many things. If you have a bad cold, a piece of bread in your mouth, if you have your front teeth extracted, or if you lose your false teeth -- all these factors and a great many more determine your pronunciation. Another factor which plays a pre-eminent part is the model you copy: if for many years you are taught to speak English by a teacher who himself possesses a Scotch accent, you will acquire that accent, unless your playmates speak it with yet another accent, in which case you will learn to speak like them. Further, your own home language has much to do with your pronunciation of any other language. You have developed certain "pronunciation habits", and you find it difficult to change them. These three factors are at work when an African seeks to pronounce English -- the model, the anatomical divergences, & his home language, and we shall consider them in a series of articles so that we may acquaint ourselves with the difficulties to be overcome in order to be in a better position to overcome them. The series will be roughly as follows:-

1. Influences which have determined African English: missionaries &c.

2. Influences which have determined African English: anatomical variations.

3. Influences which have determined African English: mother tongue.

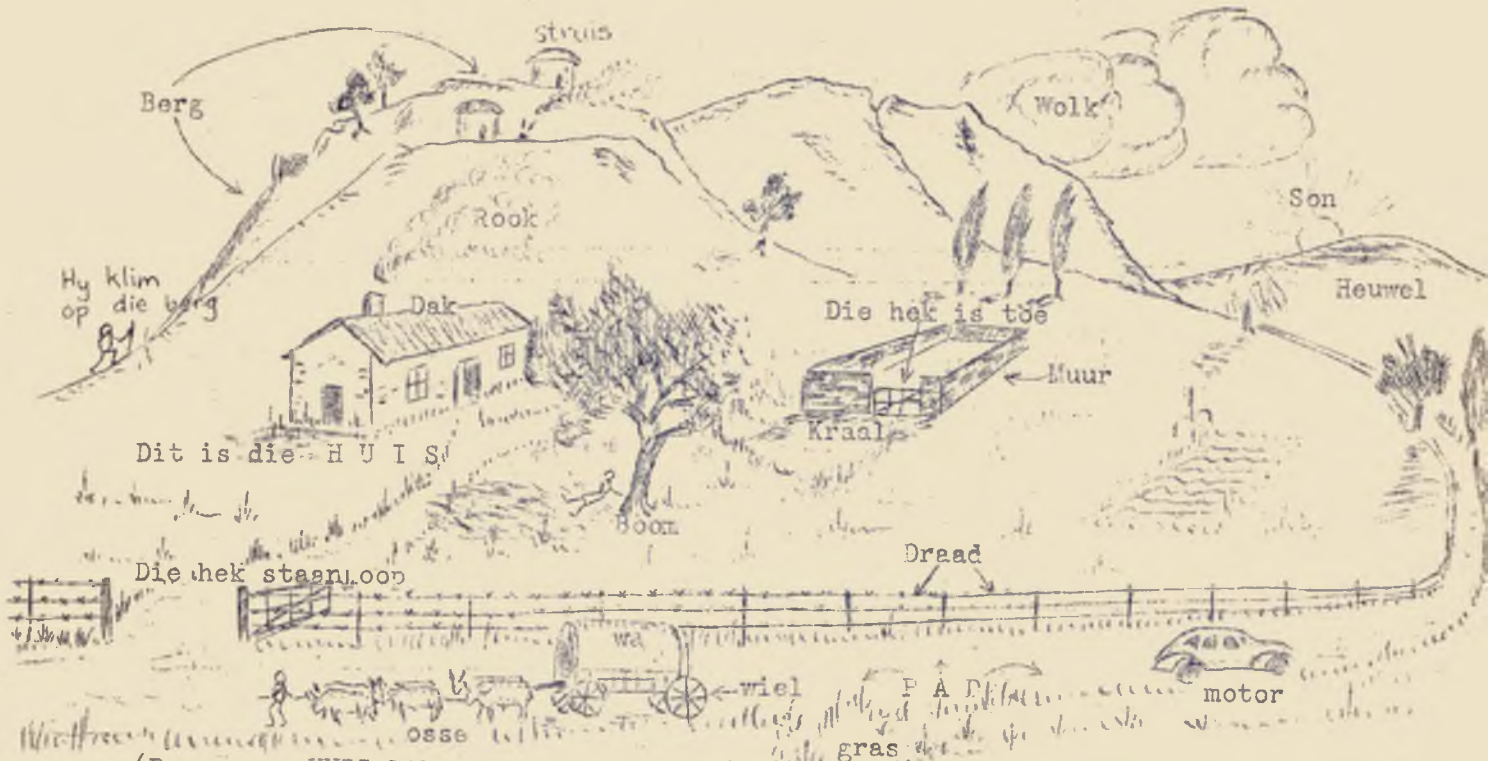
4. The teaching of English pronunciation.

A few years ago an Inspector started a magazine for his teachers. At the end of a year he had over a thousand subscribers. "TEACHING IN AFRICA" has been going now for 2½ years, it has 350 after 2½ years. Why so few? Is TIA no good? Read what others say on page 43. More experts contribute to TIA than to any other Teachers' Magazine in South Africa. Because all the articles are written and all the work is done for the love of African Education, free of charge,

--(Continued on p. 44)--

U ken nou 85 Afrikaanse woorde.

LES 3: Die Derde Les: Meneer Nkomo se Huis.



(Pronounce HUIS like Eng. 'hace' with) (Pronounce SUSTER like 'sister'
(lips rounded) (with lips rounded)

Mnr. Nkomo se huis staan aan die voet van 'n berg. Die huis staan half agter 'n boom, en die berg staan half agter die huis. Die son is half agter die heuwel. Dit is laat in die aand, en Mnr. Nkomo se osse-wa kom na die huis. Die ossewa was op die dorp Middelburg met mielies; Middelburg is agter die berg. Die ossewa kom nou voor die hek wat voor die huis is; die hek is oop. Dan gaan die osse na die kraal; die kraal-hek is toe. Samuel loop voor die osse. Hy was met die osse op die dorp. Voor die kraal span hy die osse uit; dan maak hy die kraalhek oop, en dan loop die osse in die kraal. Dan maak hy die kraalhek toe. Die voordeur van die huis staan oop, en daar kom rook uit die skoorsteen van die huis. Onder die boom sit Notemba, Samuel se suster. Met Samuel gaan sy na die huis. In die huis eet Mevr. Nkomo, Notemba en Samuel hulle aand-ete, maar hulle pa, Mnr. Nkomo, is nie daar nie. Agter die huis klim hy op die berg; hy gaan na die struise op die berg. Later kom hy na die huis, en dan eet hy die aand-ete.

Nou is die son onder die heuwel. Dit is nou donker. Dit is nou nag. Notemba en Samuel en Mnr. Nkomo en Mevr. Nkomo is in hulle bedde. Hulle slaap in die huis, en die osse slaap in die kraal, maar die osse slaap nie in bedde nie.

** Wie se huis is dit? Waar staan die huis? Waar staan die berg? Waar staan die boom? Hoeveel is ses pennies? (Ses pennies is 'n halwe shilling). Waar is die ossewa nou? (Die ossewa loop op die pad). Waar was die ossewa? Watter hek is oop? (Die hek voor die huis). Watter hek is toe? (Die kraalhek). Wat doen hy hy met die osse voor die kraal? (Hy span die osse uit). Maak die boek toe. Is die skool se deur oop? Maak die venster oop. Maak u hand toe. Watter deur van Mnr. Nkomo se huis staan oop? Waaruit kom die rook? (Uit die skoorsteen). Waronder sit Notemba? Wie se suster is sy? Wie se dogter is sy? Wie is hulle ma? Waar is hulle pa? Waarnatoe gaan hulle pa? (Hy gaan na...) (57)

our Readers get 180 pages of expert advice a year for 2/6. To cut down costs, the Editor has done the printing, publishing and administrative work himself, but as each number of TIA takes him about 11 hours a day for 2 school weeks, he cannot keep this up together with his real work. Moreover, because of rearmament in Europe, the cost of paper, ink and other materials has gone up from 25% to 40%, so that with 350 subscribers the subscription does not even pay for the bare materials. The only thing that shows a small profit is the Afrikaans lessons, which thus help to pay for the Magazine although they also cost time. So

---------- We Must Get One Thousand Subscribers ----------

before the end of the year. Then we shall be able to get advertisements to help to lower the cost to our Readers, and we may be able to have TIA printed. If every Reader persuades two others to subscribe we can easily do it. To get our 1,000 we make these offers:-

OFFER I:- Persuade 4 friends to subscribe; send TIA their 10/-; your friends will get TIA for a year, & you will get TIA free. If you get 10 friends to subscribe & send in their 10 x 2/6, you will get TIA for one year and a bonus of 5/-.

OFFER II:- MANAGERS can get TIA for ten teachers for £1 p.a. or 10/- for six months. For 20 teachers the cost will be 35/- for 12 months, or 17/6 for six months.

Managers have so much to do that they cannot spend a long time at each of their schools. Why not send TIA for half a year to them, and demand that at the end of that time they show six new methods or ideas from TIA that they are using?

Let TIA help you to do your supervising and advising!

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All of us who train teachers naturally want to help them especially when they leave us to face the difficulties of the teacher's life on their own. For £2 you can go on helping 50 former students for six months! To do this even better, we make --

OFFER IV:- YOUR OWN MAGAZINE! TIA will not be quite what you think most useful for the teachers you have in mind: You want to give them special news and information & advice. Why not help not only your own teachers but all Readers of TIA?

Make TIA What YOU Want it to Be!

You have certainly collected many useful ideas during your experience

and reading; TIA will be only too glad to publish them and thus help you to help hundreds of teachers.

But perhaps an Institution wants to keep in touch with Past Students by sending them news about the Institution and about other Past Students; or an Inspector may want to send the teachers in his Circuit special information and instructions. For such purposes we are willing to publish a special edition of TIA with extra pages written by the Institution or Department concerned -- at all times we welcome articles of more general interest for the ordinary edition, as stated above. We will publish any number of local pages you wish, at 2/- for each extra page (per 100 copies) after the first 4 pages. The cost of your four pages per issue (24 p.a.) plus the ordinary edition of TIA will be 2/0 per copy p.a., provided that you guarantee 100 copies of your edition, and provided that you provide the matter for your pages. Details of cover, posting &c. may be arranged. This will cost you much less in money, time and trouble than publishing a local magazine. So ---

** MAKE TIA YOUR OWN MAGAZINE! **

It will pay you. In any case, make TIA what you want it to be: send articles! That won't cost you a penny.

AFRIKAANS LESSONS

Afrikaans, the language of the biggest group of people in the Union & 60% of the European rulers of the Union, is very important to us & is being increasingly introduced into our schools.

For that reason TIA is publishing 50 Afrikaans lessons, which will give a vocabulary of the 1,500 most useful words to enable students to understand Afrikaans and make themselves understood. A sample lesson is printed on page 43. The cost of the 50 lessons is 5/-. If you want them, please send the 5/- postal order together with your name and address PRINTED IN CAPITAL LETTERS, to --

The Editor, "Teaching in Africa", S.A. Native College, Alice, Cape.

Every 2 months you will receive about 8 lessons until you have the full 50. They will be sent separately from your TIA and will reach your address about 1 week after your TIA. RIGHT FROM THE FIRST LESSON YOU CAN SPEAK AFRIKAANS!

Our Contributors

TIA has never before had contributions from so many different educational writers in one number as in this one. And six of the ten contributors are members of the Editorial Board -- excellent work. It is a big compliment to TIA that it can attract articles from educators of the standing of these ten contributors.

This month's Editorial is written by the Head of the largest Training College for Africans in the Union and probably in all Africa.

Then, from the pen of Africa's greatest authority on the teaching of Arithmetic to Africans, comes the first of a brilliantly practical series on that subject. His recent book is reviewed on page 59; we & our Readers are proud that he has joined TIA'S EDITORIAL BOARD.

The author of the introductory article about the teaching of science, Mr Darling, is Science Master at the Rosettenville High School, where he has determinedly built up an excellent laboratory through a number of years; our Readers may rest assured that his articles will be thoroughly practical. One of his students who is now at the S.A. Native College, came first in the University Matriculation Examination in the Union last year.

Baron von Rapacki-Warnia contributes the next article. His history is a Medieval romance. Head of an ancient noble family in Germany with great ancestral estates and a history that goes back a thousand years, he has made Africa his home and African Education his life's work. As handwork instructor of the Free State Department of Native Education, he is doing valuable pioneering work in a most neglected aspect of African Education, an aspect that is yet one of the most important.

Mr Hundleby, who writes on African English Pronunciation, is probably the authority on this subject in the Union -- but I must stop.....To sum up: The people who write for TIA are experts.

Some People Say This

Sometimes Subscribers write to tell us how bad TIA & we are, but now and then we get a letter that makes life worth living again -- and here are some of the latter kind:-

Mr M.A.R.M., Zanzibar, writes: "I have been a subscriber & keen reader of this most interesting magazine almost since its inception, and I cannot say more than that it has given me as much help as encouragement. I always look forward to each month's issue with deep interest and pleasure."

Renewing his subscriptions for a number of schools of which he is Manager, Fr M.K., Bloemfontein, says: "TIA is just amazingly good."

Mr C.D.Z., Lovedale: "You are really doing good service to the African and Africa generally with this useful paper. In a busy world, full of papers and magazines, yours always brings fresh, attractively got up, readable and practical articles. All people interested in African progress are the better for reading your paper and the children -- where your magazine is read and put into practice --are benefiting considerably. Do not be tired even tomorrow."

