

WE ARE GATHERED HERE THIS AFTERNOON TO PAY OUR RESPECTS AND TRIBUTES TO A PERSON LOVED AND ADMIRIED BY US ALL. I WAS PLEASED WHEN THE REV JAMIESON ASKED ME TO TAKE PART IN THE SERVICE AND HIGHLIGHT DR. MARY MCLARTY'S ACHIEVEMENTS.

I HAVE KNOWN MARY MCLARTY SINCE I WAS A TEENAGE BOY AT JEPPE HIGH AND HAVE BEEN PRIVILEGED TO WORK WITH HER ON MANY OCCASIONS IN MANY SPHERES. WHAT ALWAYS IMPRESSED ME WAS HER DIGNITY, HER SELF CONFIDENCE, HER CLEAR THINKING, HER KINDLINESS, HER CONSTRUCTIVE APPROACH, HER DETERMINATION, HER COURAGE, HER CONTRIBUTION AS AN EDUCATIONALIST, BUT ABOVE ALL AS A PEOPLES PERSON WITH A GREAT SENSE OF RESPONSIBILITY.

IN THINKING OF WHAT I WOULD SAY THIS AFTERNOON, I WONDERED WHAT SHE HERSELF WOULD HAVE WANTED TO RECALL OF HER BUSY LIFE, AND REMEMBER SHE HAD A TERRIFIC MEMORY FOR DETAIL.

I THINK FIRST OF ALL SHE WOULD HAVE WANTED TO REMEMBER HERSELF AS A SCHOOL GIRL, THAT HER TALENTS WERE RECOGNISED WHICH RESULTED IN HER OBTAINING A BURSARY TO ATTEND DURHAM UNIVERSITY, TO HER SUCCESSES IN OBTAINING A M.A. DEGREE IN CLASSICS.

THEN SHE WOULD HAVE THOUGHT OF THE FAMILY'S DECISION TO COME TO SOUTH AFRICA IN 1913 AT THE AGE OF 22, AND WHAT A TRANSITION THAT WAS. SHE WOULD ALSO HAVE THOUGHT OF HER SHORT PERIOD AT THE JOHANNESBURG HIGH SCHOOL FOR GIRLS BEFORE OBTAINING THE APPOINTMENT AT THE JEPPE HIGH SCHOOL FOR GIRLS.

UNTIL 1918 THE JEPPE HIGH SCHOOLS HAD BEEN A CO-EDUCATIONAL INSTITUTION, BUT FOR THE GROWTH OF THE SCHOOL IT HAD BEEN DECIDED TO HIVE OFF THE GIRLS SCHOOL, SO IN 1919 THE GIRLS MOVED TO THE NEW STRUCTURE IN ROBERTS AVENUE. IT WAS STARK AND AUSTERE, HAD NO PLAYING GROUNDS, AND IT WAS THERE THAT UNDER THE HEADSHIP OF MISS CUMMINS THE HAPPY BAND OF TEACHERS SET OUT TO ESTABLISH THIS NEW VENTURE. I AM SURE SHE WOULD RECALL THE NAMES OF SOME OF THAT TEAM - MRS HARTMAN, DOROTHY MACKENZIE, KATHLEEN BRABAZON, JANE GILMOUR, SPUDS MURPHY, THE TYLER SISTERS. LUCKILY, ALTHOUGH THE SCHOOLS HAD BEEN SEPARATED, STRONG LINKS WERE STILL KEPT AND THE TEACHERS OF THE NEW SCHOOL TOOK AS MUCH INTEREST IN THE BOYS SCHOOL AS THEY DID IN THEIR OWN. SHE WOULD HAVE RECALLED THE EXCITEMENT WHEN IN 1929 FIVE JEPPE OLD BOYS WERE SELECTED FOR THE SPRINGBOK CRICKET TOUR IN ENGLAND. THE LINKS BETWEEN THE BOYS AND GIRLS WERE LATER STRONGLY FORGED BY THE FORMATION OF THE QUONDAM CLUB.

MARY MCLARTY WOULD HAVE REMEMBERED THE TRADITIONS FOUNDED BY MISS CUMMINS IN A HIGH STANDARD OF WORK, HAPPINESS IN THE DOING OF IT, COURAGE, CONSTANCY AND THE CHEERFUL FRIENDLINESS WHICH JOINED TOGETHER MEMBERS OF A SCHOOL FOR THE PURPOSES THAT UNDERLINED ITS LIFE.

