

TITLE : TEACHER TRAINING

SPEAKER : MR. A. N. BOYCE

RAPPORTEUR : DR. G. J. KRIGE

I have thought it best not to detail the main points raised by Mr. Boyce in his paper on the Education of Teachers. There are two reasons for this. Firstly, the paper has been circulated with recommendations to delegates, and secondly, Mr. Boyce dealt almost exclusively with general principles which should be adopted in the training of teachers. As admirable as his recommendations may be, they do not relate directly to those aspects of the problem peculiar to the instruction of African teachers in South Africa. Some of these were, however, considered during discussion, and the rest of my report will be devoted to a consideration of them.

A brief review of the present situation was first given.

The following points emerged :

1. There are 23 teacher training colleges in the Republic, and 5 in the Transkei. It is hoped to reduce the number of colleges by replacing several smaller ones with a number of larger institutions having 400-500 students.

2. 2000 teachers per annum are turned out at present, and it is hoped to raise this figure to 3,5000 by 1972. Each year 300-350 more teachers are required in secondary schools.
3. In the average training college, 60% of the staff is white, and the remaining 40% African, although 4 colleges are completely staffed by Africans.
4. Recruitment of primary school teachers is not difficult, but at the secondary level the profession suffers from severe competition for the talents of the matriculant. In addition to the teacher training carried out at the Bantu University Colleges, a 2-year teachers certificate taken at departmental colleges can now be obtained by students who have reached senior certificate standard at school. These teachers will be used to instruct Forms 1 and 11. Bursaries of R100 p.a. are available to them.
5. Training colleges are being given more freedom in choosing their syllabuses and setting their standards.
6. There are plans afoot to step up the training of specialist teachers, for example in domestic science and commercial subjects.

The remainder of the discussion concentrated on the advisability, or otherwise, of instilling a sense of professional ethics into the teachers during his training. It was pointed out that this was a matter of great concern among African teacher organisations, one of which had recently drawn up a tentative code of ethics. A broad spectrum of opinion in this matter was, however, revealed by the small audience. On the one hand, an eloquent plea was made for the formulation and inculcation of a clear-cut code of ethics, whereas on the other it was felt that the problem would automatically disappear as the African teacher gained a greater sense of responsibility. But then how was this to be achieved? Here it was generally agreed, - and these are the first two recommendations, - that

1. the teacher, during his training, should become personally involved in the community in which he taught, so as to gain first hand knowledge of the problems peculiar to his pupils, both of a general and of an individual nature, and that
2. the community should reciprocate, by taking an interest in the teachers' difficulties. Society sometimes gets the teachers it deserves.

It was also pointed out that a sense of responsibility

was strongly developed by the present system whereby all teacher training is at boarding institutions.

These are, however, located only in rural areas, and immediately the question arises: How can one expect an African teacher, trained in a rural area, to develop a sense of involvement with, and understanding of an urban community in which he may teach? This led to the third recommendation, viz., that

III. teachers must be trained not only for, but also in the urban areas, and that consideration be given to establishing boarding teacher training colleges in such areas.

A fourth and last recommendation, not I think endorsed by the entire audience, was that

IV. attempts at ethical orientation should be made during teacher training.

From the general discussion arising on the first day :-

V. Training for nursery school teachers should be instituted.

(P.S. Factual information provided by Mr. Hartshorn, and certified accurate.)

G. J. KRIGE

Proposal to compiler :-

In the light of the Discussion on the Saturday morning, I would suggest that recommendations I - III and V be regarded as expressing the opinion of the majority of delegates. These probably apply, whether or not it is a fact that the morality of the average African teacher is reprehensible.

IV is the hot potato. Should we try: "attempts should be made during teacher training to instil the sense of professional ethics into the student, and conference noted with approval that the teachers association had drawn up a code of ethics"? Do you think that this is the opinion of conference? Mr. Hartshorn felt that including a course on ethics may be useful at present, but was not sure on how permanent it should become. As for the non-recommendation sections on pp 2 & 3, I have no idea what to be done with them.

John Krige 18/1/69.

Collection Number: AD1715

SOUTH AFRICAN INSTITUTE OF RACE RELATIONS (SAIRR), 1892-1974

PUBLISHER:

Collection Funder:- Atlantic Philanthropies Foundation

Publisher:- Historical Papers Research Archive

Location:- Johannesburg

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