

SPEAKERS : (1) MR. R. TUNMER
(ii) PROFESSOR P.A. DUMINY

RAPPORTEUR : MR. H.H. DLAMLENZE.

1. The lectures treated the topic under these headings:
 - (a) Attitudes of Students towards education - their happiest or unhappiest moments at school. The descriptions revealed successes in Examination, sports, crippling factors like poverty and pleasant home background or the reverse.
 - (b) The second sub-heading was the attitude of students toward the teacher - the knowledge of the subject, the ability to impart knowledge and his general relations with the pupils.

2. Most pupils in their education aimed at attaining the professions that would give them better salaries, further, service to the community was one of their aims. White Collar jobs were preferred.
On the average, pupils who reached the upper levels of High School, came from homes where parents had high level of educational attainment and therefore occupied higher level occupation than the African population as a whole. The pupils therefore have some knowledge of the variety of occupations in White Society and the advantages of Western Education. Such pupils come to school with a purpose.

3. A Teacher, who lacks self-confidence because of defective and insufficient knowledge of his subject runs into difficulty with such pupils whose home background may have its effect on their attitudes to classroom organisation, disciplinary methods and attitudes of the Teachers pupils whose general knowledge and experience may be broader than that of their teachers. Under the

circumstances, rigidity and authoritarian discipline may be the insecure teacher's reaction to this situation.

4. On the other hand, a well-trained teacher in methods and equipped with knowledge, with appeal more to understanding than rote learning; appeal more to discussion than to passive listening (taken for learning) to a speaking and not teaching Teacher; appeal more to questioning mind than to absorbing mind.
5. Participation - The pupil's ability to express the material in his own way, and actively taking part in learning is in a better position to assimilate the matter.
6. Corporal Punishment : While discipline forms a necessary climate for good progress in learning, the group felt that Corporal punishment is the most hated form of punishment, and where it is freely applied it creates an unpleasant atmosphere.

Pupils in 4th and 5th years of high school study should go without this, and if applied at all then restraint should be the guiding principle. One who cannot keep discipline without a stick, the same result still obtains with it
7. The J.C. Course should broaden the Curriculum to include the Science at an earlier stage rather than have matric for three years for matric in or to make up for the loss.
8. Serving Teachers who had some elementary knowledge of sciences could be helped to acquire better knowledge through 3 or 5 months intensive study. Being serving teachers, they would be to the advantage of the high schools.

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