MARY MCLARTY WOULD HAVE REMEMBERED HER TAKING OVER THE HEADSHIP FROM MISS CUMMINS IN 1931 AND HER PARTICIPATION IN ALL THE SCHOOL ACTIVITIES, HER INTEREST IN THE POTENTIAL OF THE GIRLS UNDER HER CARE AND HER DESIRE TO ASSIST IN ACHIEVING THEIR TRUE POTENTIAL, HER BATTLES WITH PARENTS TO UNDERSTAND THE NEED TO SUPPORT THEIR DAUGHTERS DEVELOPMENTS AND THE MANY INSTANCES OF WHICH SHE HELPED THEM TO OBTAIN BURSARIES.

SHE WOULD RECALL THE GREAT CONTENTMENT AND HAPPINESS IT GIVES TO AN OLD SCHOOL TEACHER TO KNOW THAT SHE IS REMEMBERED BY HER OLD PUPILS TO WHOM SHE HERSELF HAS ALWAYS BEEN CLOSELY ATTACHED. MARY ENJOYED THE MANY OLD GIRLS REUNIONS AND HER MEMORY ENABLED HER TO NAME THEM ALL.

SHE WOULD REMEMBER THAT AT THE END OF HER SCHOOL CAREER AT THE AGE OF 55, HER MIND HAD BEEN MADE UP TO ENTER POLITICS FROM WHICH SHE HAD BEEN DEBARRED DURING HER SCHOOL CAREER.

MARY WOULD RECALL HER PARTICIPATION IN ELECTIONS AND THE WONDERFUL SUPPORT SHE HAD FROM THE KENSINGTON COMMUNITY. SHE HAD FIRST ENTERED THE POLITICAL ARENA BEFORE THE DISASTROUS 1948 ELECTIONS.

SHE WOULD RECALL WITH A WRY SMILE HER BATTLES IN THE PROVINCIAL COUNCIL, THAT WHEN SHE GOT UP TO SPEAK NO ONE DARED TO INTERRUPT HER, THAT SHE ALWAYS HAD HER FACTS AT HER FINGERTIPS AND THAT BY HER THOUGHTFUL NEGOTIATION SHE HAD INFLUENCED LEGISLATION AND HAD OBTAINED CONCESSIONS FOR TEACHERS BECUASE SHE KNEW WHAT SHE WAS SPEAKING ABOUT AND ALWAYS SPOKE WITH AUTHORITY.

AND THEN SHE WOULD RECALL HER ASSOCIATION WITH THE JOHANNESBURG COLLEGE OF EDUCATION, OF WHICH SHE WAS CHAIR FOR 17 YEARS. HOW SHE HAD BATTLED TO OBTAIN A NEW CAMPUS FOR THE INSTITUTION, HOW HER PERSISTENCY RESULTED IN THE DECISION BEING TAKEN TO MOVE THE CAMPUS TO PARKTOWN, HOW THE PROPERTIES WERE EXPROPRIATED, HOW THE PLANS HAD BEEN DRAWN AND SIGNED BY HER AND HOW EVENTUALLY A NEW CAMPUS HAD EMERGED.

SHE WOULD RECALL HER PRESIDING AT MEETINGS OF THE COUNCIL, THE PRESENTATION OF AWARDS, HER HAPPINESS AT THE NEW RECRUITS ENTERING THE PROFESSION, HOW THE STATUS AND SALARIES OF TEACHERS WERE GRADUALLY BEING IMPROVED.

SHE WOULD ALSO GIVE A THOUGHT TO HER PARTICIPATION WITH THE ASSOCIATION OF UNIVERSITY WOMEN, OF HER ROLE ON THE COUNCIL OF THE GIRL GUIDES, OF THE HELP SHE WAS ABLE TO GIVE TO THE KINGSMEAD GOVERNING BODY, AND ABOVE ALL HER PARTICIPATION IN THE AFFAIRS OF THE JEPPE SCHOOLS AND AS A MEMBER AND LATER AS CHAIRMAN OF THE GOVERNING BODY. FOR TO HER THE JEPPE SCHOOLS WERE HER FIRST LOVE.

Jeppe Trust Alan Grant Trust

THEN TOO SHE WOULD RECALL HER CONTACTS WITH THE NATIONAL COUNCIL OF WOMEN.