Mr W.P.O., Caprivi Strip: "I found TIA very useful in my work among the Inyazura Mission kraal schools, Umtali district of Southern Rhodesia. Then it came as an inspiration to us while we were in the Eastern Transvaal Lowveld. Now that we are going to labour among the Barotsi people, we feel sure that TIA will again be one of our best 'stand bys'."

To these and all the other Readers who have encouraged us, we say from our heart: THANK YOU!

HANDWORK IN THE SCHOOLS

Before the days of schools and machinery, most of the arts and crafts were practised in the homes. A good deal of the reading, writing, and arithmetic was done at home while all the time the child watched his parents working, and from an early stage was taught the family craft; "bookish" education was left to the Church. Now that cheap machine-made goods have almost banished arts and crafts from the home, the child has largely lost the opportunity he once had for training. In our schools to-day we try to provide this important hand-and-eye training, which everyone knows must form part of the preparation for life which we call "education". From the strictly utilitarian point of view, needlework, gardening, housecraft and woodwork came into the school course.

HAND & EYE TRAINING

But handwork is more than this. It is a method in itself. We have learnt that the best method of learning is by "doing", with the teacher to guide the child to compare, to observe and to note for himself by using his own natural activity and interest in the things aroung him. With the object then of trying to make our schools "doing schools" instead of "listening schools", we are asking ourselves if we can make our teaching more real by introducing handwork as a means of expression and a means of giving ideas in connection with as many of the subjects of the primary course as we can.

First of all with regard to work that boys do. A scheme will be described which has been tried out with success with boys in Stds. V and Vl in an ordinary Native Primary School. It is only possible to get the very minimum number of tools, and the material used will have to be that which is easily obtainable. Articles which will be of use to the scholar in his work at school, to the equipment of the school itself or in the boy's own home will be made.

The following tools have been obtained from the Requisites Store - thanks to the help of the Instuctor who was interested in the scheme :-

1 claw hammer,	1 jack plane,	1 rip saw,
1 crosscut saw,	Glasspaper,	2 half-round files,

2 rasps, 4 screwdrivers, 3 gimlets,
2 one-inch chisels.

A bench can be made from a packing-case; details of its construction will be given later. With these tools all the work that will be described can be performed.

RUSTIC WORK for BEGINNERS

MATERIAL: Branches of wattle or other available trees, used in the natural state with the bark left on; the branches are fastened together with wire or nails.

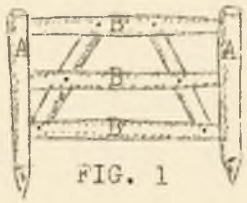


FIG. 1


FIG. 2


FIG. 3a 3b

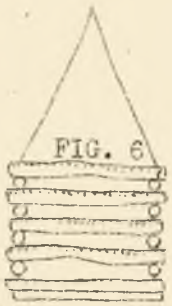


FIG. 6

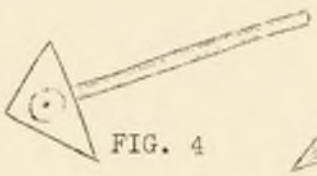


FIG. 4


FIG. 5


FIG. 8

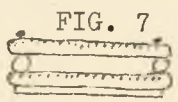


FIG. 7

1. HURDLE: Upright A, 22ins. B, 18 ins. long. Burn or cut holes in A into which fasten B with nails. This model is useful for jumping apparatus in drill lessons.
2. STOOL: Cut the top from a piece of packing case; cut holes in the top for the legs, which are made from natural wood.
3. GARDEN RAKE: This can be made either from a piece of dressed wood (Fig. 3a) or from natural wood (Fig. 3b). Nails are driven through for teeth and a hole is cut through for the handle.
4. GARDEN HOE: Handle of natural wood with a triangular piece of iron or strong zinc secured on the end.
5. GARDEN DIBBLE: Made from two pieces of natural wood. Cut hole in A and fix in B. A very useful tool to use when transplanting crops in the garden.
6. HANGING BASKET: Bore holes through both ends of each piece of natural wood and fasten together with thin wire as in Fig. 6.
7. TRAY: This will be made in the same way as the hanging basket.
8. PLANT POT: Take the branch of a tree with soft wood such as that used for wagon brakes. Cut out the inside and pierce the bottom. The bark can be left on the outside or a design carved with pocket-knife.

(To be continued)

AS ONE TEACHER TO ANOTHER

E-Ligwa School,
P.O. Anywhere.

23rd May, 1939.

Dear Kwatsha,

Thank you for your last letter in answer to my post-card. I am thankful to say that the 'Flu' has gone but it has left me very weak and the Doctor says I must have another fortnight to get stronger. I have not seen the book you speak about; but, is it not strange how sickness makes us think seriously about things ? Perhaps that is one of the reasons that we do get sick. It must be given for some good, as you say about hogs.

I have done some reading and so let me return the compliment and recommend two to you. Each, in its way, is serious yet light reading. My tired body did not allow me to think very deeply. The first is "The Book Nobody Knows" by Bruce Barton, (Constable & Co.) It is an introduction to the Bible and before I read it, I did not think the Bible could be so interesting. There are eight chapters and each has its own appeal. One chapter is on "Ten great men" of the Bible and when I started I thought that I could have picked out the ten. But the next is on "Ten famous women" of the Bible and that was not so easy - at least, not so easy to write much about each of them. But get the book; it is very well worth reading more than once. The second book was 1s. 3d. and is "The Old Testament and Modern Discovery" by Stephen L. Caiger (S.P.C.K.) This book is well illustrated and very interesting indeed. You know, I thought many things in the old Testament to be just fairy tales, but this book puts proof forward concerning many people and places, and history in the early days, such as I had not thought of. Really, the longer we live the more we learn.

If you wish, I will send you the latter book for you to read, but please let me have it back again.

You will see that I have been on the serious side; in fact I have not read a novel at all in this time of sickness. The papers give me enough fancy reading. What a world of trouble we live in: and the papers seem to like painting things black, don't they?

But I have done other things beside sit and read. My schemes-of-work have troubled me for some time; they did not seem to fit in so well as I wanted them to do. So I have redrafted them and think that they will work better now. My Arithmetic course for the

top standards was about things in the text book that my scholars never see; perhaps will never see. I have written out and worked out a whole exercise-book full of topical sums about things they will see and handle. It should make the lessons so much more interesting. Then the Sub-B reader never pleased me. On the first page we have 'ache', 'murmur', 'wind'(air in movement) and 'wind' (to roll up). It is too hard for such young children. But you wouldn't believe how hard it is to find another that is really suitable. If they have not this fault they have others. Do you have the same trouble?

Well my little bout with the 'Flu' has given me some time to try to get things done that wanted doing. That is something to be thankful for.

The picture you have of me shows a stout chap. I must have lost pounds and, though I am rather thin now I am still

Yours most sincerely,

Fa'Funisisa

E-Lungile School,
P.O. Nowhere.

29th May, 1939.

My dear Funisisa,

I am glad to get your letter saying that you are getting rid of your unwelcome visitor. 'Flu' does leave you weak; don't I know it.

Union Day is on Wednesday and I will come over to see you AND TO FETCH THE BOOK that you so kindly offer to lend me. We had our sports on the 24th and so Wednesday is a real holiday. I hope it will keep fine for my visit.

Please have that exercise book of Arithmetic sums and what-not ready, because I am anxious to see what you have to suggest. I too am a slave to the text-book and want to get free; perhaps you have the secret; will you let me share it with you?

I will bring with me the book I use in Sub-B and you will see what I think is the best. I have tried more than one kind and like this best ; but, you know, I think I could improve it. Now isn't that conceit? I suppose it is a case that "What is one man's meat is another man's poison."

Would you suggest that I should get 'Flu' so that I could get the opportunity to revise my schemes-of-work? They do want some alterations I know; in fact, my scheme is full of crossing-out and putting-

in. It seems like a patchwork at present, but I do not seem to have time to re-write the whole. Of course I had to draft out my scheme when my school became a two-teacher school. I have had three different assistants in the fifteen months, and each needed something less, or extra, putting into the scheme. I have tried to oblige where I could, but it upsets something else every time.

Well, we all have our troubles, and you have had yours but I am glad to see that you face them so bravely and that you have made opportunities of your distresses.

Molo -- for the time: see you Wednesday.

Yours very sincerely,

J. Kwatsha

THE DEVIL STILL FINDS WORK....

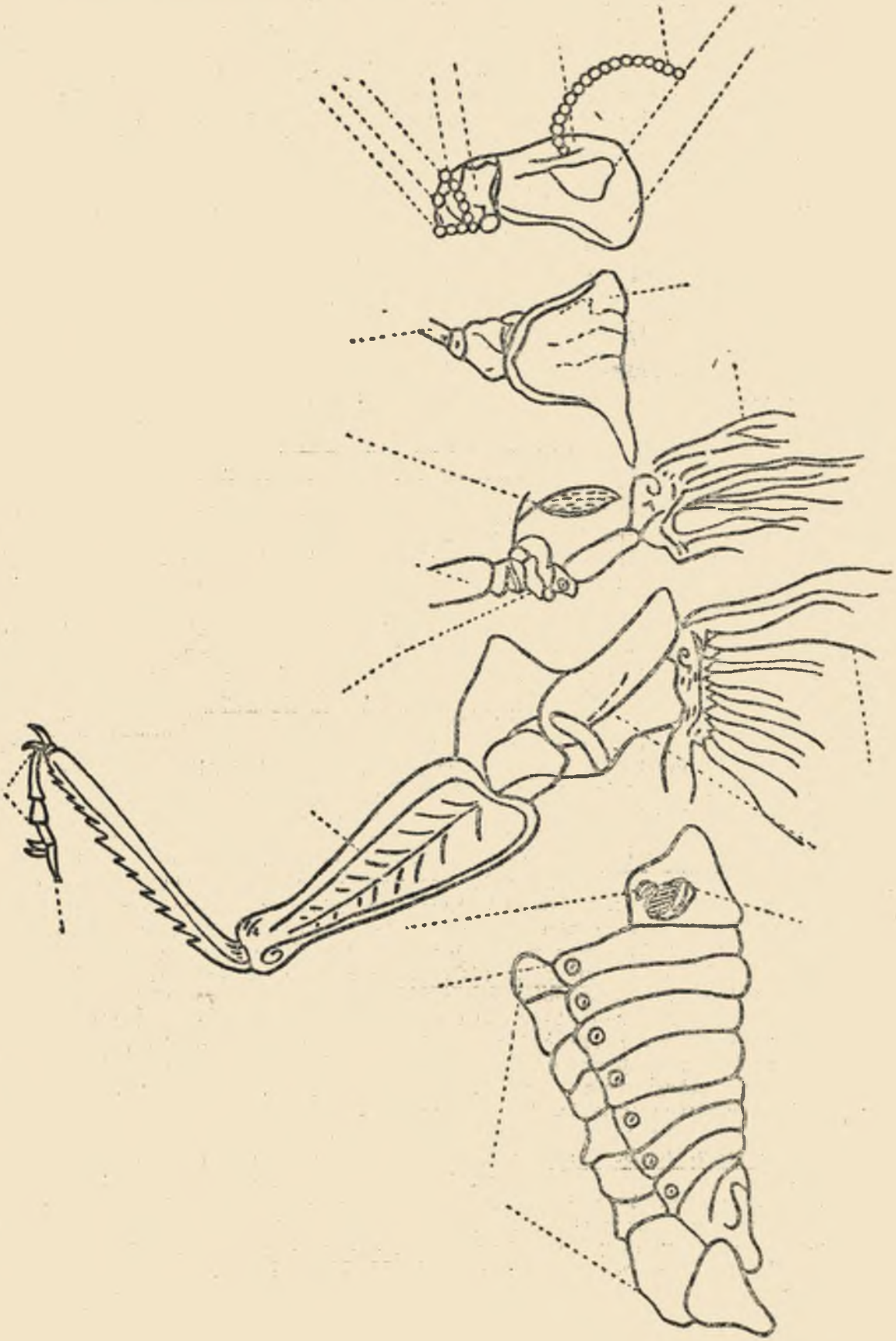
.....for idle hands to do. So the teacher mustn't leave those hands idle: if he gives them something to do, he will find that his disciplinary troubles vanish. For children, like teachers, want to DO things themselves: they get tired of watching other people do those things.

