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DISCUSSION

Mr. R.S. Foster (Uganda):

Efficient teacher training is the most fundamental factor in any educational system; but there is a real danger of petrified procedure, of regimentation in training institutions. To counteract the tendency to stereotyped teaching, possibly the Jeanes teacher should be of great assistance.

Mr. H.J.E. Dumbrell (Bechuanaland):

Teacher training must be more closely related to the conditions into which the teachers will go. Provision should be made for two types of specialised training, viz. rural and urban.

Mr. T. Cranston (Gold Coast):

While in the Gold Coast no African, if qualified, is barred from any post, only registered teachers may teach. Sir Gordon Guggisberg held that it was better to have a few well-trained teachers than hundreds of bad teachers. No syllabus is laid down for any teacher training institution, but a board of inspectors visits all to satisfy itself regarding their standards. No subject, however, is taught which is not found in the primary school. Great stress is placed upon refresher courses, as a means of exchanging ideas rather than for more advanced formal instruction. After a sound normal course and four or five years' experience, a year's training in social work should be enough for a Jeanes teacher.

Dr. E.G. Malherbe (Union, South Africa):

Should Jeanes teachers be trained ad hoc? If so, the entrance qualifications, the curriculum, and the aims should be considered very carefully. There have been objections raised to all forms of teacher training, many holding that teachers are born, not made. To this the reply

has been made that "the birth rate is too low". Every teacher can be helped to teach better. The kind of help, i.e., the kind of training, must depend upon nature of the demand for teachers, the type of community to be served, and the place and prestige of the teacher. There is danger, however, of over-systematisation, and in the training of Jeanes teachers, this must be avoided, for in this field, perhaps more than elsewhere, the spirit counts for most.

Mr. D.McK. Malcolm (Natal):

In Natal we are using Africans in teacher training, and very successfully. I cannot say that we find any of the priggishness mentioned by Mr. Welsh.

Mr. J.G. Steytler (Nyasaland):

Religious training must be basic to the whole course of teacher training, and the vernacular language should be the language of the teacher. So little has been said of the teacher's wife, who should be trained on parallel lines, and at the same time for "a changed man needs a changed mate".

Mr. G.H. Franz (Transvaal) held that experience showed that European teachers born in South Africa are far better teachers of Africans than those who come from overseas.

Mr. H.F.G. Kuschke (Orange Free State) ^{dis}agreed with this view. Referring to the moral lapses of African teachers, he thought the incidence was such that special account should be taken of it, and instruction given in the training course to help them to overcome the weakness. Possibly the cultivation of hobbies might help.

Reverend Fr^{de}. A. Winter, C.R. (Southern Rhodesia) speaking from considerable teaching experience in the Union, held that the multiplicity of vernaculars there made it impossible to use a vernacular as the medium in teacher training.

He considered, too, that the curriculum is over-loaded, and thought that, with a good entrance educational qualification, it should be possible to emphasise the teacher training as against academic instruction.

Mrs. Rheinallt Jones (Union):

Training in social work should be included in all teacher training courses, and refresher courses in social work might be thrown open not only to teachers, but to all engaged in social work, and thus helpful exchange of ideas secured.

Reverend H.S. Curtis (Southern Rhodesia) urged that simpler language be used.

Mr. J.M. Burton (Basutoland) drew attention to the value of auxiliary bodies, e.g. Pathfinders and Wayfarers, as a means of inculcating Jeanes spirit.

Mr. B. Mashengele (Jeanes teacher, Southern Rhodesia):

The Jeanes teachers kindle the fires of development among the people, but the supervising work of the inspectors should keep the fires ablaze.

Mr. J. Kundhlande (Jeanes teacher, Southern Rhodesia):

The Jeanes teachers are the yeast of the bread of development.

Mr. G.H. Welsh replied briefly.

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HOME DEMONSTRATORS' DISPLAY

The afternoon was spent in a visit to Epworth (Methodist) Mission, where through the courtesy of the Superintendent, the Reverend John Noble, members of the Conference were able to see, in the Native village, a model display by Home Demonstrators, to visit the homes and schools, and to witness a display by Pathfinders and Wayfarers. Dr. Loram expressed the gratitude of the members of the Conference for a very pleasant and instructive visit.

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