THEN SHE WOULD RECALL HER PARTICIPATION ON THE BOARD OF THE BARAGWANATH HOSPITAL. SHE WOULD RECALL WITH PRIDE THE ROLE PLAYED BY HER SISTER, JEAN, AS THE FIRST MATRON OF THAT HOSPITAL AND OF HER NIECE, MARGARET, AT THE NURSES TRAINING COLLEGE.

IN HER RECOLLECTIONS SHE WOULD BE CRITICAL OF THE TARDINESS IN THE PROVISION FOR THE KNOWN AND FORESEEABLE EXPANSION FOR THE POPULATION NEEDING HOSPITAL CARE.

SHE WOULD RECOLLECT WITH A GLOW OF PRIDE THAT WITS UNIVERSITY HAD IN 1967 AWARDED HER AN HONORARY DEGREEE OF DOCTOR OF LAWS IN RECOGNITION OF HER PUBLIC SERVICE, PARTICULARLY HER CONTRIBUTION TO THE EXTENSION OF EDUCATION.

SHE WOULD RECALL WITH PLEASURE THE ASSOCIATION WITH BARCLAYS BANK WHO SOUGHT HER ADVICE ON THE ALLOCATION OF BURSARY GRANTS.

SHE WOULD REMEMBER WITH SATISFACTION THAT THE COLLEGE OF EDUCATION HAD PERPETUATED HER MEMORY BY NAMING THEIR MAIN LECTURE THEATRE - THE DR. MARY MCLARTY THEATRE.

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AGAIN AND AGAIN SHE WOULD REMEMBER HER LEGION OF FRIENDS WHO HAD SHARED HER TRIUMPH AND DISAPPOINTMENTS. THEN SHE WOULD RECALL HER DECISION TO LIGHTEN HER LOAD AND PASS HER WORK ON TO OTHERS. AFTER ALL SHE WAS 82, AND SO SHE RELUCTANTLY RESIGNED AS CHAIR OF THE JOHANNESBURG COLLEGE OF EDUCATION AND THE JEPPE HIGH SCHOOLS GOVERNING BODY AND WAS PLEASED THAT VIC HANNA TOOK OVER. SHE KNEW JEPPE WAS IN GOOD HANDS AND THEN GOOD NEWS - THE T.P.A. WERE UPDATING THE JEPPE GIRLS SCHOOL. CHEERS.

ABOUT HER LAST FEW YEARS HER RECOLLECTIONS WERE NOT QUITE SO CLEAR. SHE WAS FEELING TIRED AND THE VIM HAD GONE OUT OF HER. BUT SHE STILL HAD THE URGE TO SEE THE RUGBY MATCHES IN NEW ZEALAND, SO WAS UP EARLY TO SWITCH ON THE TV.

FOR THOSE CLOSE TO HER IT WAS HEARTBREAKING TO WATCH A PERSON OF SUCH GREAT ABILITY DECLINE IN HEALTH AND MENTAL POWERS.

I WANT TO PAY TRIBUTE TO HER NIECES AND CLOSE RELATIVES FOR THEIR LOVING CARE GIVEN OVER SUCH A LONG PERIOD TO THEIR AGED AUNT.

WE GIVE THANKS THAT IT HAS BEEN OUR PRIVILEGE TO HAVE KNOWN AND WORKED WITH SUCH A PERSON AS DR. MARY MCLARTY.

OBITUARY

MARY MCLARTY — A Tribute by Napier Boyce



Mary McLarty came to Johannesburg just over seventy years ago as a young graduate of Durham University. Her first post was at the Johannesburg High School for Girls. In 1919 she was appointed senior Latin mistress at the Jeppe Girls' High School which had just been opened in the lower part of Roberts Avenue, Kensington. She shared with Miss Cummins, the principal, the challenging task of creating a new school. Although her primary interest was in the teaching of the classics, she displayed a sincere interest in the lives of her pupils outside the classroom and gave them the benefit of her experience and judgement.

In 1931 Mary McLarty became headmistress of Jeppe Girls' High, a worthy successor to Miss Cummins. It was an exacting task to attend to the needs of a developing school especially during the hard years of the economic depression in South Africa. It fell to her lot to guide the destinies of the school during the difficult years of the Second World War.