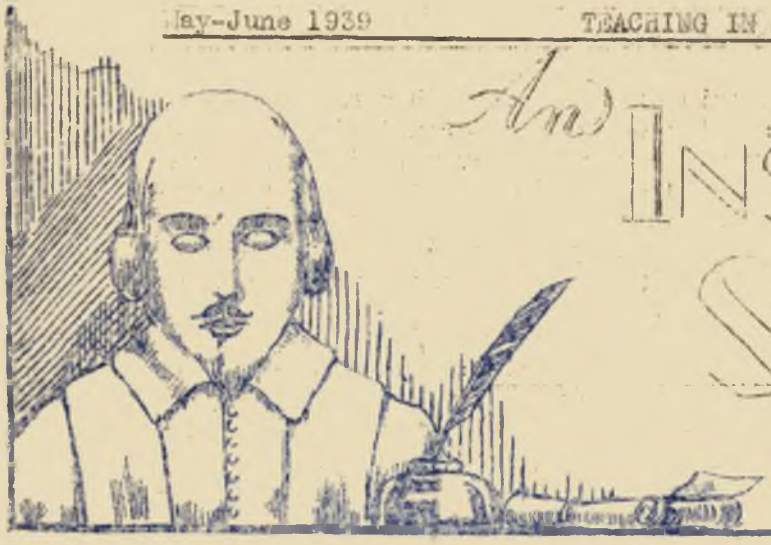
Lazy or dull teachers (who won't take the trouble or don't have the imagination to think of something those idle hands can do) say that is the Devil in their pupils. But they are wrong: it is God. God made them like that IN ORDER THAT THEY MIGHT LEARN. In the last forty years psychologists have shown quite clearly that WE CAN ONLY LEARN BY DOING. It would take too long to explain why they believe this, so in this issue of TIA and the next we'll just describe some of the ways in which we can give those idle hands things to do that will make them happy, interested, and actively learning.

A) REAL ACTIVITY: The more like their real life an activity is, the more interested the children will be and the harder they will work. Because there are millions of things in our real lives out of school that we can do in school, it is impossible to describe them this time; we'll just mention a few, and describe these in our next issue. Any real life job can be copied near, at or inside the school in order to teach some subject better; e.g. subjects: nature study & geogr.; real life job: farming; school job: gardening, growing plants in tins, keeping insects in glass jars or bottles, making models of farm (say in Canada or Cape Peninsula), drawing farm & its products, bringing things from farm (e.g. plants, weeds, eggs), etc. etc. etc... We'll describe some in detail next time.

B) SCHOOL ACTIVITY: Few teachers have the intelligence, imagination or initiative to do much under Section A above, but anyone can introduce activity of a more bookish kind, though one must remember that the more like the real thing it is the better it'll be. One very easy kind is the semi-blank summary, of which an example is given on the next page; as the lesson proceeds, the blanks are filled in.

(To be continued)





An INSPECTOR SPEAKS..

--Reported by the Editor--

Seldom has the writer so enjoyed a talk about teaching as one delivered on language teaching at the recent conference of the S.A.Teachers' Association, the largest body of English-speaking teachers in Africa. The speaker was Inspector S.B. Hobson, M.A., whose views are given weight by the fact that he is in general charge of English teaching under the largest Education Department in Africa -- that of the Cape Province -- as well as by his long and varied experience as examiner in English, as teacher and as inspector, not to mention the fact that he is a successful author. His views and advice were so similar to those advocated by TIA that we put off the usual article on language teaching till next month in order to publish this report of his speech.

In Cape Province schools, said Mr Hobson, 4½ hours are usually given to the children's home language every week. The teaching of it can be divided into 9 parts, in order of importance as follows:

Speech
Silent reading
Literature
Oral reading
Oral composition
Written compo.
Spelling
Recitation
Grammar

It is obvious that we cannot afford to waste time in our teaching, yet a great deal of time is wasted at present by bad teaching. The trouble is that most teachers have an entirely wrong idea of language teaching. We often waste hours of our own and our pupils' time trying to make them say something in what we think the right or beautiful way, without first making sure that they want to say it or that they have anything to say at all. All of us have spent many hours correcting errors in pronunciation, teaching grammar rules about the right ways of using the language, and marking essays with lots of red pencilling to point out mistakes of grammar and spelling, but how many of us have corrected mistakes in the child's thought? Or doesn't it matter what silly or untrue things a child writes or says in his English lesson so long as he says it with the right grammar and pronunciation or spelling? It is the thought that matters: if the child has thoughts and wants to express them, he will himself take trouble to express them well. Far away in the Kalahari (said Mr Hobson) I found an example of this. By the time the child reached Std 3 in that "monotonous" environment, he had no more ideas to learn about his life, yet the teachers do not try to show him the wonderful things in his own life and in the world outside -- they are too busy teaching him how to express the ideas that he

doesn't have. So I made an experiment to find out how successful the teachers were with their method: I made the children in Std 3 write a composition about "Hunting"; next year when they were in Std 4, the same; and so on till they were in Std 6. When I compared the compositions written by the children in Std 3 with those written by the same children in Std 6, I found there was no improvement at all: there were the same mistakes in grammar and spelling and the same poverty of ideas -- only the writing was worse in Std 6!

> Weeding and fencing do not make a garden: we have also to sow seeds, fertilize and water that garden before we can get beautiful flowers. It is the same with language teaching. (If our pupils have no ideas they want to express, their life must be uninteresting indeed and we must help them to get interesting ideas about their own life and about the rest of the world. through reading, pictures, discussions, &c.)

Supposing we have done that, we next come to the teaching of the different sections in the syllabus. I would divide them into 2 groups with the line after the third subject, and give each group 50 percent of the 4½ hours; each subject in the second group would then get about 20 minutes a week. Grammar, at the bottom of the list, is least important of all although many teachers still think it most important. Experiments in America have proved that a good, intensive course in grammar hardly improves English composition at all, while good reading produces a great improvement. This was very noticeable when I was examining the last Junior Certificate English papers. In many papers there were the most elementary mistakes, such as "He come" and "They goes home". So I took the four worst papers and carefully analyzed them. In the first question, the composition, I found that 50 percent of the verbs were wrong; yet in the next question, a grammar question in which pairs of words like "notorious" and "famous" had to be compared and used in sentences, these candidates scored 100%.

In the same way we waste a lot of time on recitation, which ought not to be taught to the class as a whole. Each child should be allowed to choose his own verse or verses.

Spelling, like grammar, was once considered very important, and many teachers still devote a great deal of time to it -- teaching Std 4 children to spell words like "characteristic", "critic" and "precedent". A child should be taught to spell only those words he will want to use. Not that he should not be taught difficult words -- a Std 2 child might want to use a word like "bioscope" and should therefore be taught to spell it. As in many other countries, our pupils should be taught "spelling pride", not spelling as such: they should be ashamed to misspell a word and never be ashamed to look up in their dictionary any word which they want to use but which they don't quite know how to spell. Every pupil should keep two lists of words, the first a list of words he is likely to use, and the second a list of all the words he has ever misspelt. But unseen dictation is a waste of time: the child must need any word he is made to spell, and he must get a chance to learn how to spell it before being made to spell it.

(In our next issue we shall continue with Inspector Hobson's valuable advice on teaching the other subjects in the list on p. 53: written & oral composition, oral reading, literature, silent reading & speech).

THE PATTERN SENTENCE METHOD FOR TEACHING ENGLISH TO NON-ENGLISH SPEAKING STUDENTS

by Miss N. M. Walker
Principal of Inanda Seminary, Natal

(It is a privilege to be able to publish in TIA this valuable article by Miss Walker, who is at present on furlough in America. It will indeed be a happy day for African Education when everyone who by study or experience has discovered a useful idea, will, like Miss Walker, pass that idea on to others who are engaged in the work of teaching Africa. Miss Walker has not only studied widely, but has had such wide experience in China and South Africa that her advice is bound to be valuable. As she points out, this article is an outline, so teachers must read it carefully and use it intelligently, not turning it into boring, monotonous repetition or grammar, but copying real life situations as much as possible. For instance, in real life we learn to speak correctly not by correcting wrong sentences but by hearing and practising right sentences. We trust that Miss Walker will in later articles work out her suggestions in detail so that any teacher may be able to use them. -- Editor)

During my period of teaching in Native Schools in Natal, I was not fortunate enough to find in use a text book for the teaching of English to Native students, which in any way seemed really adapted to their needs. Never did I find any reference to the Pattern Sentence Method, though perhaps it is used and known by another name. I have, therefore, made a brief outline of the Pattern Sentence Method which I am enclosing for your perusal. If you feel that the material has any value for other teachers of English, you are quite at liberty to use it.

In China we teachers acted on the assumption that the student should never see in the text book, or hear from the teacher's lips the incorrect form, as the teacher's function was to build up a sense of the correct forms. It was rather a blow to find that the South African Junior Certificate Course specified that a part of one of the English Papers would be devoted to the correcting of incorrect sentences!

I have taught English to both Chinese and Bantu students. I feel strongly that we owe to such students a more basic organization of English than is usually offered in text books. Certainly the text book filled with correct-these-sentences exercises has no place in the teaching of English to non-English speaking people. In presenting this Pattern Sentence Method, I admit that I am still feeling my way. I feel, though, that it is basic, providing a foundation that can keep pace with a growing vocabulary and maturing ideas. It requires a minimum of grammatical terminology. In fact, in the sub-standards without recourse to any grammatical terms it provides the teacher with an excellent guide for oral English drill. It coordinates perfectly with the direct method.

I hold no brief for the particular grammatical terms used below -- they are simply the ones which come most readily to me. Likewise, I shall not quarrel if there are persons who think other sentence types should be included, for this presentation of the Pattern Sentence Method is intended to be suggestive rather than exhaustive in scope.

There are four basic sentence patterns based on the four verb types: Linking Verbs, Intransitive Verbs of Action, Transitive Active Verbs, and Transitive Passive Verbs. With some of these, it is helpful to suggest sub-types.

PATTERN I. Linking Verbs as, be and seem, etc.
- a. She is pretty. (Subject, verb, adjective).
- b. She is a doctor. (Subject, verb, noun or pronoun).
- c. She is here. (Subject, verb, adverb).

PATTERN II. Intransitive Active Verbs of Action.
- a. He runs.

PATTERN III. Transitive Active Verbs.
- a. John makes a box. (Subject, verb, object).
- b. The gift makes Mary happy. (Subject, verb, object, adjective complement).
- c. The teacher makes Harry captain. (Subject, verb, object, noun complement.)
- d. I give her a book. (Subject, verb, indirect object, object.)

PATTERN IV. Transitive Passive Verbs.
- a. A box is made. (Subject, verb.)
- b. Mary is made happy. (Subject, verb, retained adjective Complement.)
- c. Harry is made captain. (Subject, verb, retained noun Complement.)
- d. A book is given her. (Subject, verb, retained indirect object.)
- e. She is given a book. (Subject, verb, retained object.)

With each of these type patterns comes the need to learn how to vary the pattern. Below I indicate the lines along which variations may occur with an example based on Pattern I, a, sample sentence, *She is pretty*.

Substitutions: The woman is pretty.
Verb tense changed: The woman was pretty.
Formation of Negative: The woman is not pretty.
Formation of questions: Is the woman pretty?
Formation of exclamations: How pretty the woman is!
Formation of commands: Be pretty.
Addition of modifiers and qualifier: The young woman is very pretty.
The substitution of more complex forms as phrases and clauses for the simpler forms: The woman whom you mentioned is more beautiful than the

others in the picture. What you see is pretty.

The use of connectives to make multiple sentence: The woman is beautiful, but she is intelligent too.

To those persons who feel that the passive voice sentences should be classified as types of Pattern III, I can only say my experience makes me prefer the separate pattern for it. This is partly that when we move to passive voice from the active voice sentences we usually do so by putting such a sentence on the board as John killed the bear. Then we teach the pupil to rewrite the sentence thus: The bear was killed by John. In so doing we fix in the pupil's mind the necessity for expressing the agent of the action. Actually the passive voice finds its greatest usefulness in cases where we do not know the agent, or do not need to express the agent, or do not wish to emphasize the agent. Every English teacher knows the trouble which the active and passive voice give. I feel that the separate pattern sentences will help clarify the differences for the students.

(The writer wishes to acknowledge indebtedness to Professor Grabill and his Mastery of English Series for Chinese students.)

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BRINGING REAL LIFE INTO SCHOOL ENGLISH

(Record of a Lesson)

by Miss H.M. Parker

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A Railway Journey in the Classroom.

Before the period began, the teacher cleared the desks out of the classroom, and arranged the chairs in two rows down the centre of the room. She brought a whistle, a red and green flag, and some tickets cut out of cardboard. She met the class outside the classroom, & told them what the lesson was going to be. An engine-driver, guard, ticket-collector and signalman were appointed. Each of the remaining pupils gave the name of his destination, received a ticket, & took his seat in the train. The whistle was blown, the green flag was waved, and the journey began with realistic train noises. The passengers kept on describing things they saw through the windows: trees "moving", herds of cattle, a beautiful bird with brilliant plumage, crops, lorries, and children playing. The name of each station was announced as the train approached it, and the passengers collected their belongings

before getting out. Many passengers made a show of buying or selling oranges, bread, etc., at the railway station. Tickets were collected and, later, clipped.

(We are very grateful for this lesson which was actually given & which proved a great success, teaching the children a great deal about travelling by train in addition to giving them lots of practice in various kinds of language work. -- Editor.)

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WE FACE REAL LIFE --

Do We Face UP To It?

"What Others have done, we can do" -- so we believe, but can we prove it? We can prove it only by doing what Others have done -- by facing up to the real life around us as fearlessly, preparedly and successfully as they have done.

So let us start right away! We can, and we must. The man who sits still and complains: "I have the ability to do just as well as anybody else, but people won't give me a chance" -- that man is either a jelly-fish or a liar. No matter how adverse conditions are, we can do our job as well as anybody else can, even if it is a small job, even if it is just teaching little Notemba in Sub A that 2 and 2 make 4....even that can be done beautifully, by us, with our small resources. Whether it will be done beautifully or ugly, depends on US.