When in 1967 she was honoured by the University of the Witwatersrand with the award of a degree of Doctor of Laws honoris causa, she was remembered as "a gracious and distinguished headmistress". Her pupils knew her as a great person: they were always aware of her intellectual power; she was a clear thinker and a gifted speaker but at the same time a practical and inspiring leader, unselfishly devoted to her school."

In spite of the busy life she led as principal of a school, Mary McLarty found time to participate in the work of professional associations; she accepted office in the Transvaal High School Teachers' Association and became its president in 1928; she played a leading part in the struggle for better salaries for women teachers; she was a foundation member of the Association of University women and at one time National vice-President.

She had to resist many requests from public bodies until after her retirement in 1946. She then became more active than ever in public life: she served the Witwatersrand Council of Education, the Council for Adult Education, the governing Bodies of Kingsmead College and the Jeppe High Schools and the Regional Committee of Johannesburg College of Education to which she made

an outstanding contribution, as will be mentioned later in this tribute.

She also served on the board of the Baragwanath Hospital.

In 1949 Mary McLarty was elected to the Provincial Council as the United Party member for Kensington. It was during the next sixteen years that she was able to do her most effective work in influencing public policy on education and hospitals. As Dr Harold Holmes expressed it when writing in 1973

"To educate politicians is a frightening assignment, especially when you are in opposition. The governing side receives briefings from the educational authorities whose information may, or as likely may not be accurate or wise in educational terms. The ruling politicians accept this information with an indescribable naivety, and their example is usually followed by the opposition. But not when Miss McLarty was in the chamber. She did her homework, as they say, thoroughly, and castigated any educational nonsense that came up. Teachers in the Transvaal owe her a deep debt for all she has done in their cause."

It is fitting that I should pay special tribute to Mary McLarty for her contribution to the life and work of the Johannesburg College of Education, which she served as chairman of the Regional Committee for seventeen years.

Dr Harold Holmes, who was Rector of JCE during the last five years of office, wrote this appreciation which appeared in the College News of October 1973, the year in which she finally retired.

"She found time during these years to join the Regional Committee of the Johannesburg College of Education and for seventeen years was its chairman. These were happy times for her, working with fellow members equally interested in education and the College, and meeting old and new colleagues in a hundred and one different situations.

Four rectors have worked happily with her, finding in her a discreet confessional, but also a readiness to take serious problems, for example over grounds and buildings, to where they really originated, in the Director's or Administrator's offices. Her handling of interviews with candidates for appointment to the College staff was a model of correctness, shrewd, as one might expect, and quite unimpressed by bluff or window-dressing.

Her graceful and dignified figure was familiar at most College functions, and when she had to speak on formal occasions, her standpoint and message were clear, and many of her Honours Day affirmations will be long remembered."

I also want to place on record Dr McLarty's significant role in the negotiations which led to acquisition by the TPA of the valuable site in Parktown which became the new Campus of the College. She fully supported the efforts of the Rector, the late Professor Conrad Linder, who has realised that the College had outgrown the old Campus on the Braamfontein Ridge. Dr McLarty signed the plans for the new College in 1963. It may therefore be

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fer in respect to the INTENSITY with which they act, the RATE at which they move, the MOOD they express, the readiness with which the SHIFT from one activity to another, and the ease with which they APPROACH new people, situations or objects. Temperament can therefore be used to describe the **characteristic tempo, rhythmicity, adaptability, energy expenditure, mood, and focus of attention** of a child, **independently of the content of a specific behaviour.** Temperament becomes obvious in interaction with the environment, and is subject to environmental influences. As such, characteristics are magnified when there are changes in the environment.

Thomas and Chess describe 9 primary individual differences which define temperament.

1. **Activity level** — the level or tempo and frequency with which a motor component is present in the child's functioning
2. **Rhythmicity** — regularity of biological functioning, e.g. sleep/wake cycle.
3. **Approach — Withdrawal** — initial reaction to what is new in the environment.
4. **Adaptability** — the ease/difficulty with which responses can be modified.
5. **Intensity of Reaction** — the energy content of responses, irrespective of whether they are negative or positive.
6. **Threshold of Responses** — the level of stimulation necessary to elicit a response.
7. **Quality of Mood** — the amount of pleasant, joyful/unfriendly, aggressive, crying behaviour that is characteristic.
8. **Distractability** — effectiveness of environmental stimuli in interfering with or altering the direction of ongoing behaviour.
9. **Attention Span** — the time an activity can be pursued. This includes **Persistence** as well as **Frustration Tolerance**.