TIA will, however, do what it can to help by providing good advice, and here are some of the articles that are coming:-

£££ Psychology:

Can We Do what Others have done, or are we too stupid? (a series about intelligence);-//-The Psychology of Every Day: How to make people like us and do what we want them to do (for instance, how to get the Inspector to write a good report about us!);-//-Guiding our Pupils;-//-Advice to the Young Principal;-//-The Health of the Teacher;-//-An Inspector Speaks;-//-As One Teacher to Another

£££ Methods of Teaching:

First Steps in Arithmetic;-//-How one can make Science Apparatus; -//-Science in Africa;-//-The Teaching of Religion;-//-Handwork in School; How to teach Art;-//-A Revolution in Physical Exercises;-//-The Teacher Must Find Work for Idle Hands (especially in the Seconday School);-//-Bantu English Pronunciation;-//-Teaching African Shakespeares: List of Composition Subjects;-//-The Pattern Sentence Method;-//-Realistic Apparatus: How to get Pictures and Films inexpensively;-//-Libraries for Teachers;-//- and much more. Each article is worth £££ to you!

ONE OF THE MOST HOPEFUL SIGNS in Africa is the rapidly growing number of books, magazines and articles about and for Africa: Twenty years ago as much was written in a year as is written nowadays in a month. Not all that is written is good, and some of it is decidedly bad; but it is proof that people are interested & thinking about Africa, and when that is happening it is only a question of time before the truth about Africa is known and victorious. Before him the Editor has a pile of books a foot high that have reached him since our last article about "AFRICA IN PRINT", and these are by no means all.

Five of these books were written by Readers of TIA, so we begin with them.

* ARITHMETIC IN AFRICA: by Otto F. Raum, Ph.D. (94 pp., 3/6 net, Evans Bros., London).

On pp. 35-36 our Readers have already read and enjoyed an article from the pen of Dr Raum. At present Dr Raum is Lecturer at the Teacher Training Institute Umpumulo in Natal. Still a young man, he has spent all his life in the service of Africa: "The son of a missionary," says Sir Percy Nunn in the Foreword, "brought up as a boy in constant contact with Africans, he returned to Africa (Tanganyika) after his period of European study, to spend several fruitful years in teaching and inspection and in the training of Native teachers. He thus acquired his intimate knowledge of the languages, outlook and ways of life of many African peoples, and his delightful familiarity with the games and occupations of African children. This sympathetic familiarity with the African scene and a sound scientific training are....happily fused in Dr Raum's work." As Research Fellow of the International Institute of African Languages and Cultures, Dr Raum gave a course of lectures which were later developed into this book.

After what Sir Percy Nunn, the foremost educationist in the British Empire, has said, it is unnecessary for TIA to say that this is a book by an expert for experts. Any teacher who claims to be more than a machine ladling out mechanical doses of a fixed syllabus, needs to study it carefully: it is not a book for unintelligent teachers although fascinating and thoroughly practical suggestions are scattered on every page. It is sure to form the basis of future arithmetic books for Africa, and we are fortunate that Dr Raum is himself working it out in greater detail in TIA. What particularly attracts us is that, like all modern educationists, Dr Raum throughout his book "Copies the Real Life of the Pupils": he has, for instance, sections on using games and stories, and problems such as "How Many Babies Die in Our Village?" or "Does Polygamy Pay?", Agricultural Experiments and Cooperative Societies. In short, we thoroughly enjoyed reading the book.

* AFRICAN EDUCATION: by Rev. Alban J.E. Winter, C.R. (192 pp., 2/9 net, Longmans).

Father Alban Winter, one of our first subscribers, is at present Head of St Augustine's School, Penhalonga, S.Rhodesia, where he devotes himself particularly to the training of teachers. Formerly he has Principal of St Peter's High School, Rosettenville, Johannesburg. We need hardly say that this long and varied experience of African Education makes this book thoroughly practical, although because of the vast extent of his subject he cannot go into such detail as is possible in a book devoted to one aspect of African Education. By an ingenious suggestion at the beginning of the book, however, he succeeds in not only giving a balanced survey of the general principles, psychology & methods of teaching in Africa, but in making these real and practical to the teachers-in-training for whom the book is intended: Every teacher-in-training chooses some pupil from the Practising School to study along with the book; for instance, when the book deals with character training, the student has to watch the pupil he has chosen and find out if the pupil has any bad habits and how to turn them into good ones. In many other ways the book is full of valuable suggestions and advice; & being written in simpler language than most of the other books we have, it serves very well as a handbook both for students and for teachers on almost every problem they are likely to meet in teaching: how to keep discipline, how to teach the different subjects, how to memorize & get the children to memorize, how to develop good habits, and so on.

* ENGLISH COMPOSITION FOR BANTU STUDENTS In Father Winter has worked out a useful course for pupils of Std 4 and above: "The one object kept in view has been to teach pupils to express themselves in written English." There are Books I, II & III, each more advanced than the previous one but each more or less complete in itself, so that even if the child does not go beyond that book, he will have learnt things he can use in real life, for instance, writing a letter, sending a telegram, describing something, telling how to get to a place, &c. The books contain many good ideas and pictures from the child's real life. The only thing the present writer would criticize is the amount of grammar introduced, small as it is compared with other books of the same kind, and the use of wrong sentences which have to be corrected. One learns to speak a language correctly by speaking it correctly -- not by learning rules. As Fr. Winter himself says on the first page about "a", "an" and "the": "Only constant practice and care in reading will give success." So the best way of learning, say, how to form plurals in English is to use plurals in many interesting sentences and to hear and read lots of good English. None the less we can heartily recommend these books as the best known to us. They are published by Longmans at 10d each.

* BETTER ENGLISH: Suggestions to African Teachers & Students: by Giles & Giles (64 pp., 10d, Longmans).

Mr Giles is Superintendent of Education in Tanganyika and here gives in concise form numerous hints on better English teaching: lists of books and magazines specially prepared for Africa, how to prepare lessons & schemes of work, how to manage classes, how to teach beginners (direct method), reading, written work, grammar, spelling, recitation, letters, games and much else. A remarkable amount has been compressed into the book, so that the book is a most useful collection of ideas for intelligent teachers but on the whole not detailed enough for the ordinary teacher.

Other books & magazines will be reviewed next month.

SPECIAL FORT HARE EDITION

FOR POST-PRIMARY TEACHERS

ALTHOUGH most suggestions in TIA may be applied with equal success in the Secondary and Training School, they are mainly intended for the Primary School.

The problems of Post-Primary Teachers are, however, not always the same as those of Primary Teachers. It would therefore be useful to devote a section of TIA to such problems.

As the majority of Past Students of Fort Hare teach in Secondary and Training Schools, it is proposed to publish a Post-Primary Teachers' Supplement to TIA which shall at the same time be a Fort Hare Past Students' Magazine. This Supplement will contain about 30 pages a year, and will cost 6d. a year extra.

If you want it, please let us know at once, as the proposal will fall through unless it receives enough support....

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TEACHING IN AFRICA

HEALTH NUMBER

Vol. III, No. 3 Jul.-Dec. 1939

Published at the S.A.Native College, Fort Hare, Alice. C.P.
Subscription: Africans 2/6, Europeans 3/- p.a. (180 pages)

** TEACHING IN AFRICA **

A Two-Monthly Magazine for Teachers in Africa

Vol. III, No. 3 Jul.-Dec. 1939 2/6 or 3/- p.a.

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T O E V E R Y R E A D E R

A Happy Christmas and a Very Successful 1940

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-:STARVATION IN AFRICA:-

by C.E. Hundleby, M.A.,
Principal, Training School, St. Matthews
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Omar Khayyam, even on the spare diet he mentions, was able to sing; but then, as he admits, there were compensations. On a recent journey through the Native Territories, I saw hundreds of children whose diet was obviously even sparer than Omar's, and they apparently had no inclination to sing. The voices that are heard in the land usually emanate from the well-nourished; already as babies the undernourished learnt the lesson that crying did not help, and as adults they are inarticulate. As the same Persian poet has it: 'And strange to tell, among that Earthern Lot, some could articulate, while others not.' The articulate for instance might be such as are interested in the Maize Control Board; the inarticulate include the large masses of spindly-legged, pot-bellied children suffering from malnutrition.

One illustrious member of the Maize Control Board was reported in the daily press as having said: 'Talk about malnutrition among the Natives is bunkum.' One hesitates to criticize a statement such as this which is out of its context; but if that statement were made as reported, the arena should be cleared for action, as it is demonstrably false. There will not be a single observant teacher in a Bantu Primary

School who reads these lines who has not marked the very low level of physical development of a considerable number of pupils in school. It does not need an expert to see the signs: underweight, stunted growth, susceptibility to disease, lack of energy, fatigue easily produced, a subnormal mentality. Such children come from the homes of the poor who either know nothing about diet and food values or else know but have no hope of earning enough money to buy these essentials. These children come to school in the morning with little if anything to eat; often they get no midday meal at all, and the evening meal is a repetition of what one may euphemistically call breakfast. The only alternative is, in times of plenty, a feast, when far too much of one kind of food is eaten, thereby aggravating the malnourishment already existing. This goes on month in and month out in an endless cycle.

This is a vital problem. "Man cannot live by bread alone" — but without bread he cannot live at all. We may spend a great deal of our energy and intelligence in devising new and more suitable teaching methods, and in studying the psychology of the Bantu so that we may modify and adapt the instruments of education; we may spend money on new buildings and more scientific equipment; in fact, we may bring up to date and vitalize the whole machinery of education, but unless we improve the physical well-being of the children, we are not likely to get results that are worth our efforts. Malnutrition is far too big & complex a problem to be solved by a few educational centres making a drive towards Health Education, however much that may enlighten the ignorant. It is a problem which is like a cancerous mass sending out its fibres into the vital organs of the country; but cancers are never cured by being ignored nor yet by being called "bunkum".

If this problem then is a national one, it should be tackled by the nation, if for no better reason than the selfish ones that germs do not stop at colour bars, and that the prosperity of South Africa is based on the health of its labour -- the Bantu. More than once, the Association of Teachers in Native Education has requested that milk be supplied to necessitous Native children, but "funds are not available for this purpose". There are a great many things that could be done to lighten the distress and physical handicaps of these children, by social workers, missions, schools and all interested in the Bantu; only the Government could gradually root it out from our midst by helping the Bantu to improve economically. It is much more sensible to spend money on milk for poor children and on improving their economic position than on T.B. hospitals, necessary though these may be now: first we give people T.B. by our bad wages and heavy taxation (which make it impossible for them to buy the food that will make them strong and thus prevent T.B.), and then we try here and there to patch up a few. We need a system that will keep people healthy, strong and happy all the time; and one very important part in that system is to get rid of --

Starvation in Africa.

BUILDING HEALTHY BODIES

by Dr Dorothy Ryan
Victoria Hospital, Lovedale

THE BUILDING

No one but a very foolish man would try to build a house without first making sure that he had the necessary materials. If his house is to be of brick he must provide the requisite number of bricks of a certain composition. If he is unable to obtain the right kind of clay to make the bricks, it is useless for him to use a substitute, for in that case the bricks will only crack and his house be unfit for habitation. If his house is to be of cement it is equally important that the ingredients be mixed in the correct proportions and his foundations be firm if he is to have a building of permanent value. These facts are obvious.

Yet how many people try to build bodies with the wrong materials. Our bodies are in many ways like houses, but the bricks of which they are built are minute cells of living matter (protoplasm), so small that they can only be seen with a microscope.

In a big and luxurious house there are rooms for different purposes, a kitchen where the food is prepared, a dining-room where it is eaten, a bath-room for washing, bed-rooms for sleeping, a larder for storing food and so on. All these rooms in a brick house will be built of brick, but they will be differently furnished and fitted according to the use for which the room is designed. In a very grand house the bath-room may be lined with tiles, the larder with shelves and cupboards, the dining-room with panels and the nursery with pictures. There will also be some system for heating, lighting and ventilating the whole house.

So it is with our bodies. There are different rooms or parts of the body called organs that are used for different purposes, for the preparation and storing of food, washing away of waste material, preservation of the race by reproduction and so on. There is also, by means of the circulation and respiration, a system of heating and ventilating for the whole body. The different organs of the

body, while all made of cells like tiny bricks, are specially adapted in structure to their use. Some are lined with smooth cells like tiles; others have very thick strong muscular walls, and others contain much elastic tissue so that they can stretch. The bony framework or skeleton corresponds with the foundations of our house.

Some of you may have seen at the Victoria Hospital, Lovedale, the seventy-two children who are lying on little canvas stretchers. Because the material of which their bones were made was not strong enough to resist the attacks of disease, the bones crumpled & bent, resulting in the deformity that we call a "hump-back". In olden days ignorant people thought that this disease was due to the working of some malignant spirit, but the explanation is quite as simple really as the cracking of the walls of the house whose foundation is insecure, or the crumbling away of walls built with bad bricks.

How then are we to build strong healthy bodies that can endure against stress and strain and the invasions of disease? How can we make sure that the children committed to our care are growing properly and that their tissues are strong and firm?

While I cannot attempt to discuss all the laws of health, I would like to tell you a little bit about the materials needed to build healthy bodies; that is — the food which we and our children ought to eat.

Now there is a great tendency amongst some people to think that so long as they have a sufficient quantity of food, it does not matter what that food is. That is just as foolish as to think that any kind of mud will do to make bricks. The Victoria Hospital is full of people most of whom are suffering, in either a greater or less degree, from malnutrition or bad feeding. The terrible scourge of tuberculosis is specially liable to attack those whose bodies are badly nourished; and while it is a good thing to build big hospitals for the treatment of this disease, it would be an even better thing to improve the home conditions of the people so that the disease became eradicated. While doctors and nurses can give a certain amount of teaching on health subjects, it is in the schools and among the children that the foundations of this knowledge should be laid.

Tuberculosis is a veritable plague, as dangerous though not quite as rapid in its course, as other plagues of which you have read in history. If the Xhosa people are to be saved from progressive deterioration and final extinction it must be by fighting this enemy in our midst with every weapon available.

MATERIALS NEEDED

For the making of good "bricks" the body needs fresh air, sunlight and good food. Food-stuffs are divided into certain big groups in the following way:-

1. Water
2. Proteins
3. Carbohydrates
4. Fats
5. Salts
6. Vitamins

WATER

1. WATER Besides being necessary for external use in washing, water is perhaps the most important part of our diet. All the solid food that we eat passes through a complicated process of digestion, the purpose of which is to change it into simple substances that can be dissolved. It is only when food is in solution that it can be used by the body. The insoluble residue is thrown out in the daily evacuation of the bowels. It is obvious that water is needed to dissolve the food-stuffs, and at least four pints a day is necessary.

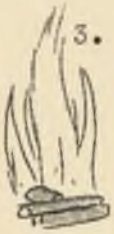
Water is also necessary for the internal "bath-rooms"; that is, to wash away waste substances from the body through the kidneys and bowels.

Most people do not drink enough water. To take half a pint on waking in the morning will often help constipation. Children often suffer from thirst and should be given as much plain boiled water as they want to drink. It is a good plan to boil a fresh supply for the household each day and stand it to cool in an earthen-ware jar. Babies who are breast-fed should only have the mother's milk at regular hours, but between feeds can have plenty of plain boiled water from a spoon.

It is very important that drinking water should be boiled to destroy disease germs. The recent epidemic of typhoid fever which has been responsible for many deaths in the villages along the Tyumie valley was spread chiefly by the river water. The germs causing such diseases are destroyed by boiling the water.

2. PROTEINS The bricks of the living "house" are constantly needing to be renovated and replaced by new ones. Chief among the foods that are used for this repair of the tissues is the group called proteins. They are necessary for growth during childhood and also to replace the "wear and tear" of ordinary life. People who are engaged in heavy manual work use up their tissues more rapidly than those who live a sedentary life and therefore need more protein for replacement.

Proteins are complicated chemical substances containing the element nitrogen. Meat, eggs, cheese, milk, nuts and the seeds of pod-bearing plants (peas and beans) all contain protein. A man doing average work needs roughly about 4 oz. of protein daily. This amount would be contained in 14 oz. of cheese, 17 oz. of beans, or nearly 3 lbs. of mealies.



3. CARBOHYDRATES The analogy of the house cannot be pressed too far, for unlike a building the body is a living thing and moves and works. And just as fuel is needed to make an engine move, or petrol for a motor-car, so fuel is needed in order that, by burning, it may generate the energy to make the muscles of the body work. This fuel is supplied by the carbohydrates in our diet. Carbohydrates contain the elements carbon, hydrogen and oxygen, and on combustion they break down into carbonic-acid gas and water. The greatest bulk of ordinary food consists of carbohydrate, and this is the one group of food-stuffs in which the diet of African people is seldom deficient.

Porridge, sugar, bread and potatoes and maize all contain a lot of carbohydrate. Sugar is the form in which energy is most rapidly given to the body and that is why people who are competing in athletic races or trying to perform some task calling for great physical strength and endurance sometimes feed on sugar just before their ordeal. If excess of carbohydrate is taken above what is needed for the immediate use of the body, it is changed into fat by the body and stored under the skin. That is why people who are very active are usually thin, while indolent people are often fat, but this does not always follow, for there are many other causes of fatness and thinness.

4. FATS There are certain substances present in animal fats that are necessary for health. Of these we shall speak shortly. Apart from these substances the fats themselves are the fuel that gives heat to the body. In cold weather we need more fat as food than in the hot weather, and people living in cold climates such as Greenland or Lapland eat a lot of fat. The diet of many Bantu people does not contain enough fat and consequently they suffer in the cold weather. Besides the fat that comes from meat, milk and butter, there are vegetable fats and oils. Nuts, especially ground-nuts or monkey-nuts, are a very useful source of fat and not used as much as they should be.

5. SALTS Besides the ordinary salt that we add to the food we cook there are other salts present in small quantities in most foods. For instance milk contains lime salts which are very important in helping to form good bones and teeth. The body cannot be healthy without a proper supply of mineral salts.

6. VITAMINS A diet that contains a sufficient quantity of water, pro-

(Continued on p. 70)

TIA

"DEAR READER,"

The Editor sincerely apologizes for the delay in publishing this issue of TIA, the first since May-June. The delay has been due to an unusual amount of other work; even this issue (to be posted to you on December 1) can be published only by putting off other pressing work. For the same reason it has been impossible to finish more than the first 7 lessons of the Afrikaans Course; the author of that course does not want to give his students a hastily produced lot of stuff but a carefully planned set of lessons that will really help them. The holidays will probably bring some free time that can be spent on these things, and the next issue of TIA and the lessons will be published before the Leap Day in 1940. The Editor thanks you sincerely for being so patient, and assures you that either you'll get what has been promised (180 pages of TIA for your subscription, or 50 lessons for 5/-), or else you'll get your money back.

APOLOGIES

Apart from the news, the only way in which we know that there is a war, is the rapidly increasing cost of everything that comes from overseas: clothes, paper, machinery, and so on. If that is the only way in which the war will harm us, we may be deeply thankful and should pray for those countries where it will bring untold suffering, famine, death and hardship to millions. Still, rising costs are a serious problem to TIA, some of whose materials have risen almost 100% already. It had been hoped to get TIA printed next year, but the cost will probably now be prohibitive although we are still trying to make the necessary arrangements. In any case the special rates of subscription offered in the previous issue for large quantities of TIA are now cancelled (orders already received will be carried out), for the loss on those low rates will now be too great for TIA.

WAR

We sincerely regret that one of the members of the Editorial Board, Mrs E.W. Adamson, having retired from Mount Silinda Institution, has resigned her membership of the Board. We are very thankful to her for what she has done to help TIA and wish her all the best we can for the future. By mistake the name of Dr O.F. Raum (Natal) was omitted from the list on page 63. His articles on arithmetic teaching are so popular that we have already had letters asking when his new book will be published.

Our Readers will have noticed that the chief subject of this issue is the health of the Bantu and other Africans. Our next number will deal mainly with the problem: "How can we get the money, possessions, food and so on to help us to live healthily?" There will be articles by African experts from Pretoria and the Transkei on a new kind of agricultural education; an article on how we can

NEXT TIME

(Continued on page 74)

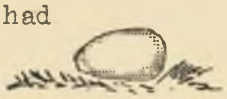
tein, carbohydrate, fat and salts may still be a poor diet and cause bad health. That is because there are other substances necessary for health that are not present in all foods. These substances are called vitamins. It is only within the last generation that they have been discovered, and the cause of much ill-health has been explained. They are called for convenience by letters of the alphabet, Vitamins A, B, C, D, and so on. Some of them are present in animal fats and some in fresh green vegetables and fruit.

Although only a comparatively small quantity of each vitamin is necessary, deficiency of them can cause many serious kinds of illness and also in children stunted rowth. Some of the symptoms that may arise from deficiency of the vitamins are the following:- sore eyes, tendency to catch colds and infectious fevers very easily, some kinds of swelling of limbs, muscular weakness, mental depression or even insanity, patches of discolouration on the skin, bleeding gums, painful swelling of the limbs, bleeding from the bowel, decaying teeth, and sterility. Deficiency of the diet is not the only possible cause of these symptoms but it is one of the causes, and all these conditions occur among the village people in this district as a result of poor feeding, and many of the ailments that are treated in hospitals clear up more because of the good food that the patients receive than because of any medicine from a bottle. Unfortunately when they return to their homes and to the poor feeding, the illnesses come back. That is why it is so necessary that people should understand the importance of diet. Patients sometimes wonder why we so often advise them to come in to hospital for treatment instead of giving them a bottle of medicine to take home with them; in many cases it is because we know that they are unable to get in their own homes the diet that is necessary to cure their symptoms.

Foods that are rich in vitamins are the following:- milk, eggs, butter, dripping, meat (especially liver), fresh green vegetables, tomatoes, lettuce, carrots, oranges, lemons, bananas, spinach. Some of us at the bioscope have laughed at the antics of "Pop-eye the Sailor-man" who after eating his spinach is so strong that he is always victorious under the most fantastic circumstances. These ridiculous and impossible stories have in them an element of truth in that spinach is one of the richest sources of vitamin C, without which no-one can be healthy and strong. Dried and preserved food has no vitamins, but dried beans or peas that have been soaked in water and have begun to sprout are very rich in the vegetable vitamins. Brown bread contains one vitamin, but white bread and finely milled mealie meal contain only a trace. It is a common fallacy to think that white bread is better than brown. It is not.

7. MILK Have you ever considered how wonderful it is that a baby that weighs 7 or 8 lbs. at birth can double its birth-weight in five months on a diet of nothing but milk? That is because milk is a perfect food. It contains water, protein, carbohydrate, fats and salts. If the mother is herself getting good food, then her milk will also contain all the vitamins the baby needs for growth and health. In the case of cow's milk the cow gets the vitamins from the grass it eats and the amount present in the milk may vary at different times of the year, being richer in vitamins when the grass is green. It is possible for an adult to keep well on a diet of milk alone, but he would also need other food if he were doing muscular work.

Unfortunately many of the village people in this district are quite unable to get any cow's milk for their children and to this is attributable the very high death-rate amongst infants at the age of weaning. They catch colds and coughs too easily because of lack of Vitamin A, they get bleeding from the bowel and swollen limbs from lack of Vitamin C, and so on. It is indeed pitiful to think how many babies die every year who might be saved by a pint of milk daily. Most of the older women who attend the Out-Patient Department at the Victoria Hospital, Lovedale, have lost at least half their babies, but to-day I met one who had had ten children and nine were living. This was so remarkable that I asked about her home conditions and found (as I expected) that when her children were small her husband had owned cattle and there had been plenty of milk in the home.



8. EGGS The baby develops wonderfully on a diet of milk only for the first year of its life. At the end of the year it can stand alone, and probably has about eight teeth. But a young chicken on the day that it comes out of the egg-shell can look after itself, running about and picking up food. During the time that it has been growing inside the egg-shell it has fed on the egg-yolk, and egg is another example of an almost complete food, containing protein, fat and some of the vitamins. Egg, with brown bread to supply the carbo-hydrate, is a very good meal for a growing child. The idea that eggs are improper food for girls should be discouraged by all educated people, for they are a very valuable article of food, and one often obtainable when no milk can be had.

CONCLUSION We have seen, therefore, that in order to build healthy bodies the materials needed are complex. A diet that consists only of mealie-meal will never build a bonnie baby. But mealie-meal with milk added and some fresh fruit or spinach every day varied with a lightly cooked egg and brown bread, is a diet on which children can thrive.

It is difficult to change deep-rooted customs and some of

the older people who cannot understand the "Why" and "Wherefore" of what is told them, do not readily accept new ideas. But if the teachers in the schools can instil into the children the one fact:- "That for every disease there is a cause; that no disease arises as the result of malevolent impulses from ill-disposed persons, but is the direct effect following a cause, and that in very many cases that cause is simply unsuitable feeding --"; then one step will have been taken up the ladder by which the people can climb to prosperity and health.

HEALTH OF THE TEACHER

by Miss J.L. Rogers,
Principal of Emgwali Institution

This is a real problem which teachers must try to solve for themselves. Reports come of young teachers becoming ill and unable for duty. Just lately we heard of the death of a bright young teacher. The reason seems to be, that, living some distance from the school, these teachers start off early in the morning without having any mourishment. A good dinner may be ready for them when they return but by that time, generally late in the afternoon, the teacher is too tired to digest this food.

This goes on from day to day, and then the teacher takes a cold, and with no strength to resist, ill-health follows.

Health is one of our most precious possessions, and the teachers must try to value it and to put into practice the lessons learned during training.

What can be done about it?

If it is possible to have a hay box, porridge could be made in the evening, and, if kept in the hay box it would be ready for eating next morning. If school could be reached in time, a fire might be lighted there, and a cup of cocoa or even condensed milk could be made quickly and would help a little.

The problem is a very real one and we should like to hear from teachers in the country how they are solving it.

IN ORDER TO CREATE HEALTH

by Edward C. Jali,
McCord Hospital, Durban

One day I was asked why I decided to take up the Medical Aid course. Let me ask the question in my own way: Can any man die better than having given his own life for the service of his people at their most needy moments of pain, agony and superstition?

Three others and I are in our fifth and final year of training. Next year will count as year one in our service career. I do not know where I shall be posted. I do not care to know where I will go. Oh, what a happy beginning. After all my years of training, I feel quite ready to go out into the Reserves to fight disease. Whereever possible it will be my duty to destroy the disease bugs that kill the people; to teach the Zulus how to live simply, cleanly and peaceably that they may escape the death-carrying germs. May we all follow His footsteps — healing the sick, teaching the ignorant, leading the blind.