In themselves, Temperament traits are neither good nor bad. Whether a given trait meets with approval or disapproval, results in praise or criticism, or proves convenient or inconvenient to adults or peers, can depend on it's appropriateness to the situation in which it is expressed, and upon the degree to which it's manifestations correspond to the value judgements of others. For example, the response of others to a child's persistence is

strongly influenced by the specific activities in which he is persistent, and whether his behaviour is seen as appropriate or not. At home such a child may be considered as "wonderfully good" as he plays with his train set or works on a puzzle all afternoon, that he does not like to be interrupted and is no trouble. But at school the same child may be regarded as "difficult", because he is resistant to stopping an activity immediately a bell rings! Whether his persistence is positively or negatively construed is also influenced by other temperament characteristics, for example, the quality and intensity of mood he displays when his activity is stopped.

Thomas and Chess (19) described 3 constellations into which most children can be categorized. These are:—

The Easy Child — who is adaptable, positive in approach to new situations and to change, moderate and happy in mood, regular in biological rhythms, who adapts quickly and without stress.

The Difficult Child — irregular in biological rhythms, low in adaptability, distressed by newness, negative in mood and in response to novel situations and stimuli, and who shows difficulty in adjusting to routines and demands.

The Slow to Warm Up Child — who is mild in intensity of response, regular in biological rhythms, but slow to adapt and negative in response to newness, withdrawing in novel situations. However, given time and opportunity to adjust, could become involved and positive in interaction with the environment.

My recent research, based on work being undertaken by Dr Barbara Keogh and her associates at U.C.L.A. in the United States, set out to gain, specifically, information on the relationship between Temperament and adaptation to school.

The research looked at children before and after entry into school in order to find out whether there were any specific differences in the way in which important people in the child's life, e.g. parents and teachers, perceived them during this transition. Starting with parents, I wanted to find out if different expectations would alter their perceptions of the child. The study revealed that parents were very consistent in the ways in which they viewed their children before and after entry into school.

The research then compared how nursery school and Grade 1 teachers

evaluated these same children on the various dimensions of Temperament, and how these related to the parent's evaluations. Obviously there were differences. Both groups of teachers evaluated the children differently from the parents. This was mainly related to the differences in relationship, as well as the settings in which they interacted with the children, and the different demands and expectations that were related to these settings. At the same time, I expected some over-lap, after all, it was the same children being evaluated. The findings showed more similarity between the parents and nursery school teachers than parents and grade 1 teachers. This was particularly notable on the dimension of personal and social flexibility of the children — the way in which they adopted to, and handled social or interactive situations. This is understandable in the light of the emphasis on social development in the nursery school. It was noted that this group of teachers also looked at the way in which children approached and dealt with tasks and activities, both individually and in groups, both self motivated and imposed, and gave a well rounded picture of the child's functioning.

Focusing on the Grade 1 teacher's evaluations, the tendency was clearly to place greatest emphasis on task related behaviours. All other areas of functioning in the classroom and in his dealings with the learning situation. The child was seen no longer as an individual, a social, interactive person, but in terms of his responses to the tasks set, and the expectations he was required to meet. This change in perspective of the child took place very soon after entry into school, and was significantly measurable by the end of the first term of grade 1, representing a very large part of the "gap" under discussion.

Grade 1 teachers were also asked to fill in a questionair evaluating the "teachability" of each child in the study. This aimed at measuring how children were seen as adapting to the formal school situation, and took into consideration cognitive behavioural functioning, school adjustment behaviours (eg listening to instructions), and personal social adjustment. The children's functioning on these dimensions were then compared with the way in which the teachers had evaluated their Temperament. Very strong correlations were found, indicating that Temperament had an enormous influence of the way

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said that the new JCE, one of the most impressive campuses in South Africa, stands as a memorial to her contribution to English Education.

It was therefore fitting that the main lecture theatre in the new College was named in her honour when the College moved to the new campus in 1979.

In 1972 Mary McLarty was awarded the JCE Gold Medal in recognition of her services to education.

In 1973 in one of her last public appearances when the JCE Women's residence of Highfield, was first occupied, a simple ceremony was held on the lawns of the residence. Mary McLarty planted a White Stinkwood tree on the lawns. This was a reminder of her wisdom and dedication which had made a lasting contribution to the growth and prestige of JCE. Perhaps the young ladies of Highfield who read this appreciation today will understand the significance of the inscription on the stone at the foot of the tree.