It may interest the reader to know what I am doing in my fifth year of training. I am now a fully salaried officer of Health on twelve months probation. Most of the work is in the nature of revision of what we studied at Fort Hare, except Public Health and Maternity lectures. Once a week we motor out for health demonstration lectures to various labour institutions and centres. We are shown things as they occur: breeding places of mosquitoes, flies, mice, bedbugs. Water being one of the greatest sources of infection, we have been taken to Durban's leading water-works. We have been shown the proper disposal of excreta, manure and rubbish.

One day we covered over a hundred miles by car up to the basin of the Umfolozi River in Zululand and there found mosquitoes breeding in millions. This visit brought us face to face with one of the situations we are apt to meet in our future work. A man, very sick with malaria, lay down hopelessly ill on an old mattress in the corner of the hut. Near him sat a man who we afterwards learned was a local preacher. We diagnosed the case and prescribed quinine. The man nodded his head and turning aside muttered in a low tone: "I do not take medicine. If God wants me to die, no medicine can save me." This was the preacher's influence, due to a wrong reading of the

Bible. He himself told us that Christ never used medicine. Why should men to-day use medicine? We said "Good-bye" and left the hut yet we were broken hearted. We had failed to treat a case for which we had a specific drug. May his faith have built him enough resistance to stand the destructive malignant malarial parasite.

We have been to the Leper Colony in an Island set aside as a receiving depot near Durban. We have visited countless other places round about the City. What is most striking about this work is the fact that everybody seems to be eager to give us all the help available. We certainly should leave Durban fully armed for the race we are set to run. We spend the whole day in the Hospital wards. We see every case that goes for operation. The Maternity department has added to our interest. The doctors, sisters, nurses and workers are exceptionally good to us. I wish we could be as good to them.

We have a home of our own a few yards from the hospital. The rooms are spacious and well equipped, and we have our meals there. We have a tennis court where we often play. On Saturdays we motor to town to join the all year round game of soccer. Everybody plays soccer here. They never get tired of it. Durban is a fine place and from the Hospital, standing on the highest point in Durban, one sees the whole city with its lovely green trees and great buildings stretched out before one. Among other things Durban has a beautiful harbour. Week in week out, boats loaded with cargo and passengers leave for various lands. Beginning next year, Durban will be a point from which men, on their Happy Beginning, will annually set forth for all parts of the Union to alleviate suffering wherever they go and to do their best to prevent disease from attacking men.

(The Medical Aid is a new and attractive profession for young African men and women. The ordinary doctor tries to patch up people when they are ill, which is never really satisfactory; the Medical Aid will try to see that they don't become ill. For details write to the Principal, S.A.Native College, Fort Hare, Alice. -- Editor.)

Oo... --oOOo-- ...oO

"Dear Reader" (continued from page 71):-

get help from the Agricultural Department of the Union Native Affairs Department (illustrated with photographs); and an article by a life-long expert on how to develop industries among the Bantu. In addition there will be as many of the following articles as we have space for: Advice to the Young Teacher; Advice to the Young Principal; How to train your pupils to study better; As One Teacher to Another: Getting up a Concert; Science in the Secondary School; Training in Observation; Bringing the Bioscope to School; The Pronunciation of English; How to teach Composition; and probably some others.

T I A

FIRST STEPS IN ARITHMETIC.

ENJOYABLE NUMBER EXERCISES

by Dr Otto F. Raum, Umpumulo Institution

In the first article of this series, it was shown how to interest children in Arithmetic who do not know numbers. Our next task is to make children acquainted with exact numbers. Two chief exercises are suggested to achieve this in a satisfactory manner: Exercises in Counting and Exercises in Grouping. These exercises should alternate. This is indicated by the numbering of the exercises. The Grouping Exercises (with the even numbers) follow in the next issue.

A. EXERCISES IN COUNTING

Through these exercises children should get to learn the series of numbers up to about 20 in Sub-Standard I and to 100 in Sub-Standard II. (Do not impose strict limits). It is very important that counting exercises should be varied and made interesting. It is equally important that counting should gradually increase in difficulty and become more abstract, as shown below.

1) Counting real objects by moving them from their place: The children move (pick up, etc.) and count slates, pencils, books, pupils in class room, how many counters of each kind they possess, etc. (When the children get stuck, the teacher should supply the next number word, e.g. Pupil counts: "One girl, two girls, three girls, er-er-er." Teacher helps: "Four girls". Pupil goes on: "Five girls, etc".)

3) Counting real objects by touching them only: Count seats, doors, inkstands, windows, boys and girls, noses, tongues, etc., and revise some of above. (The more important numbers should be remembered).

5) Counting real objects by pointing at them from afar: Children count trees, fence posts, goats in the bush, a herd of cattle going home to be milked, etc.

7) Counting objects without pointing at them: Children count rafters of roof, passengers in passing car, donkeys pulling cart, birds flying together, carriages on a train in the distance, fruits on a tree, etc. (If counting becomes too difficult, it is no harm admitting that some children were defeated by the great numbers).

9) Counting of sounds or actions: Teacher tells a story of

a smith hammering red-hot iron. In imitation of the sound he beats the table with his knuckles, and the children count. The calls of birds can be reproduced by teacher or children, e.g. white-necked raven: kra-kra-kra; some birds call: du-du-du-du-du!; others again : mbwe-mbwe-mbwe! Children collect sounds that can be counted, e.g. raindrops falling from roof : ta-ta-ta-ta-ta! mealie grains roasting in frying pan: ga-ga-ga-ga! (Some practice is necessary before sounds are counted satisfactorily). Or a pupil jumps "five" and others count, or claps hands, etc.

11) Counting counters: After having counted real objects we advance to count counters standing for any object we imagine them to be! Children love pretending that their counters are human beings (rich or poor, white or black), animals (kept by man, such as sheep goats, cattle, mules and donkeys, or animals of the wilds) or other objects. All these things can now be counted in imagination. As in the case of counting real objects, counters should first be counted by being moved, then by touching and when this is mastered by pointing, then by sight.

13) Counting drawings of objects: The kind of exercises suggested here are stories by the teacher about happenings in which numbers occur, e.g. Farmer Mbatha felled 6 wattle trees; or: My hen has hatched 11 chickens, etc. Similarly the children should be made to tell their experiences, e.g. A martin killed three of our hens last night; or : My uncle has ten cows and three oxen. The children should learn to make picture symbols for the objects mentioned, because these symbols can be counted quickly (Examples: 0 (circle), X (cross), / (stroke).

§····· ···· §§ ···· ·····§

▽ TEACHER WANTED:- Teaching & Boarding Master wanted Jan. 1940. Duties include supervision of boys in small Teacher Training Department, and Head Teacher of Practising School. Ability to teach elementary science an advantage. Apply stating qualifications, experience, whether married, languages, and salary required, to:-
- Principal, Hope Fountain Institution, P.O. Hope Fountain, S. Rhodesia.

▽ SUNDAY SCHOOL:- The Bantu Section of the S.A.National Sunday School Association, Box 17, Port Elizabeth, announces:
Prizes of £1, 15/- and a book are offered for the best essay by a Native on "Why should we teach the Bible to children?" Essay to be from 1,500 to 2,000 words, in English, on one side of the paper, with full name and address of competitor and correct postage. Must reach address above on or before December 18, 1939.
A Correspondence Course for Bantu Sunday School Teachers in rural districts is planned for next year. Fee: 1/6 for 8 lessons.

-:AS ONE TEACHER TO ANOTHER:-

..o Hints on Arithmetic o..

E-Lungile School,
P.O. Nowhere.
11th November, 1939.

Dear Funisisa,

I was glad to find you so much better when I came to see you the other day. But we will soon be having the holidays and I hope that you will get right over the effects of the 'Flu' during that time. It was very kind of you to let me have the exercise book of Arithmetic sums that you had set out. I have returned it by book-post to-day. Now, I hope you will not mind if I say a little about the sums.

First, let me say that I think you have got hold of a good idea in making all the operations such as the pupils will be familiar with. But this only applies really to problems: sums that the pupils have to think out for themselves what arithmetical operations to use. These you have quite a lot of and most likely, these are those you are short of in the text-books. I do think you will have to revise some of your wording in these problems. The language of the sums must be suitable to the stage of the pupils just as much as the sums themselves. That is one of the points that we spoke of at our last teachers' meeting. If the language is awkward then the test is a language test and not one in Arithmetic. You know how careful you have to be in front of class, careful to use familiar words, just the same in the arithmetic sums applies.

Then, when you speak of bicycles, spades, ploughs and other things, you must be careful to see that the prices are somewhat near correct. Bicycles are not bought for £3. 14s. 6½. each, so why ask the cost of 10 of such? That is just where the other part of Arithmetic comes in. There is another side that cultivates 'quickness' of calculation : this also requires exercise to get it to perfection. Problems test the thinking before the working; set sums only exercise the mental quickness of calculation. If you set a sum "What is 10 times £3. 14s. 6½d. ?" then you upset no previous idea in the child's mind. But that is just the sum about the bicycles set in another way.

You have no 'tot' sums in the book: perhaps you do not want that kind or you have enough in the text-books. I find them very useful and also, I like to have them worked out beforehand so that I

know the answer. You know what I mean by 'tots' — addition of several lines of figures; sometimes plain and at other times in £.s.d. Quickness and accuracy is the 'aim'.

That reminds me, I used to find that the children wanted to do the reduction from pence to shillings in a little sum, and that was the place where most of the mistakes were made. Division by 12, is not easy for these young ones. Besides, whoever sees a shopkeeper using scrap paper to work out this reduction? So why should we teach our children to do it? There is another way and a very good way too. Tell the children to change every 12 pennies into shillings as they come, and not wait till the end. Let me try to explain.

d	
7	This is the process: (5d) requires 7d to make 1/-. So then
10	5d and [9d] (7d and 2d) make 1/2; then 10d is 2/-; and 7d
[9]	more makes 2/7. That is not a good example. Let me
(5)	take another: 7d, 9d, 10d, 5d, 8d. What is the total?
2s. 7d	7d requires 5d to make 1/-: so 7d and 9d(5d & 4d) make 1/4. 1/4 requires 8d to make 2/-: so 1/4 and 10d (8d & 2d) make 2/2; then 5d, 2/7. 2/7 requires 5d to make 3/-: so 2/7 and 8d (5d&3d) make 3/3.

There is no division by 12, and if you have taught simple addition by the method of 'completion of tens' this is only a little different, 'completion of 12s.' I do the same with the shillings & change into 10/- notes as I get the shillings and then the 10/- notes into £1: that way I have no division by 20. At the start, the pupils were a little slower, but they soon picked up the method and could look at the Black-board, add up and put down the answer without using the slates at all.

Well, best luck for the holidays and come back quite strong again. I go to East London as usual. My best wishes to you all,

Yours sincerely,

J. Kwatsha.

Oo.... .oOOo. ....oO

A LANGUAGE NUMBER:- We are planning to devote the main part of one issue of TIA to the teaching of language, as it will be more helpful to teachers to have the advice in one booklet than to have it scattered over many issues. Teaching language is by far the most important job of the school, and TIA's advice will not only be the most modern and up-to-date but will, as usual, be guaranteed thoroughly practical -- 5/- to any Subscriber who can prove that any suggestion of TIA won't work! That issue will probably be published in April -- so be sure you get it.

HANDWORK IN THE SCHOOLS

by Mr J. Noble, Redditch

L I G H T W O O D W O R K

This form of handwork is suited to the physical abilities of younger boys, and can be carried out in any class room. It will afford excellent opportunity of developing the constructive ability of the child and useful and attractive models can be made.

HAND & EYE TRAINING

STRIP WORK Get from your nearest store empty boxes which have been used for carrying sweets, Epsom salts, Reckitt's Blue, petrol, soap, or anything else. Take the boxes to pieces carefully, not damaging the wood, and keep all the nails. The pieces of wood you get in this way will later be cut into narrow strips -- width according to the model to be made.

TOOLS NEEDED are: Knife, file, hammer, try square, old flat-iron without handle, bench hook, tenon saw (this last is not absolutely necessary).

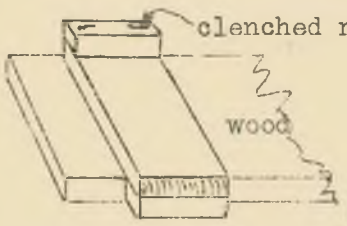


FIG. 9: Bench Hook

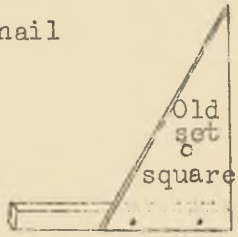


FIG. 10: Try-square

FIG. 11: Try-square

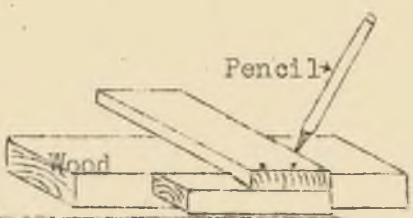


FIG. 12: Using a try-square

Every child should be provided with a bench hook (Fig.9) made by the senior pupils or by the teacher. It is used for holding parts of boxes firm while they are being cut to the width and length needed; also, while the pupil is using the knife to cut his wood, he can rest his piece on the bench hook, which thus protects the desk or teacher's table from being cut by the knife.

To make a bench hook, use ends of petrol or soap boxes. Cut one piece 10" long x 4" to 5" wide. Two other pieces 4" to 5" long x 2" wide are nailed or screwed to the bigger piece of wood, as in Fig. 9.

A try square may also be made by nailing or screwing an old wood set square to a thicker piece of wood (Fig. 10), or by nailing or screwing a piece of thin wood with a true edge (i.e. straight and square edge) to a thicker piece (Fig. 11). Fig. 12 shows how it is used to draw a straight line at right angles across a plank.

NAILING The strips of wood are nailed together with the thin wire nails pulled out of the boxes that were used. The part of the nail point that sticks out is "clenched" or bent over flat with a hammer (see top of bench hook in Fig. 9), the old flat-iron serving as the clenching-block.

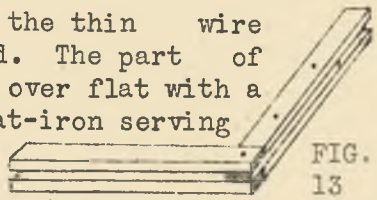


FIG. 13

JOINTS Lapping is the only joint used in strip work. To make this joint, arrange the strips of wood as in Fig. 13 (one strip overlapping the other), and then nail them together.

MODELS The following pictures show a few of the many models which may be made; where necessary, explanations are given.

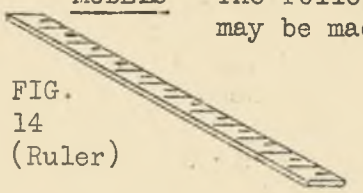


FIG. 14 (Ruler)

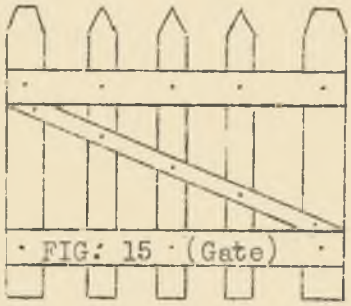


FIG. 15 (Gate)

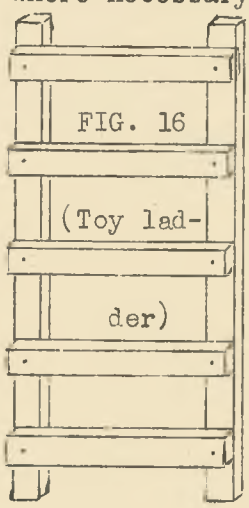


FIG. 16 (Toy ladder)

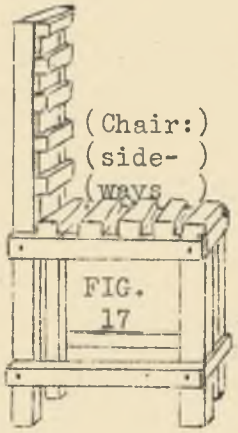


FIG. 17 (Chair: side-ways)

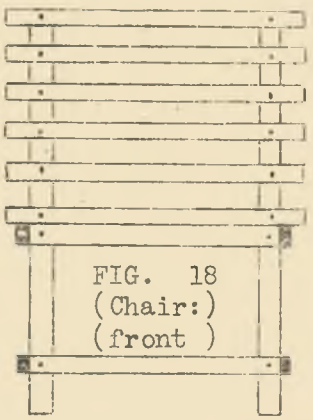


FIG. 18 (Chair: front)

FIG. 14: The ruler is marked in inches and half inches.

FIGS. 17-18: A toy seat or chair made of two long pieces of wood for the back legs, and two shorter pieces for the front legs; all the legs should be thicker than the cross-pieces nailed to them to make the seat and the back.

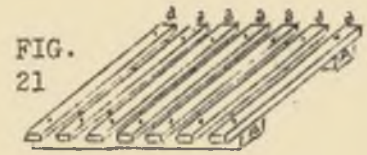


FIG. 21

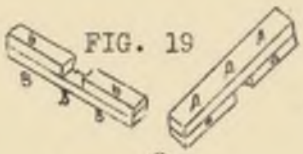


FIG. 19

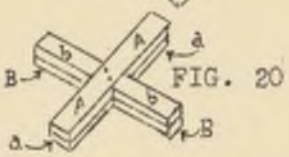


FIG. 20

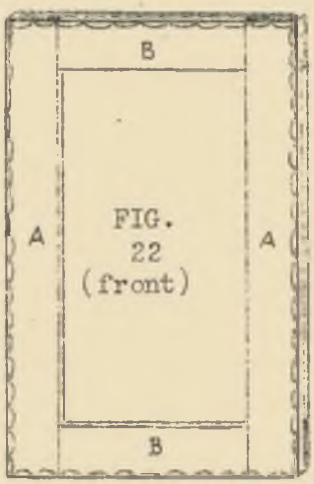


FIG. 22 (front)

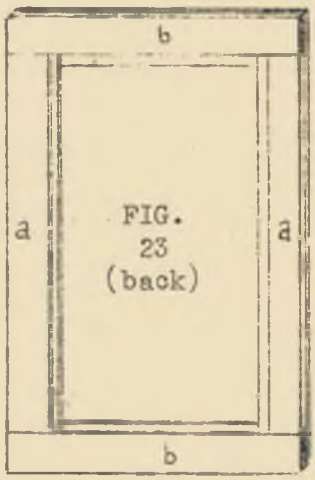


FIG. 23 (back)

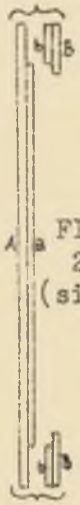


FIG. 24 (side)

FIGS. 19-20: A teapot stand using lap joint. All the strips used must be equally wide and thick. First, as in Fig. 19, nail three strips (A, a & a) together, leaving between the two short strips (a & a) a space just as wide as the wood strips themselves. Make two of these. Then, as in Fig. 20, lap them over and nail them together.

FIG. 21: A teapot stand: Strips of wood (a a a a) about 6" long and $\frac{5}{8}$" thick are nailed to two thicker pieces of wood (A A) which are just as long as the strips.

FIGS. 22-24: Photo frame: If your wood is 2" wide, cut two pieces (A & A) 4" longer than the length of the photograph to be framed. Also cut two pieces (B & B) just as long as the photo is wide. Then (Fig. 23) cut two pieces (a&a) just as long as the photo and $\frac{1}{4}$" narrower than the long pieces A A; also two pieces (b & b) 4" longer than the photo is wide and $\frac{1}{4}$" narrower than the short pieces B B. With glue or nails join (Fig. 24) the narrow pieces a & a to the wide pieces A & A, and the narrow pieces b & b to the wide pieces B & B. Assemble the pieces together as in Fig. 23, fit the glass and the photograph, and cover the back with a piece of cardboard glued or nailed on to the back of the frame. The front of the frame may be decorated with paint, or with simple carving as in Fig. 22.

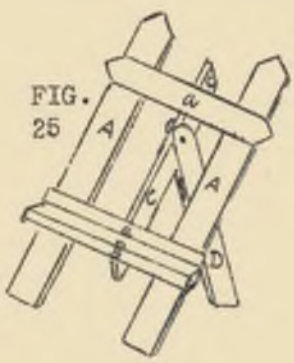


FIG. 25

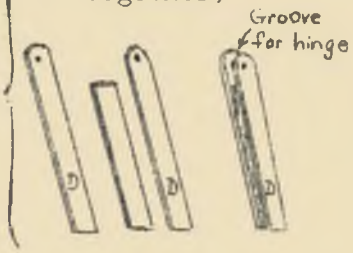


FIG. 26 (putting D together)

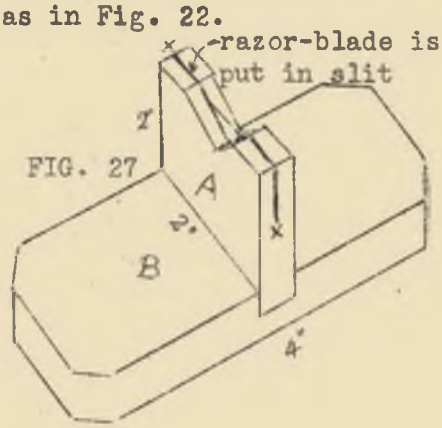


FIG. 27

FIG. 25 & 26: Easel for displaying a photograph or picture. Cut two long strips of wood (A & A) not less than 1" wide, and two short strips (a & a) the same width. Nail them together as in Fig. 25. To the bottom strip nail a piece of wood $\frac{1}{2}$" wide (B) for the photo to rest on. Then nail strip C to the back of cross- pieces a & a. For D cut two long strips (Fig. 26) and one short; nail them together, placing the short strip between the two long ones; the groove left at one end will fit into C; drive a nail through C and D at that end, and a hinge is formed.

FIG. 27: String cutter: Two pieces of end of box are cut to sizes given in drawing; a slit X is sawn in piece A, and then A is nailed to B; in slit X a safety razor blade is placed, on which to cut string.

(These excellent articles, which are continued from our previous issue, and which are guaranteed perfectly practical in any school no matter how poor it is, will be followed by more from Mr Noble's pen. Mr Noble has succeeded at Healdtown in proving that woodwork can be made Real Life woodwork from the start. In the bad old days (which still exist in most of our schools) we learnt woodwork by spending months listening to lectures on "dove-tail joints", "mortice & tenon joints", "dowel joints", sawing, planing, chiselling, different kinds of woods, etc. etc. until we were sick of woodwork. After about six months or a year we might start making something -- usually something we didn't want & weren't interested in, like an inkstand or a pipe-rack (pipe-rack for boys of 10!), never something we wanted to play with or work with outside, like a boat or a kite or a soap-box car. No wonder our joints were loose and our sawing crooked -- what did it matter? A badly made boat would sink and a wobbly soap-box car would land us in the ditch, and so we took jolly good care to teach ourselves outside the school to make boats that didn't leak and cars that didn't fall to pieces -- but what did a bad pipe-rack or inkstand matter to anybody? My father didn't smoke; my best friend's father smoked cigarettes; the father of another friend was dead; the fathers who did smoke already had excellent pipe-racks and certainly didn't want our contraptions; and of course none of us were allowed to smell a tobacco pipe! As for those inkstands, they were just a nuisance on our study tables, continually upsetting our ink-bottles. Why then did we learn woodwork in this way, and our sisters learn sewing and cooking in the same way?

Because of the ancient idea beloved of grown-ups and teachers who have forgotten their own childhood, that children are bad and stupid by nature; that children therefore cannot do anything good by themselves; and that in order to get them to do the right thing, we wonderful grown-ups must "discipline" them into the right thing with the cane and with "a thorough grounding in First Principles" before they can start doing the things they want to do in Real Life.

So before you may fall in love in Real Life, you must first swot up "the First Principles" of Love in a Psychology book. - Edit.)

TIA

EDUCATE FOR LIFE!

by Baron von Rapacki-Warnia

During the time that I have been in charge of the newly founded Industrial Department of the Bantu High School in Bloemfontein, several interesting points have presented themselves to me. Before going further I would like to mention that this department is at present attached to the Bantu High School, but it is hoped that in time to come this section will develop into a separate school — a proper industrial school. There are quite a number of classes that this school intends to take up, such as Carpentry and Joinery, Building, Plumbing, Motor Mechanics, Tailoring, Shoe-repair, and in course of time classes for girls.

There are two things that are on the programme of the school, which are totally new ventures. One is, a class for training Waiters and Hotel-porters and the other is a Bantu Art class. The latter may be a dream, but the former is a very real proposition, as I consider it a greatly needed kind of training, so many Bantu young men going into that occupation and finding it difficult to get on. They must either go through a long time of training, mostly at a small renumeration, or content themselves with very inferior positions with little or no chance of advancement. This could be remedied to a very great extent by young men being correctly trained. There are such schools in Europe. There is very little doubt that hotels would welcome such training, all the more so as they would be able to get a report on the man needed and would not have to run the risk of getting, perhaps, an unsuitable man, as so often happens.

The department insists, and quite rightly so, that the boys entering the school for their period of apprenticeship, must have their Std. 6 certificate. It would be practically impossible to give any real thorough training with a lower qualification. Taking it for granted that the schooling up to and including the Std. 6 was a good one, we cannot get away from the fact that general knowledge of life is by necessity very restricted, and that proves a great hindrance in the teaching of theory in all industrial classes. Here I would like to mention a few examples.

At present I have nearly 190 pupils in Sts. 5, 6 and 7, and I must state the amazing fact that not a single one was able to read

a ruler correctly; only a few were able to handle the fractions needed in connection with a ruler; and none could transfer a given measurement correctly on to paper or wood. It is no use saying that wood work was a new factor to them. We all know that; but that does not excuse the teachers who should have taught the use of the ruler in arithmetic at the given time.

Another fact that amazed me greatly was the absolute lack of knowledge in connection with tools, but that one cannot criticise. What one does find definitely disturbing, however, is the fact that Nature Study teaching apparently does not touch anything that has anything to do with woodwork or any other trade. All these boys, and they come from all parts of South Africa, possess hardly any knowledge of commercial trees and the timber that is imported into this country. Where is the teaching of geography for Std. 6? When it came to mentioning trees of our own country I drew a total blank. The pupils just did not know them. That is bad. If teaching our young Bantu means to cram their heads full of theoretical stuff and leave out all that constitutes real general knowledge — knowledge about their own lives -- then I cannot see much use in the whole process.