On the occasion of the planting of this tree the following four lines were read to sum up Mary McLarty's influence on English Education in the Transvaal over a period of almost sixty years.

*"This learned I from the shadow of a tree
That to and fro — did sway against a wall;
Our shadow selves, our influence, may fall
Where we ourselves can never be."*

ERIKA

*Op die heide groei 'n mooi blommetjie,
En haar naam Erika
Is slegs myna, ja, 'n duisend kere meer,
harte vier, Erika!
Want haar hart is vol van soetheid,
deur 'n onontluikte blommekleed.
Op die heide blom 'n mooie blommetjie,
En haar naam Erika!*

*In my kamertjie blom ook 'n blommetjie
En haar naam Erika!
Al met mōre dou so ook met awendgrou
Sien sy my — Erika!
En dan is dit asof sy wil sê
Dink jy ook aan my, jou liewe bruid?
In jou tuiste ween oor jou 'n meisie skoon —
En haar naam — Erika!*

AULD LANG SYNE

*Sal ons ou kennisse ooit vergeet en hulle vriend'likheid;
Sal ons ou kennisse ooit vergeet en die goeie oue tyd!
Die goeie oue tyd my vriend, die goeie oue tyd!
Sal ons ou kennisse ooit vergeet en die goeie oue tyd.*

*Then here's a hand my trusty friend, and gie's a hand o' thine;
We'll take a cup of kindness yet, for AULD LANG SYNE.
For old lang syne, my dear, for auld lang syne,
We'll take a cup of kindness yet, for AULD LANG SYNE.*

DIE OU KALAHARI

*Vêr in die ou Kalahari, Daar sing die boere so,
Gee ons die ou Kalahari, Die ou Kalahari bo!
Wyd lê die eindlose vlaktes, Kameeldoringboom en sand.
Eensame, vreedsame wêreld: Dit is ons Kalahariland.
Sonbesies sing in jou bosse, Dit hittige son te versmaai;
Rooi Afrikaander osse sien jy om elke draai.
Vêr in die ou Kalahari, Tot daar in die Molopo.
Gee ons die ou Kalahari, Die ou Kalahari bo!*

THE OLD KALAHARI

*Deep in the old Kalahari I hear a melody,
Old Kalahari is singing, A song that is haunting me.
Endless the plains all around me, The burning sun and the sand,
Lonely and peaceful surrounding, My old Kalahari land.
Out in the world I may travel, See sights that astound and amaze,
But I long for the old Kalahari, Where beautiful springbucks graze.
When I am called on safari, By Him whom I cannot deny.
I pray that the old Kalahari, Will be part of that land in the sky.*

MY BONNIE

1. *My Bonnie is over the ocean,
My Bonnie is over the sea,
My Bonnie is over the ocean,
O bring back my Bonnie to me.*

CHORUS:

*Bring back, bring back,
Bring back my Bonnie to me, to me;
Bring back, bring back,
O bring back my Bonnie to me.*

2. *O blow, ye winds, over the ocean,
And blow, ye winds, over the sea,
O blow, ye winds, over the ocean,
And bring back my Bonnie to me.*

CHORUS:

3. *Last night as I lay on my pillow,
Last night as I lay on my bed,
Last night as I lay on my pillow,
I dreamed that my Bonnie was dead.*

CHORUS:

SEVEN PILLARS OF A PROFESSION

1. Technical skill and craftsmanship, received by continuing education.
2. A sense of social responsibility with an interest in community life. This is the best corrective to a narrow concern with professional matters.
3. A knowledge of history. This is essential for the cultivated mind and provides perspective.
4. A knowledge of literature and the arts. This acts as a catalyst; here are to be found the world of values and the repository of what has been said and done by the best minds.
5. A personal integrity. On this quality rests the concept of duty, a sense of responsibility.
6. A faith that there is some meaning and value in life.
7. The grace of humility. The constant reflection, in the searching words of John Bradford, "There, but for the grace of God, go I." In this attitude is to be found one of the finest flowers of the human spirit.

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Collection Number: A1132

Collection Name: Patrick LEWIS Papers, 1949-1987

PUBLISHER:

Publisher: Historical Papers Research Archive, University of the Witwatersrand, Johannesburg, South Africa

Location: Johannesburg

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