One is surely not propounding new ideas when one says that it is essential that the mind of the younger pupil should be awakened and his reasoning capacity should be enlarged by widening his general knowledge with the things connected with ordinary matters of life. One knows that most of the boys have little chance of picking up a great amount of such knowledge in their daily surroundings, but then it is the duty of our educational system to work in that direction. How often has one noticed that in our Bantu schools there is to be found any amount of spelling, reading, singing, group-reciting, etc. These are all very useful things, admittedly, but to my mind mighty useless and abstract, if that same boy cannot address and post a letter correctly, or does not know the common traffic regulations of the high-road. The average primary pupil gets a very stiff and in 90 cases quite useless dose of arithmetic, yet that same pupil in many cases cannot even check out whether the shopkeeper has given him the correct measurement when he has bought some cloth. General knowledge, nature study and hygiene should, from my point of view, play a much more important role than they do at present. They are stepchildren of the teacher. Ability to read and write are essential, but of what use are they if the matter read is hardly comprehended and the ability to write does not go hand in hand with the ability to put thought to paper.

I have made hundreds of tests, mostly of the most simple type, and I find that the young Bantu boys are intelligent enough but that at school they lack training in the elementary things in life. What should we do then? See our next issue.

TIA

An INSPECTOR SPEAKS

In our last issue the first part of a lecture on "How to teach a Language" by Mr S.B. Hobson was published. His views cannot just be called "nothing but theories", for he has had a far wider experience of teaching and using language than any teacher in South Africa. He has taught in a variety of schools; he has listened to thousands of lessons by hundreds of teachers in all sorts of schools; as inspector and examiner he has tested the language work of tens of thousands of pupils; & finally he himself is a very successful author -- an artist in the use of language. In our previous issue he dealt with grammar ("Grammar hardly improves English composition at all, while good reading produces a great improvement"), recitation and spelling ("Each child should be allowed to choose his own recitations"; "A child should be taught to spell only those words he will need to use"). In this issue we publish what he said about the other parts of language teaching: Written composition, oral composition, literature, silent reading and speech. He was dealing with the least important parts first (grammar and so on) & slowly moving to the most important parts (speaking, silent reading, &c.).

COMPOSITION

Teachers will probably be shocked to see written composition so far down the list. It came as a great shock to Mr Hobson when, after years of teaching and stressing its value, he realized what it was worth. Written composition is not a means of teaching language: it must be the final product, the culmination of the whole process of teaching language. Its value is to get pupils to write about something on which they are bubbling over to talk, and to make a whole class write about one subject does no good at all, for 40 pupils won't all be bubbling over with enthusiasm about the same thing. No child should be made to write about anything which he doesn't feel the need to write about. (So kill & bury that very popular composition subject in Bantu schools: "The Cow. The cow has four legs. The cow has a tail. The cow has two horns." Etc. Instead, when a child comes to school bursting with excitement because "My cow has had a beautiful calf and it will grow up into a fine cow and I'll get lots of milk and money and I'll buy...." -- then let the child write about that. — Ed.) A useful idea is simultaneous composition in 5 minutes: The children are asked to write a picture in 5 minutes of something interesting such as "The sound of a stormy sea on a rockbound coast"; in the next five minutes they write about "The smell of such a scene"; in the next five minutes about "What this scene makes me think of", and so on.

In oral composition a tremendous amount of time is wasted by unprepared lessons. Both teacher and pupils should prepare. Indeed, the teacher has to plan this part of his work with special care. The child must have something he is bubbling over to say, and he must have an audience to say it to. Most children know that the teacher is not really interested in what thoy have to say and that he is watching ready to pounce on them as soon as they make a mistake; no wonder he can't get them to talk. A good idea is to tell (say) 3 pupils at the beginning of the week that they will have to give "lecturettes" at the end of the week, preferably on subjects they have chosen themselves. Then they have to prepare what they want to say, make rough notes and prepare diagrams if necessary, and lastly deliver their talk to the class in a ten-minutes lecturette. This kind of oral composition is very important, but, says Mr Hobson, "I hardly ever see an oral composition lesson either in my Secondary Schools or in my Stds 5 and 6."

ORAL COMPO.

A great deal of time is also wasted by a stupid use of reading aloud. From Sub. A to Std. 3 it is necessary, but (a) it must be individual: each child should come out separately to the teacher and read, while the rest go on with their work; (b) even before Std. 3 it must grow less and less and silont reading more and more; and (c) above Std. 3 there should never be reading aloud as a means of teaching reading: if it takes place at all, it must be only to give pleasure and information to others (for instance, when one child has found something interesting in a book and reads it to the rest who don't have that book), and therefore a child should never read aloud without the most careful preparation and a definite purpose. The usual reading lesson where one child reads aloud while the rest of the class listen and fiddle about or read ahead, is an utter waste of time.

READING ALOUD

Studying literature is exceedingly important because everybody should learn to like reading good things, but the usual method of teaching literature does not get children to like reading good things. When they read Shakespeare or Scott or Shaw they are crammed with names and dates and the opinions of such & such a critic about the style or the author's life and so on and so on. The thing that matters is that they should enjoy the beauty of the classic. If they have to swot a lot of dead stuff that the teacher thinks will be needed in the examination, they will hate the classics for ever.

LITERATURE

Very important indeed is silent reading, especially fast silent reading. By means of flash cards and yother methods children must be trained to read faster and faster. We want to read to get information and enjoyment, and the faster we can read the more we can get. Reading aloud makes children read slowly, for they are taught to mouth the words, and that wastes time. If a child cannot

SILENT READING

(Continued on p. 90)

T I A

RELIGIOUS & EDUCATION.

by Rev. Mungo Carrick, M.A., B.D.

In 1933 the Consultative Committee of the Board of Education in Great Britain began an investigation of Secondary Education and this has now been published as "The Spens Report". I hope that the Editor will be able to tell you in this or a later issue something about the proposals of this Report regarding the development of higher education. I am concerned here to draw attention to the part of the Report that deals with religious education and I have before me only references to the Report and suggestions based on it; I do not have a copy of the Report itself. The suggestions made in other countries about religious education are well worthy of our attention and ought to stimulate thought and action among us.

Firstly, the Spens Report deals with the questions of religious education fully and courageously. Before a world situation which demands a united Christendom the Churches are learning to lay aside their differences, to think things out together and to work together. Religious controversies are rapidly becoming unhappy memories of the past. It is now more clearly seen that "the confident secular answers to the perplexities of life are not really answers at all." There is more than one indication that "men of goodwill"mean to make the knowledge and power of the Christian religion felt in all spheres of life. Not the least of these signs are the production of Agreed Syllabuses of Religious Instruction and an unofficial Conference between Anglican and Evangelical Free Churchmen on Religious Education.

Most of our schools, primary and secondary, in South Africa are under the control of Churches and missionary bodies. Even so,religious education is not all it might be. Each denomination deals with its own problems. In the Cape the Churches decide their own syllabuses; in the other provinces the Churches merely follow syllabuses prescribed by the Education Department. Teachers in primary schools do not seem to enjoy the teaching of Scripture. "The subject is often perfunctorily treated by teachers who have no expert knowledge of it and are unwilling to take responsibility for it; it may be crowded out as an examination approaches." We need in South Africa what the Spens Report in this section has done for Britain — we need full and courageous statement of the aims and methods of religious education. We need also a series of agreed syllabuses. The Christian Council or any other qualified body which sought to supply these needs, in however tentative a way, would be doing the cause of

religious education a real service.

The second point arises out of some remarks already made. Our teachers ought to be better qualified in this subject. The teacher with N.P.L. or N.P.H., or even the teacher with a Degree and a higher professional certificate is left to apply for himself the general rules of method to this subject. Moreover, his knowledge of the subject is usually quite scanty and unco-ordinated. He may have studied in his elementary school days several series of lessons such as Characters of the Old Testament, Simple stories in the Life of Jesus etc. But to be able to teach the Scripture intelligently his knowledge ought to be more thorough and systematic. Otherwise, he only succeeds in skimming the surface. Now the Spens Report makes clear that many teachers who have no specialist training in the Bible or theology value their Scripture periods and enjoy teaching this subject, but are looking for guidance about courses, the selection of books, etc. This may be to some extent true of our country also. It would be most desirable to have on the staff of every secondary school in South Africa, especially those schools not under Church control, a specialist teacher of this subject. In Great Britain there is now a growing number of teachers qualified in two subjects of the secondary course, one of these being Scripture; e.g. English and Scripture, History and Scripture, Mathematics and Scripture, etc. The Scripture qualification at present requires a post-graduate year of study.

What can be done to equip our teachers more adequately for the task of imparting religious instruction? We intend giving what guidance is possible in these columns, but two other possibilities might well be attempted where they are applicable:-

1). The insertion of religious knowledge in courses for Teachers' Diplomas (N.P.L., N.P.H. and the S.A.N.C. Diploma in Education).

2). The provision of a Degree Course in Religious Knowledge.

The former suggestion will no doubt appear to many to be the last straw on the poor camel's back, for the syllabuses of teachers' professional courses are already very full. The latter suggestion would imply a Scripture Knowledge pass in the Senior Certificate since Universities do not grant a pass for elementary knowledge of a subject. If we value Christian education which has already done much for Africa we will give serious thought to these proposals. Readers of TIA can figure out the merits or demerits of these suggestions for themselves. Meantime we shall do what we can through the medium of this paper to help teachers with their problems in the teaching of Scripture. You can help us to do this by letting us know what are your problems.

NATIVE EDUCATION IN NORTHERN RHODESIA

by Mr A.C.J. Ramathe,
Principal, Munali Training Centre

In a previous issue we stated that we would give a detailed description of the schools mentioned therein. We shall, therefore, describe them one by one.

We said that Munali Training Centre, at Lusaka, is the largest Government Training School in this Province. Some of our readers may have known of a Government School at Lusaka by the name of "Central Trades School". This school, as its name indicates, was a trades school; it offered courses in Carpentry, Bricklaying and Thatching. The aim was to introduce such courses as Shoemaking, Basketmaking, Blacksmithing, Tinwork and Motor Mechanics. At Mazabuka, where we have the Head Offices of the Education Department, there was another school generally known by the name of Jeanes School. At this school teachers were trained. Last year, the Jeanes School at Mazabuka was transferred to this place; in other words the two schools mentioned above were united into one, and the name given to the united school was "Munali Training Centre". This school has been named after the late Dr Livingstone: "Munali" was a nickname given to Dr Livingstone by the Africans in this part of Africa.

Ever since the Amalgamation of the two schools, some other courses have been introduced: "The Clerical and Secondary Courses". But the amalgamation of the two schools has not frustrated the aims of the Trades School; for at the beginning of this year an Instructor in Basketry was appointed. It was decided later that the Normal Course should be transferred to some other place, and it was therefore, transferred to a place called Chalimbana, about 35 miles away from here.

In this Province, as in some other provinces in Central Africa and East Africa, the European population is comparatively small; consequently, the policy of this Government is to train Africans for such posts as Clerks, Hospital assistants, Land surveying, etc., etc. and such people will in future be trained at Lusaka, although the Medical School, where Hospital assistants, orderlies, nurses, etc, are trained, is not one and the same as Munali. (The Medical School is under the Director of Medical Services and not under the Director of

Native Education).

The Upper Middle School Classes (Stds. V & VI) are still in most cases taught by European Teachers as no African Teachers capable of teaching these classes are available in this country. The Director of Native Education has decided to recruit some Native Teachers from the Union for that purpose. The CENTRAL ADVISORY BOARD has also decided that some Native Teachers should be trained in this country or be given bursaries to go for higher education in the Union or somewhere else with the aim of employing such teachers in the Upper Middle Schools.

During the last few months Munali Training Centre was under the Principalship of one of the Superintendents of Native Education, and it has made rapid progress expanding in all its branches. The school gardens are as good as a good model should be; for it is one of the essential principles that Africans should be taught some elementary principles of agriculture, for the greater part of this country is wholly left to them to do as they wish on it. I think why the Superintendent of Native Education is so keen about teaching Africans at the earliest stage how to till the ground, is because he saw how the neglect of such an important duty may lead to ruin as it has done in Basutoland, where he used to be an Inspector of Schools.

(To be continued)

Oo.... .oOOo. ....oO

An Inspector Speaks (continued from page 86):-

read fast, he will be afraid to tackle such long works as Dickens and others. "Skimming" is often said to be bad, but all of us do it every day in reading our newspapers and find it very useful. Silent reading means reading with the mind and not with the mouth, reading quickly & taking in whole sentences or parts of sentences at a time instead of mouthing each letter and each word slowly and with difficulty as one continually sees in our schools. But if the children read silently, how can the teacher make sure that they have really read and understood? One way is to make them write a summary at the end of every chapter, but that is a sure way of killing any interest they may have in reading, for it turns reading into a task. A better way is to have a slip of paper for every book in the school library, with about ten questions about the story written on the slip, for instance: "Where was the hero when the rock fell down? How much did the scientist pay for the formula?"; these questions have to be answered in a few words. The teacher can gradually build up a supply of such questions. Still easier is the "standard framework" of questions that will fit any book, e.g. "What is the name of the author? of the book? of the 3 chief persons? Which 2 incidents interested you most? Why? Give five new words you learnt."

Taught by these methods, any language is sure to be interesting and the teacher sure to be successful.